

DEVELOPMENT OF A COMPREHENSIVE REPORTING SYSTEM FOR A  
SCHOOL REFORM ORGANIZATION: THE ACCELERATED SCHOOLS PROJECT

A Dissertation

by

JENNIFER ANNE STEPHENS

Submitted to the Office of Graduate Studies of  
Texas A&M University  
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

December 2004

Major Subject: Educational Psychology

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December 2004

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## ABSTRACT

Development of a Comprehensive Reporting System for a School Reform Organization:

The Accelerated Schools Project. (December 2004)

Jennifer Anne Stephens, B.A., University of North Texas

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Given the conflicting research results on the effectiveness of whole-school reform models (Nunnery, 1998; Stringfield & Herman, 1997; American Institutes for Research, 1999; U.S. Department of Education, 2004), there is a need to focus on the evaluation procedures of whole-school reform organizations. Because the ultimate goal is to improve school performance, it should also be a goal of each whole-school reform organization to design a comprehensive data collection system to evaluate each school's performance.

A comprehensive reporting system was developed for a school reform organization, the Accelerated Schools Project (ASP). Using the steps of the research and development process recommended by Borg and Gall (1989), this study: (a) developed a theoretical framework for the reporting system, (b) identified data that should be collected in the reporting system, (c) performed a field test with an expert panel of educational professionals, (d) developed a preliminary form of the reporting system, (e) performed a main field test with principals and coaches in the ASP network, (f) reported field test results, (g) revised the preliminary reporting system, (h) developed a website for the reporting system, and (i) provided recommendations for the completion, dissemination and implementation of the system in accelerated schools across the nation.

This study has important implications for both the ASP community and for the entire whole-school reform community. For the ASP community, the reporting system could be used: (a) to collect data in all accelerated schools across the nation (b) as a longitudinal database of information to monitor data on each ASP school, and (c) to generate school summary reports on ASP schools. These data will assist researchers in

measuring the effectiveness of the ASP model on student achievement and other important variables. For the whole-school reform community, the method used in this study could be replicated in other school reform organizations to develop a comprehensive reporting system. By providing consistent data for school reform organizations to evaluate the impact of their models on students and schools, educational researchers will be better equipped to understand each model's impact, and thus will better understand the diverse research results on school reform effectiveness.

## ACKNOWLEDGEMENTS

There are many people I would like to thank for their support and encouragement. I would like to express appreciation to my father, Larry Stephens, who taught me the importance of an education and who always encouraged me to dream higher and farther. To my mother, Margaret Stephens, who has consistently nurtured and praised my efforts throughout all of my educational pursuits. Thank you both for the support and encouragement that you have provided for me in my education, and in my life as a whole. The values you have instilled in me have become a measure of how to live my life. I am lucky to have a family that has brought such good times and laughter into my life.

Thank you to my chair, Dr. Stephanie Knight, for consistently being supportive, encouraging, and positive. She took me under her wing and provided me with many opportunities that have promoted my growth and learning during graduate school. From presenting at conferences to teaching college courses, she always knew what I needed to thrive in my environment. Her mentorship and guidance have been important to me, and I will always strive to perform at her level in my career. Thank you to my committee members for the extensive guidance and support throughout the dissertation process.

To Jeff Helm, thanks for always making me laugh and smile when I needed it the most. Thank you to Mike McMurrough for providing me with an ideal setting to write my dissertation. His generosity is immeasurable, and his inquisitive nature reminds me of how fun it is to learn.

Finally, I would like to express sincere gratitude to my friend and mate for life, Jason Helm. You have always been at my side and have supported me in so many ways. You have played such an important role in both my dissertation and in my life as a whole. Your support and encouragement is deeply appreciated, and I look forward to many years spent with you and our family.

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## CHAPTER I INTRODUCTION

Whole-school reform is a process that seeks to simultaneously change all elements of a school's operating environment so those elements align with a central, guiding vision (Keltner, 1998). During the past decade, educators have increasingly turned to whole-school reform organizations to improve the performance of their schools. This can partly be attributed to the Obey-Porter bill passed by the U.S. Congress in 1997, also known as the Comprehensive School Reform Program (CSRP), a bipartisan initiative appropriating \$150 million in federal funds to schools. The program provided \$50,000 grants to schools that selected a whole-school reform model that met criteria from the U.S. Department of Education.

Approximately 1,800 schools received grants as part of a cohort in 1998, and 3,500 more schools received grants through funding increases in 2000 and 2001 (North Central Regional Educational Laboratory, 2004). As a result, over 5,300 schools across the nation have received CSRP funding to implement and sustain a research-based comprehensive school reform model. Universities have developed a number of whole-school reform designs, such as the Accelerated Schools Project developed at Stanford University (Levin & Hopfenburg, 1991), Comer School Development Program from Yale (Comer, Ben-Avie, Haynes, & Joyner, 1999; Haynes & Comer, 1996), Coalition of Essential Schools developed at Brown (Sizer, 1988), and Success for All developed at Johns Hopkins University (Slavin, 1999, 2000). Private, non-profit organizations have also developed and implemented external whole-school reform designs in thousands of schools across the nation. Examples of these organizations include the New American Schools (NAS) Corporation (Bodilly, 1998; Stringfield, Ross, & Smith, 1996) and the Core Knowledge Foundation (Datnow, McHugh, Stringfield, & Hackler, 1998). Such models provide a wide range from which schools may choose to meet their needs. For example, Direct Instruction (Adams & Engelmann, 1996) supplies almost all of the

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This dissertation follows the style of the *Journal of Educational Psychology*.

appropriate student materials, teacher manuals, and additional resources, while the Coalition of Essential Schools, Accelerated Schools, and the School Development Program offer a general philosophy of school-wide reform and extensive professional development.

Some studies suggest that externally developed whole-school reform models have advantages over locally developed reforms in systemically raising students' academic achievement and improving student outcomes (Nunnery, 1998; Stringfield & Herman, 1997). In a meta-analysis with 232 studies on the student achievement effects in CSRP schools, Borman, Hewes, Overman, & Brown (2003) found that CSRP schools are significantly more effective than traditional Title I targeted or compensatory programs.

Conversely, some studies reveal conflicting results on the effectiveness of whole-school reform models. The *Educators' Guide to School Reform*, (American Institutes for Research, 1999), published a report that evaluated the effectiveness of 24 whole-school reform models. They found only 3 out of the 24 whole-school reform models studied presented strong evidence that they raised student achievement. In addition, the American Institutes for Research found that only a limited number of whole-school reform models have succeeded in providing evidence for effectiveness in improving student outcomes. A study by the U.S. Department of Education (2004) found that CSRP schools made gains in reading and mathematics in only one-fourth of the states. Furthermore, states with significant improvement in student achievement for CSRP schools also had significant growth in achievement for non-CSRP schools. New American Schools claims that every one of their designs, when fully implemented, has improved schools' attendance rates, parental involvement, and student performance, but then adds, "Some schools have not achieved the results they expected, and a few have not experienced any improvement after adopting a design" (Berends, 1999).

#### Statement of the Problem

While there has been speculation about why the research results differ, this issue has not been thoroughly studied. It is unclear whether the inconsistency is due to the

effectiveness (or lack of effectiveness) of school reform models, the research methodology of the studies on school reform model effectiveness, or the lack of a strong research base within the school reform models (i.e., problems with the availability of data, lack of third party studies, data inconsistencies).

Data gathering and analysis are key to successful school-wide reform (WestEd, 2004). Unfortunately, for a variety of reasons, wide-ranging and in-depth information is not available for many of the school reform models. Some models with relatively long histories have accumulated a strong research base, whereas others are in the process of accumulating this information (Borman et al., 2003). Unless a school reform model has developed a specific data collection process for all of their schools, problems can exist when evaluating school performance. Because most whole-school reform models have schools located throughout the nation in different states, and because different states use varying methods of data collection, schools that implement a particular model may not have consistent data to evaluate school performance.

Given these issues and the conflicting results of school reform effectiveness, there is a need to focus on the evaluation procedures of whole-school reform organizations. Because the ultimate goal is to improve school performance, it should also be a goal of each whole-school reform organization to design a comprehensive data collection system to evaluate each school's performance.

#### Purpose of the Study

The purpose of this study is to develop a comprehensive reporting system for the Accelerated Schools Project (ASP). This comprehensive system will gather data in accelerated schools across the nation to: (a) provide a database of information for the accelerated schools model; (b) enable schools within the ASP network to effectively evaluate their own school performance; and (c) allow the public to compare ASP schools across the nation.

The ASP model was developed in 1986 by Henry Levin at Stanford University, and is designed to improve schooling for children in at-risk situations by using a comprehensive approach to school change. The ASP model promotes learning by

providing all students with challenging activities that traditionally have been reserved for gifted and talented students. The philosophy is based on democratic principles as each school community uses a systematic transformation process to determine its own vision and collaboratively achieve its goals (Levin & Hopfenburg, 1991).

Using a research and development (R&D) process, the present study will: (a) develop a theoretical framework for the reporting system based on the literature review, (b) identify data that should be collected by the ASP reporting system, (c) perform a preliminary field test with an expert panel of educational professionals, (d) develop a preliminary form of the reporting system, (e) perform a main field test with principals and coaches in the ASP network, (f) report field test results, (g) revise the preliminary reporting system, (h) develop a website for the reporting system, and (i) provide recommendations for the completion, dissemination, and implementation of the system in accelerated schools across the nation.

#### Research Questions

This study intends to address these pertinent research questions to develop a comprehensive reporting system for the Accelerated Schools Project.

1. Does the ASP model have a comprehensive evaluation system to measure progress in ASP schools?
2. What data elements do the expert panel members in the study recommend for inclusion in the reporting system?
3. What data elements do the ASP coaches and principals in the study recommend for inclusion in the reporting system?
4. What are the recommendations for the format, design, and overall readability of a preliminary form of the reporting system, according to the expert panel members, ASP coaches, and principals in the study?

#### Educational Significance

The reporting system proposed in this study will serve as a tool to collect data in accelerated schools across the nation, increasing the research potential for all interested parties who want to examine these data. The tool will serve as a longitudinal database of

information to monitor data on each ASP school. It will also be used to generate school summary reports on each school (i.e., ASP school report cards). It will assist researchers in measuring the effectiveness of the ASP model on student achievement and other important variables. On a larger scale, this study will contribute by providing a step-by-step process for other school reform organizations to develop their own reporting systems. Furthermore, this study will assist educational researchers in better understanding the diverse research results on school reform effectiveness by providing consistent data to evaluate the impact of a particular school reform model on students and schools.

#### Definition of Key Terms

The following definitions will be used in this study:

*Outcomes* – Outcomes are the result of interactions between individuals and schooling experiences. They may be direct or indirect, positive or negative, and intended or unintended (Dannenbring, 1996). For example, *parental participation* is an outcome used to measure the extent that parents participate in school activities.

*Context characteristics* – Duranti and Goodwin (1992) defined context as a frame that encompasses an event and provides resources for its interpretation. Context characteristics are important for the reporting system because they place the outcomes of interest into a framework that can help to explain or shed light on the data. For example, *year the school opened* is a context characteristic, providing context to assist in the interpretation of other outcomes.

*Indicators* - Indicators usually specify a numerical value, which will indicate progress toward achieving an outcome, such as a number, percentage, or ratio (Hatry & Kopczynski, 1997). For example, *parental participation rate* is often measured by the number of parents that attend a school-sponsored function divided by the number of school-sponsored functions.

*ASP Coach* – A representative in the school that acts as a resource to guide the school community through the ASP process. They devote at least 25 percent of their time to accelerated schools training and follow-up activities.



### Organization of Study

This study will be organized in the following manner. The current chapter describes the problem statement, purpose, research questions, educational significance, and defines key terms for the study. Chapter II is a literature review that establishes the theoretical framework for development of the reporting system. Chapter III discusses the methodology, specifically the stages of development in the R&D process. In Chapter IV, research findings from the preliminary and main field test will be presented. Finally, Chapter V provides evidence for the research questions, introduces the reporting system website; followed by recommendations for further study, how to make the data useful, and limitations of the study.

## CHAPTER II

### REVIEW OF THE LITERATURE

In basic or applied research, the literature review is used to determine the state of knowledge in the area of concern. In research and development (R&D) projects, the literature review also establishes the theoretical framework to build the development of the product (Borg & Gall, 1989). Research findings and information relevant to the development of the reporting system are presented to determine the current state of knowledge and establish the theoretical framework for this study. The review is divided into the following five sections:

1. A description of the Accelerated Schools Project model is presented, enabling the reader to gain a full understanding of the philosophy of the model. The current evaluation and data collection procedures are also discussed.
2. Four school reform models are presented, accompanied by a description of the models' evaluation procedures and the types of data they collect from schools. Contrasts are made on the similarities and differences of data collected by the school reform models as compared to data collected by the ASP model.
3. Extending beyond the research of school reform models, the evaluation and data collection procedures of state education agencies will be discussed. California's and Texas' accountability systems are examined, and it will be demonstrated how elements of their accountability systems will contribute to the development of the reporting system.
4. Non-profit and governmental agencies (Department of Education, National Center on Educational Outcomes, and the Council of Chief State School Officers) are examined, and it is demonstrated how elements of their reporting systems contribute to the development of the reporting system.
5. The theoretical framework for the reporting system is introduced.

#### The Accelerated Schools Project

The school reform organization that is the focus of this study is the Accelerated Schools Project (ASP). For that reason, the philosophy and processes of the ASP model

will be presented here. By gaining a clear understanding of the components of the model, the reader will better understand the selection of data for the reporting system.

The ASP model is a comprehensive approach designed to improve schooling for children in at-risk situations by involving the whole school community, which includes staff, students, parents, and community taxpayers involved directly with the school. Developed in 1986 by Dr. Henry Levin at Stanford University, the ASP philosophy promotes learning by providing all students with challenging activities that traditionally have been used only with gifted and talented students. The ASP model uses a process to assess the school's present status, unite the school community around its own vision of an ideal school, and empower every member of the community to participate in the creation of such a school. Democratic principles are used as each school community employs a systematic transformation process to determine its own vision and to collaboratively achieve its goals (Levin & Hopfenburg, 1991).

#### *Components of the ASP Model*

The accelerated school is organized to empower the whole school community to develop the dream school that they would want for themselves and their children. From the very beginning of the project launch, the school community takes stock to establish baseline data and develop a vision of their dream school. They then compare their new vision to their present situation, resulting in the identification of priority challenge areas, which are addressed using the inquiry process. The four main components of the ASP model are: (a) ASP principles, (b) inquiry process, (c) governance structure, and (d) powerful learning.

#### *ASP Principles*

The ASP model is based on three central principles (Accelerated Schools Project, 2001, ¶ 4, 5, & 6):

##### *1. Unity of Purpose*

All members of the school community work together toward a common set of goals as they share the same dream for the school.

## 2. *Empowerment Coupled with Responsibility*

Every member of the school community is empowered to participate in a shared decision-making process, to share in the responsibility for implementing these decisions, and to be held accountable for the outcomes of these decisions.

## 3. *Building on Strengths*

Accelerated school communities recognize and utilize the knowledge, talents, and resources of every member of the school community.

### *Inquiry Process*

A main component of the ASP model, the inquiry process is a systematic method to help school communities understand problems, find and implement solutions, and then assess their results. School community members initiate the inquiry process by focusing on the school's challenge areas, hypothesizing why they exist. By exploring the underlying causes, school community members continually refine their understanding (Hopfenburg, Levin, Chase, Christensen, Moore, Soler, Bruner, Keller & Rodriguez, 1993).

As each hypothesis is tested for each challenge area, the results are interpreted accordingly. After each member has a clear understanding of the challenge area and why it exists, participants engage in brainstorming solutions. Focusing on the unique needs of each school, each solution is synthesized, combined, and/or modified according to feedback from each group member. School community members are set in place to develop action plans based on the list of solutions. These action plans are tested and refined according to the needs of the students and school.

In summary, the school community uses the inquiry process to identify challenges, propose and test hypotheses on why the problem exists, brainstorm for solutions, and then formulate action plans to be tested and approved.

### *Governance Structure*

The governance structure of the ASP model includes three tiers: (a) cadres, (b) steering committee, and (c) the school-as-a-whole (SAW). Cadre groups are developed to work on challenge areas of the school, and they meet once a week. The steering

committee includes representatives from each cadre along with representatives of major stakeholders (parents, community members, and students). The steering committee meets at least twice monthly, and those meetings include a discussion of the cadre reports. The whole school meets at least once a year when appropriate.

It is required that all or most of the staff (at least 80%) participate in the work of the cadres or steering committee. The school keeps minutes of cadre, steering committee, and SAW meetings; and minutes are regularly communicated to staff, parents, community, and students.

### *Powerful Learning*

Schools in the ASP model implement powerful learning in their classrooms. Powerful learning is defined by: (a) interactive opportunities for students to collaborate with others in the learning process, (b) student exploration and continual discovery, (c) giving all students equal access to learning opportunities, (d) making connections between different learning contexts so that students perceive knowledge in a more holistic manner, and (e) relating to students' classroom experiences to real issues and situations. Members of the school community work together to transform classrooms into powerful learning environments, and students and teachers are encouraged to think creatively and explore their interests. Each student is encouraged to construct knowledge through exploration and discovery, making connections between school activities and their lives outside the classroom. Imaginative thinking, complex reasoning, and problem solving skills are highly valued traits emphasized by the ASP model.

### Evaluation Methods of ASP

*Tools for Assessing School Progress (TASP)* is the main evaluation tool for the ASP model, and it focuses on model implementation and achievement data (see Appendix A for the TASP instrument). The school staff uses the tool to conduct a self-assessment within the school and to consistently monitor the ASP model. As shown in Figure 1, the TASP collects the following data from each of its schools: (a) implementation of the ASP principles and processes data, (b) implementation of

powerful learning data, (c) implementation of inquiry process and governance structure data, and (d) student achievement data.

Based on the premise that schools operate best when they have the capacity to analyze data about their own progress, the results are used to address weak areas of implementation. More specifically, the TASP is designed to: (a) help teachers reflect upon and self-assess their implementation of the powerful learning framework, (b) help schools examine the integrity and success of the model's implementation, (c) assist the school in determining what improvements may be necessary in their implementation, and (d) enable the National Center for Accelerated Schools to assess the quality of implementation so that targeted assistance can be provided if necessary (National Center for Accelerated Schools, 2001).

Internally, the TASP empowers schools to conduct self-assessments to monitor their progress in implementing the model. Externally, site visits are conducted by a representative from an ASP satellite center. School community members and a visiting satellite center member are responsible for collecting the data and sending it to the ASP National Center at the University of Connecticut. Following a review and examination of the data gathered from these assessment tasks, the school's steering committee creates an action plan to address each area of model implementation that needs to be improved. The school decides on the appropriate areas to address, and the satellite center provides support.

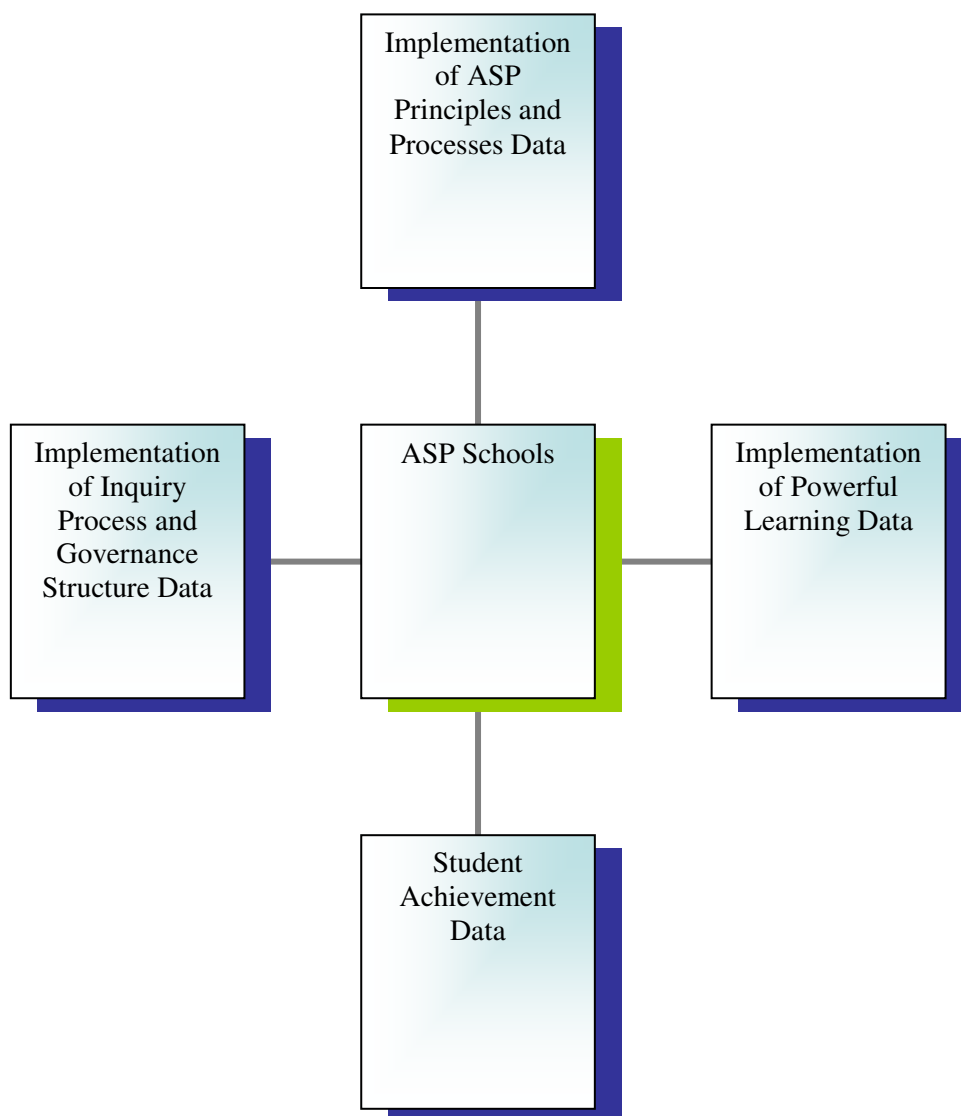


Figure 1. Data that ASP collects from its schools.

#### Limitations of ASP Evaluation Methods

Although TASP data should be included in the reporting system, the TASP is not entirely sufficient to facilitate a comprehensive, multi-method evaluation approach in ASP schools. TASP data are important, but data from all aspects of the school should be collected to understand the entire school (e.g., demographic information, school climate

data, parental participation, etc.). Different types of data should be collected so that members of the school community understand not only how to gather and analyze the data, but also how to use the data to accurately understand which strategies are not working and what to do differently to get different results (Bernhardt, 2004).

The TASP is also not sufficient as an evaluation tool because the data are not communicated to the public. That is, the ASP model does not have a method to display the results to the public or school community. Communicating these data are important if the data are going to effect decision-making and if solutions are going to be implemented as intended. We can perform the most complex analyses in the world; but if we want others to use the data, they must be able to understand the analyses, results, and uses (Bernhardt, 2004).

#### Evaluation Procedures of Other School Reform Models

To examine other types of data important for the reporting system and to assist in building the theoretical framework for the reporting system, the evaluation procedures of other school reform models will be examined. The purpose of this examination is to: (a) examine the principles and philosophy of each school reform model, (b) establish the models' evaluation procedures and types of data they collect from schools, (c) compare the similarities and differences of data collected from the school reform models and ASP, and (d) understand how components from the school reform models will be utilized for the development of the reporting system. The following school reform models have been reviewed: (a) *Modern Red Schoolhouse*, (b) *School Development Program*, (c) *Edison Project*, and (d) *America's Choice*.

#### *Criteria for Selection of School Reform Models*

The American Institutes for Research (1999) recognizes 24 whole-school reform models, of which four were selected for this study based on the following criteria:

1. The philosophy and processes of the school reform model are research-based, as evidenced by documentation provided to the public describing the research processes used to develop the models.



2. The school reform model has a compilation of research studies documenting the effectiveness of the model by both internal and external parties.
3. The evaluation methods and data collection procedures are described to the public in school reform literature and research studies.
4. The school reform model has the capacity to effectively evaluate data to measure the success (or lack of success) of the intended results.

Other models may have met one or more of these criteria, but the similarities in the philosophy and/or process of these models to the ASP model make these better candidates to review. For example, the implementation process of the Modern Red Schoolhouse is similar to the ASP model. Both school reform models take stock of the current state of the school, examine its needs, and then develop a program according to the needs of the students and school. America's Choice and the School Development Program place a high importance on the responsibility of school community members in helping students meet their standards. The Edison Project places emphasis on parental involvement and schools that are tailored to the interests of the whole school community.

#### *Modern Red Schoolhouse*

Modern Red Schoolhouse (MRSH) is a K-12 standards-driven design, sponsored by the New American Schools, a not-for-profit organization in Arlington, Virginia. It was developed in 1992 and first implemented in 1993. MRSH is based on the premise of combining a personal approach and sense of community with the technological advances of today's society, and on the principle that all students can meet high standards through a system of mastery and assessment.

The MRSH program philosophy is articulated through six tenets of reform, which are: (a) high standards for all, (b) transmission of a common culture and respect for diversity, (c) school choice for students and staff as to where they belong, (d) advanced technology, (e) freedom of principals and teachers in organizing instruction, and (f) school accountability for student progress. Additionally, there are three phases of

implementation: (a) creating a baseline curriculum, (b) adapting the curriculum and organization to meet the individual needs of students, and (c) setting assessment in place.

*Evaluation Procedures of the Modern Red Schoolhouse*

Technology is used to continually monitor student progress in meeting the educational goals of MRSH schools, enabling teachers to adjust and calibrate instruction according to students' needs. Two types of software are used: (a) a web-based student management system (*NORDEX/Power School*), and (b) a curriculum management system.

The web-based student management system serves as: (a) an administrative tool to manage student records, enrollment, class schedules, and reporting, (b) a tool for parents and students to communicate with teachers and monitor performance in real-time (grades, attendance, homework assignments), and (c) a classroom management tool for teachers to take attendance, record grades, generate report cards, schedule assignments, and communicate with parents.

The curriculum management system, also known as *The Instructional Management System (IMS)*, collects data in the following core areas: organization, finance, technology, community involvement, curriculum, and professional development (see Figure 2). It serves as a computerized system to track individual and collective student progress, allowing teachers to electronically collect, store, and track quantitative and qualitative data on student learning. Used collaboratively with the IMS system, the *Individual Education Compact (IEC)* serves as an 'educational road map.' Developed for each student, it includes goals determined jointly by the student, parents, and teachers. Together, the IEC and IMS generate school and student progress reports. Through the management and analysis of information, the teacher is empowered as a decision-maker and problem-solver.

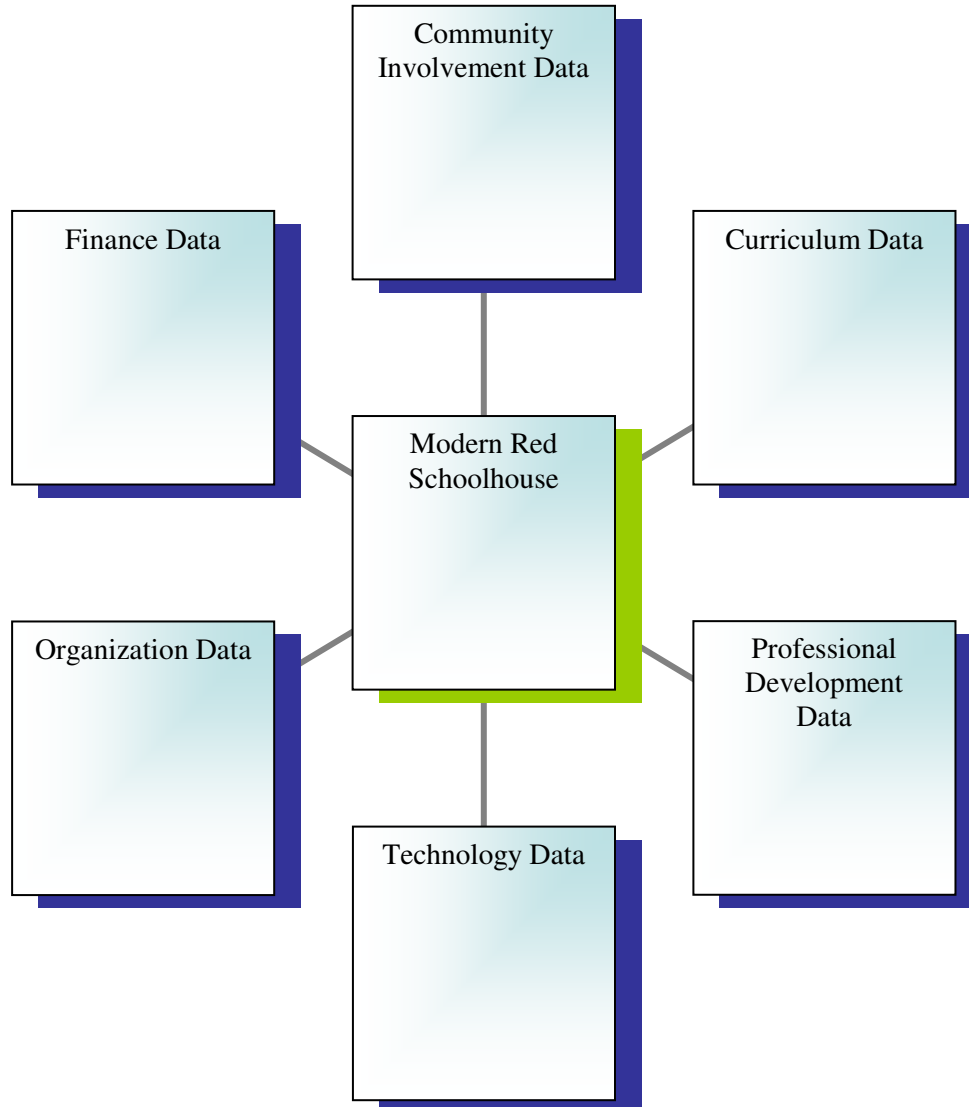


Figure 2. Data collected from Modern Red Schoolhouse schools.

*Similarities and Differences of Data Collected from the Modern Red Schoolhouse and the Accelerated Schools Project*

The current ASP evaluation system does not collect any of the core data that Modern Red Schoolhouse collects in their IMS system, including: finance data, organization data, technology data, professional development data, curriculum data, and

community involvement data. ASP schools may collect these data on an individual basis, but the ASP model does not have a comprehensive system to gather these data, nor are the data displayed to the public.

*Important Components from the Evaluation Procedures of the Modern Red Schoolhouse*

Two components of the MRSH evaluation system will be utilized in the development of the reporting system: (a) the use of technology, and (b) the inter-related nature of the evaluation system. These components were chosen they are closely aligned with the objectives of the reporting system, particularly the use of the reporting system as a database, and the proposed relationship of the reporting system with other ASP evaluation tools.

*Use of technology.* Computers, databases, and electronic networks are vital tools of the MRSH to help keep teachers, students, and the school community informed. Similarly, the reporting system will be posted onto a website and will serve as a warehouse of data to inform the school community on the performance of ASP schools, providing an electronic medium for the public to access school report cards. These report cards will become a rich source of information to the ASP school community.

*Inter-related nature of the evaluation system.* MRSH's evaluation tools are collaboratively utilized to examine the condition of their schools. In the same manner, the reporting system will work with other ASP evaluation tools to serve as a comprehensive evaluation system.

*School Development Program (K-12)*

The mission of the *School Development Program (SDP)*, established by Dr. James P. Comer in 1968, commits to the "total development of all children by creating learning environments that support children's physical, cognitive, psychological, language, social, and ethical development" (Comer School Development Program, 2001, ¶ 2). The SDP model places the students' developmental needs at the center of the school's agenda, providing a structure and process for mobilizing the school community to support learning and overall development (Comer School Development Program,

2001, ¶ 11). SDP uses three teams to develop an organization and management system based on the needs of the students and schools:

1. The *School Planning and Management Team* develops a comprehensive school plan; sets academic, social and community relations goals; and coordinates all school activities.
2. The *Student and Staff Support Team* promotes desirable social conditions by connecting all of the student services, facilitating the sharing of information and advice, addressing the individual student needs, accessing resources outside the school, and developing prevention programs.
3. The *Parent Team* involves parents in the school by developing activities through which the parents can support the school's social and academic programs.

Supervised by the School Planning and Management Team, these three groups work collaboratively to carry out the following operations (Comer School Development Program, 2001, ¶ 13, 14 & 15):

1. Development of a comprehensive school plan including curriculum, instruction and assessment, as well as social and academic climate goals based on a developmental understanding of students
2. Provision of staff development in the service of achieving the goals of the comprehensive school plan
3. Assessment and modification that provides new information and identifies new opportunities based on the data of the school's population

#### *Evaluation Procedures of the School Development Program*

The SDP describes their evaluation procedures as data-driven because the results are actively used in the school improvement process. They state that, “consistent, careful and clear documentation of the process of SDP implementation provides us with a continued sense of purposeful direction” (Haynes, Emmons, Gebreyesus, & Ben-Avie, 1996).

The theoretical framework of the SDP reflects the evaluation procedures of the model, specifically the systemic nature of their evaluation methods. Based on the

premise that the school is a system in which change in any part affects all the other parts, a multi-method assessment and modification plan is used to capture the degree of model implementation and student outcomes in the schools. SDP recognizes that “measuring program outcomes, such as improved student performance on standardized tests, is meaningless unless there is a commensurate assessment of the level and quality of program implementation” (Haynes et al., 1996, p. 123). The SDP has an evaluation unit that visits schools, collects data, conducts data analysis, and reports findings to the schools and school districts periodically.

Additionally, the School Planning and Management Team conducts periodic assessments using a variety of checklists and questionnaires in each school, allowing staff to modify the program to meet identified needs and opportunities. The SDP employs quantitative research strategies to measure program implementation, school climate, student attendance, student behavior, student self-concept, student achievement, suspension rates, and demographic information. Qualitative data consist of interviews from parents, students, teachers, principals, and other school personnel (see Figure 3). These data are used to examine parental and community involvement, teamwork and coordination, and comprehensive school planning.

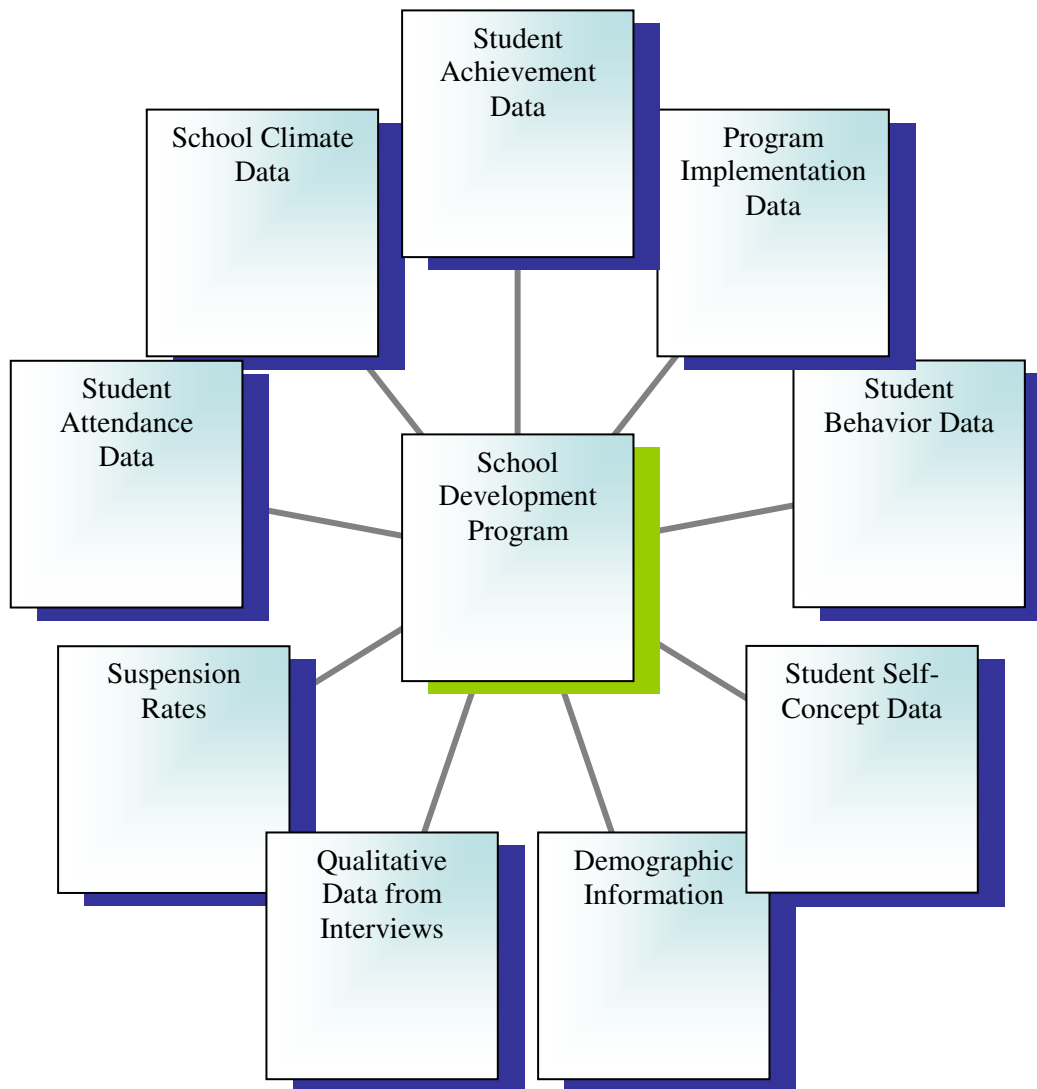


Figure 3. Data collected from School Development Program schools.

*Similarities and Differences of Data Collected from the School Development Program and the Accelerated Schools Project*

The current ASP evaluation system and the SDP system are similar in that they both collect student achievement data, program implementation data, and qualitative data from interviews. ASP does not collect information on school climate, student attendance, self-concept, student behavior, or suspension rates. ASP schools may collect

these data on an individual basis, but the ASP model does not have a comprehensive system to gather these data, nor are the data displayed to the public.

*Important Components from the Evaluation Procedures of the School Development Program*

Two components of the SDP will be examined and adopted for the development of the reporting system: (a) the national database, and (b) the use of stakeholder involvement in the evaluation process. These two components were chosen because of their similarity of goals with the reporting system.

*National database.* The SDP has developed a national database for overall data reporting, program monitoring, and tracking changes over time, as part of longitudinal research efforts. Similar to the proposed reporting system, the database contains information such as schools, number of years of SDP implementation, and student demographics. The purpose of the SDP national database is synonymous with reporting system objectives: to measure school level data, generate school summary reports, and track changes over time. In both systems, researchers will combine these types of data with other assessment tools to explore the effectiveness of the model on students and schools.

*Stakeholder involvement.* The SDP involves stakeholders in the evaluation process to ensure that the decision about data to be collected is made through a consensus process. Data are gathered from all stakeholders including students, parents, teachers, administrators, janitorial staff, and secretarial, professional, and non-professional staff. The stakeholders brainstorm ideas, consider the positive and negative consequences of each idea, and agree to try ideas on which consensus is reached (Haynes et al., 1996).

Similarly, ASP stakeholders will play a major role in the development of the reporting system. They will be actively engaged through a consensus process by an expert panel and further validation will occur by ASP coaches and/or principals in the school. The role of stakeholders in the reporting system is consistent with one of the main tenets of the ASP model, that is, “every member of the school community is



empowered to participate in a shared decision-making process, to share in the responsibility for implementing these decisions, and to be held accountable for the outcomes of these decisions” (Accelerated Schools Project, 2001, ¶ 6). In both models, stakeholders are equipped with the necessary data to make informed decisions accordingly.

### *Edison Project*

The *Edison Project*, a comprehensive school design for public schools, is a privately-owned company in the “business of school improvement” (Edison Project, 2001, ¶ 1). Introducing elements of the marketplace into public education, the company was founded in 1992, and its first four schools opened in August 1995. Roughly one-third of Edison’s schools are charters under contract to independent charter boards, and the other two-thirds are under direct contract with school districts.

The design is based on the conviction that every child should be given exciting educational opportunities; every child has a tremendous capacity for learning; and schools are the places where learning should occur (Edison Project, 2001, ¶ 2). The Edison school design embraces the following principles: (a) schools will be organized for every student’s success; (b) better uses of time, including longer school days and school years, should be considered; (c) rich and challenging curriculum is needed to accompany a fast-changing world; (d) teaching methods should motivate students; (e) assessments should provide accountability; (f) teachers will have a professional environment; (g) technology will be appropriately applied; (h) partnerships with families will encourage learning at home; (i) schools are tailored to the interests of the community; and (j) resources in the Edison network are available to the school.

### *Evaluation Procedures of the Edison Project*

The evaluation procedures of the Edison Project are defined by charter school laws. A contract with each of its schools specifies accountability standards, and these are described as required by law. If Edison fails to satisfy the accountability standards set out in every contract, the school can terminate the contract, usually five years in length. To satisfy accountability requirements and provide evidence of school improvement, the Edison Project provides reports in the following five areas on each of its schools: (a) implementation of its school design; (b) satisfaction of parents, students, and staff; (c) improvement of student achievement; (d) performance standards; and (e) demographic information (see Figure 4).

Edison has designed 40 performance standards to guide the implementation of the design. The standards describe what each of the components of the design should look like as a school progresses through four stages of design implementation: (a) beginning, (b) developing, (c) proficient, and (d) exemplary. Edison expects its schools to move from one level to the next on each set of standards each year the school operates. For example, first-year schools would rate at a beginning level while third-year schools should rate at a proficient level in most areas of the school design. Edison rates its schools in each area of design implementation and reports those ratings to the public in its annual end-of-year reports.

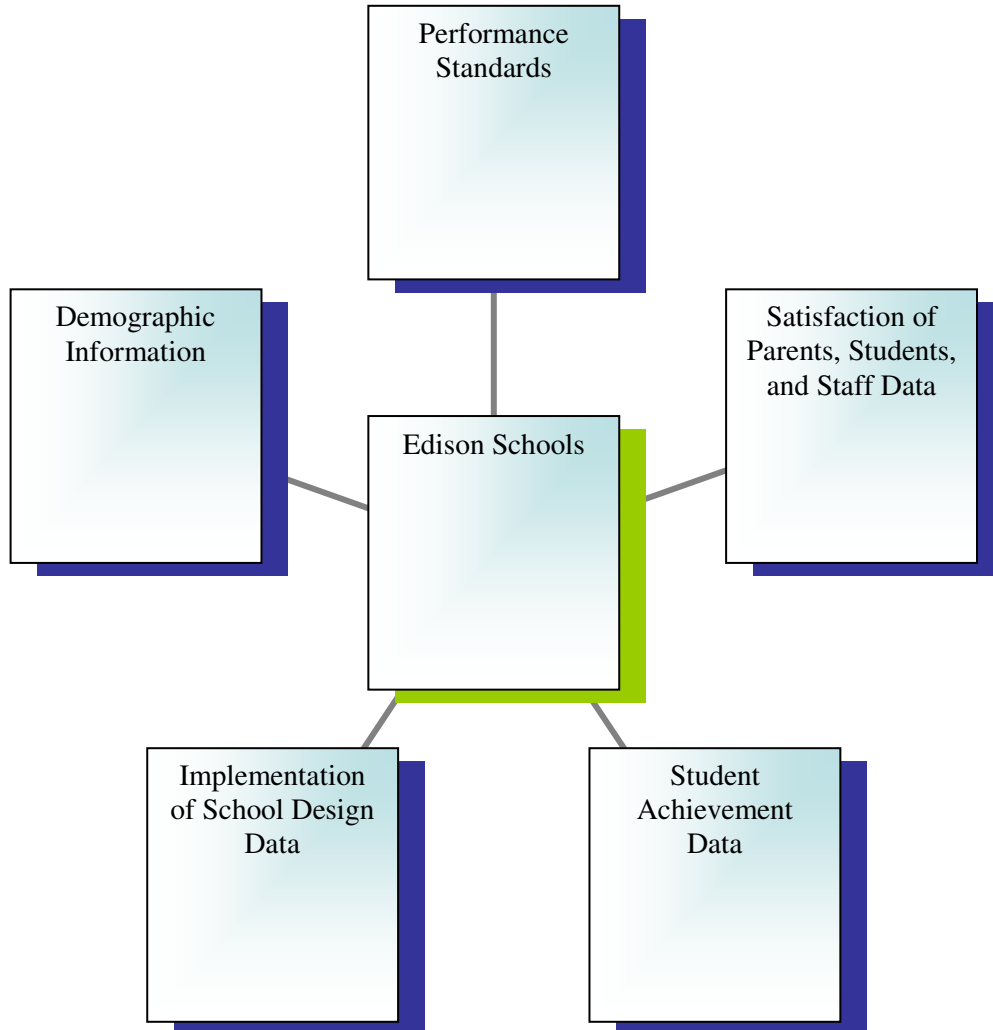


Figure 4. Data collected from Edison Project schools.

*Similarities and Differences of Data Collected from the Edison Project and the Accelerated Schools Project*

The current ASP evaluation system and the Edison Project system are similar in that they both collect student achievement and model implementation data. ASP does not collect data on performance standards, demographic information, or satisfaction of

parents, students, and staff. ASP schools may collect this information on an individual basis, but the ASP model does not have a comprehensive system to collect these data, nor are the data displayed to the public.

*Important Components from the Evaluation Procedures of the Edison Project*

Edison publishes an annual report on the demographic information of each of its schools. It is important to the Edison model that data are easily accessible to the school staff. Therefore, data are pulled from reports that the schools are already mandated to collect and report to the state education agencies, minimizing extra work on the part of the school. Edison's annual report includes data such as: school profile; principal; date school was established; student enrollment numbers; number of instructional staff; student/staff ratio; ethnicity; program participation of ESL, special education, and free-reduced lunch. Similarly, the reporting system will strive to include demographic data that are already easily accessible.

*America's Choice*

The *America's Choice* model (formed in 1998), offers a research-based design for schools and districts committed to standards-based education. The design has the premise that education works best when high standards are set, school community members are responsible for assisting the students in meeting those standards, and students learn best when they can independently develop their own sense of why they need to learn. The model works from the idea that each school has a unique set of characteristics in which they will optimally thrive, and therefore the school design is tailored to the history, culture, and unique needs of the school.

*Evaluation Procedures of America's Choice*

America's Choice schools use multiple types of assessment (see Figure 5). The *America's Choice Reference Examinations* are used to gauge student growth over time and to help plan the instructional program. The *America's Choice Portfolio System* is used by teachers to help students produce and organize the full range of work required by the standards. Weekly oral and written assessments are embedded in the curriculum

to track students' progress regularly. Data from norm-reference tests required by the district or state are also included.

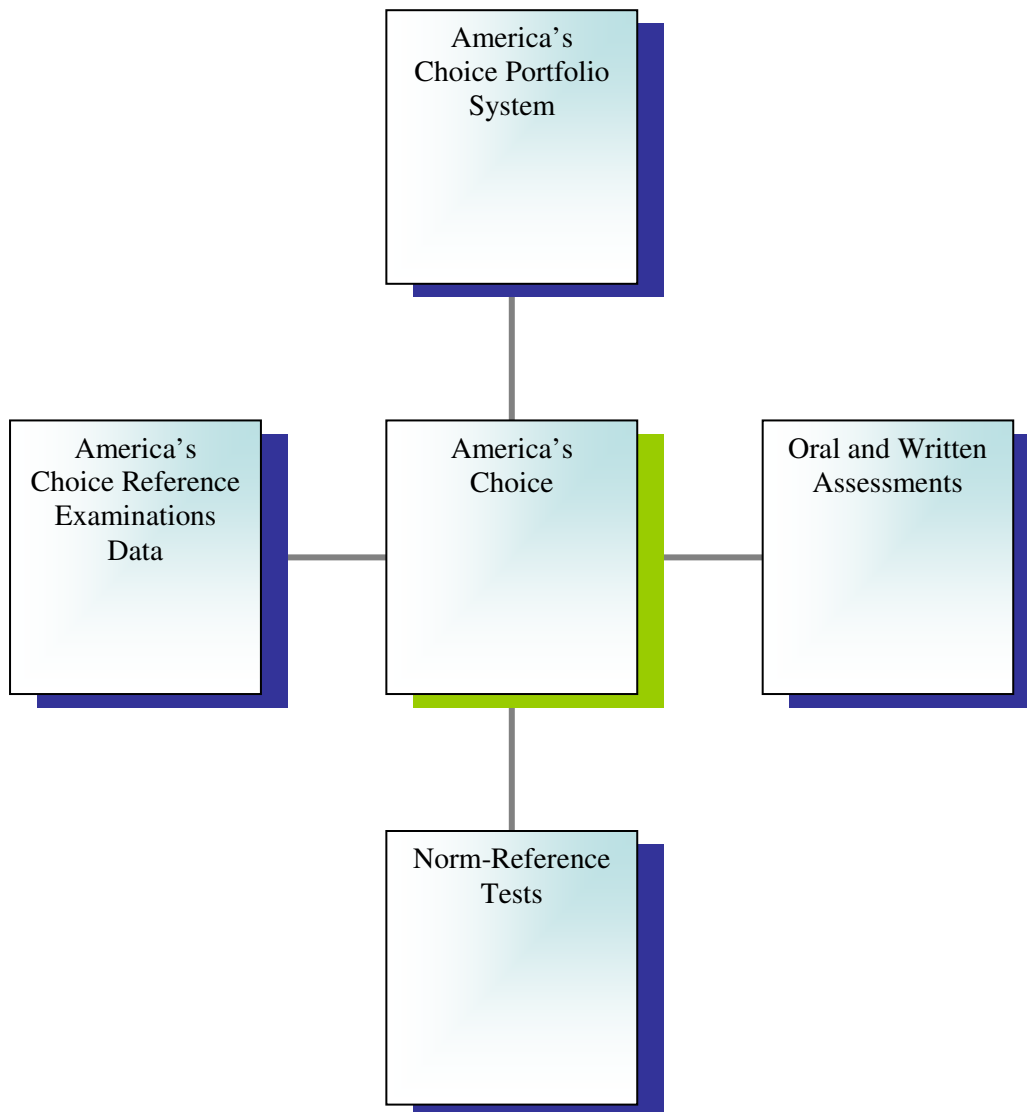


Figure 5. Data collected from America's Choice schools.

*Similarities and Differences of Data Collected from America's Choice and the Accelerated Schools Project*

The current ASP evaluation system and the America's Choice system are similar in that they both collect data on student portfolios and norm-reference tests. ASP does not collect information on oral and written assessments, or on examinations that have been developed specifically for the ASP model (similar to the America's Choice Reference Examinations).

*Important Components from the Evaluation Procedures of the America's Choice*

Two components of America's Choice evaluation procedures will be examined and utilized for the development of the reporting system: (a) the reliance on data to drive the process, and (b) the implementation of a multi-method evaluation system.

*Data-driven results.* America's Choice continuously uses data to guide the implementation of the design and measure ongoing progress. *Planning for Results* is a management system that constantly analyzes student performance data, and is the basis for ongoing adjustment of the program to meet the needs of the students. Each year the school staff participates in a session focused on analyzing the results of their work and planning for the next steps in implementation. During site visits, the America's Choice staff helps the principal and leadership teams monitor implementation and strengthen design elements. Similarly, ASP utilizes the *Tools for Assessing Progress* to continually refine the model based on the needs of the school. School staffs use the *TASP* results year-round within the school, and site visits from the satellite centers are conducted on a yearly basis. Once the reporting system is implemented in ASP schools, these schools will have access to additional data to refine appropriate components of the model for each school.

*Multi-method evaluation system.* America's Choice schools use multiple types of assessment. The *America's Choice Reference Examinations* are used to gauge student growth over time and to help plan the instructional program. The *America's Choice Portfolio System* is used by teachers to help students produce and organize the full range of work required by the standards. Weekly oral and written assessments are embedded in

the curriculum to track students' progress regularly, and data from norm-reference tests required by the district or state are also included. Similar to the evaluation procedures of ASP, a multi-method system will be used to assure that the instructional processes are being measured, particularly the powerful learning methods.

#### Summary of Literature Review on Other School Reform Models

This literature review on school reform models has examined the similarities and differences in types of data that are collected from their schools (see Table 1 for a summary of the similarities and differences in data collected by the school reform models). This information will be used to make recommendations on data that should be included in the reporting system, and will serve as part of the theoretical framework for the reporting system. It is important to note that some types of data reviewed in this literature review will not be considered for inclusion in the reporting system for various reasons. For example, some data will not be considered because they require evaluation tools developed specifically for the reform model (i.e., America's Choice oral and written assessments, America's Choice Reference Examinations). Other data will not be included because instrument development is necessary to gather the information (i.e., satisfaction of parents, students, and staff data; performance standards; self-concept data). Other data will not be included given the scope and time constraints of the dissertation (i.e., finance data, school climate data, student behavior data).

Table 1  
Similarities/Difference in Data Collected by Reform Models

Data Collected by ASP and Other School Reform Models	Data Collected by Other School Reform Models, but not by ASP
Student achievement data	Community involvement data
Program implementation data	Curriculum data
Qualitative data from interviews	Professional development data
Norm-reference tests	Technology data
Student portfolios	Organization data
	Finance data
	Student behavior data
	Self-concept data
	Suspension rates
	Student attendance data
	School climate data
	Performance standards
	Demographic information
	Satisfaction of parents, students, and staff data
	Oral and written assessments
	Reference Examinations Data (America's Choice)

To continue building the theoretical framework for the reporting system, the next section examines state education, governmental, and non-profit agencies. It will be demonstrated how components of their evaluation procedures contribute to the development of the reporting system.

#### The Evaluation Procedures of State Education Agencies

As the U.S. has embarked on a national trend toward greater state-level involvement with education accountability, state education agencies (SEAs) have increasingly played an important role in regularly reporting data. During the past



decade, educators, policymakers, researchers, and the general public have expressed the need for data on the condition of public education. As a result, states have initiated legislative action and developed mandated reporting requirements. Today, every state implements a reporting system intended to monitor the state's condition of education as systems for both schools and districts have been developed. SEAs serve to track and monitor data for schools and districts in their region, assuring those inside and outside the educational system that schools and students are moving toward desired goals (Brauen, O' Reilly, & Moore, 1994). SEAs have made important contributions to the development of accountability systems and the reporting of data.

The accountability systems of Texas and California will be presented, and it will be explained how components of their data collection systems will be incorporated in the development of the reporting system. It is important to note that the use of accountability systems nationwide varies greatly depending on the mandated requirements of each state's education agency, as directed by state law. Some state education agencies have created simple pencil and paper systems that minimally fulfill the mandated requirements, while other states have designed elaborate, interactive web-based systems. The accountability systems of Texas and California have been chosen because of the breadth of information and depth of coverage they provide to the public about their schools. Other states may have also satisfied these requirements, but were not included given the time constraints of the study.

#### *Texas Accountability System*

The Texas accountability system exemplifies a state that has expended much time and effort on data collection from their students, teachers, schools, and districts. *The Academic Excellence Indicator System, Accountability Rating System, School Report Card, Snapshot*, and the *Pocket Edition* are all separate reports in the accountability system that describe the condition of Texas schools.

#### *Data Collection Procedures of the Texas Accountability System*

The Academic Excellence Indicator System (AEIS) pulls together a wide range of information on the performance of students in each school and district every year, and

data are published in annual AEIS reports. The performance indicators include, but are not limited to, attendance rates, dropout rates, graduation rates, standardized test scores, school and district staff data, finance data, and various demographic data.

The comprehensive nature of the AEIS has led to the development of other reports using AEIS data. For example, the *Accountability Rating System* uses a subset of the performance measures computed for AEIS to assign a rating label to each public school and district (exemplary, recognized, academically acceptable, or academically unacceptable). The *School Report Card*, sent out to parents, is a subset of the performance, staff, and financial measures in the AEIS reports. The annual *Snapshot* provides extensive district-level information, and the *Pocket Edition* provides a state-level overview of public school education in a compact brochure.

#### *Important Components of the Texas Accountability System*

Various components of the Texas accountability system will be incorporated into the development of the reporting system. First, the reporting system will maintain a variety of reports similar to the reports in the Texas system. Texas provides a number of reports, each catered to a specific audience, making it more easily understandable by all intended parties. For example, the *School Report Card* is best for parents, whereas the *Snapshot*, with its extensive district-wide information, is more appropriate for persons on a district level. By presenting the data in multiple forms, the intended audiences can better understand the data they need. Using the same approach, the reporting system will create reports wherein data will be the same, but will be reported at different levels, depending on the audience.

Another component of the Texas system that will be incorporated into the reporting system is the supplemental material that accompanies each report. Texas accountability reports go beyond simply reporting the data; they provide extensive information on how to read and understand the data, thus making the information more useful for the intended audience. These types of supplemental material are usually provided in the form of a brochure and/or as a web document on the Internet. The reporting system will also develop supplemental reports that assist in making the data

useful for the ASP school community and all other interested parties, increasing the likelihood that the accountability reports will be utilized appropriately.

#### *California's Accountability System*

California uses multiple data gathering techniques from various accountability systems to monitor the condition and progress of its schools, but the cornerstone of the accountability system is the *School Accountability Report Card*.

#### *Data Collection Procedures of California's Accountability System*

California public schools annually provide data for the report card about their schools, allowing the public to evaluate and compare schools for student achievement, environment, resources, and demographics. The report card also reports on progress toward meeting reading, writing, arithmetic, and other academic goals (e.g., progress toward reducing dropout rates, progress toward reducing class sizes and teaching loads).

#### *Important Components of the School Accountability Report Card*

Similar to the objectives of the reporting system, the main objective of the School Accountability Report Card is to inform the local school community about each local school site. All information is presented in a format that is easily understandable to the local school community. Because the report card contains important information about school conditions from various reports, internal and external evaluators use the report cards as a source of valuable information and self-assessment. In the same manner, evaluators will use the reporting system as a data warehouse for internal and external evaluators.

The School Accountability Report Card requires the participation of all segments of the school community, including administrators, teachers, support staff, parents, secondary-level students, and other interested representatives. The reporting system will also involve the school community in its development, seeking the participation of principals, administrators, ASP coaches, teachers, parents, satellite center staff, and the whole school community.

The School Accountability Report Card uses a process to ensure that the instrument evolves with the needs of its population. At the beginning of each school

year, governing boards review and modify the process leading to the issuance of the annual report cards. The process may include an evaluation of the strengths and weaknesses of the preceding year's effort, a time line, and a designation of individuals responsible for various preparatory tasks. At least once every three years, school boards compare their report cards against the state model. Similarly, a plan will be integrated into the reporting system, which will be designed to continuously refine the instrument based on the needs of the ASP network, and/or refine its method of delivery based on needs of the audience.

The School Accountability Report Card makes all attempts to extract data from existing sources so that information is not redundantly generated. Similarly, one of the goals of the reporting system is to draw on information that is already accessible, reducing the need to collect additional data.

Lastly, the School Accountability Report Card has a process by which report cards are disseminated. Both parents and local media must be notified of the issuance of the report cards and be provided copies upon request. Once issued, opportunities are provided for staff and the community to discuss the content of report cards. Similarly, the reporting system will set up clear, procedural guidelines to disseminate data.

#### Government and Non-profit Agencies in the Development of Accountability Reports

Government and non-profit agencies have made important contributions to the development of accountability and reporting systems. This section presents three organizations and discusses their influential role: (a) National Center on Educational Outcomes, (b) U.S. Department of Education, and (c) Council of Chief State School Officers. These organizations were chosen because they provide: (a) a framework for a comprehensive reporting system, (b) step-by-step procedures for the development of a reporting system, and (c) procedures for the selection of data elements. It will be demonstrated how components from each of these organizations will be utilized in the reporting system development process.

*National Center on Educational Outcomes Reporting System*

The *National Center on Educational Outcomes (NCEO)* was created in October of 1990 to work with state and federal agencies, (i.e., departments of education and national policy-making groups) to “facilitate and enrich the use of indicators of educational outcomes for students with disabilities” (Ysseldyke, Thurlow, & Erickson, 1994). Although their original work focused on students with disabilities, the organization has developed a conceptual model of outcomes that applies to all students. This model has been used for: (a) state and federal and agencies to identify data elements, and (b) other agencies to develop their own accountability systems.

*Identification of Data Elements*

NCEO has developed educational outcomes and indicators at the early childhood levels (ages three and six), grades four and eight, and at the post-school level (after high school). The outcomes and indicators were developed using an evaluation tool designed to facilitate decision-making, the Multi-Attribute Utility Analysis (MAU) (Lewis, Erickson, Johnson, & Bruinink, 1991). Using the MAU structure, NCEO developed a consensus building technique named the *Multi-Attribute Consensus Building Technique (MACB)*. Hundreds of educators, policymakers, researchers, administrators and parents participated in this consensus building process to develop age appropriate outcomes and indicators for NCEO. The process is described as follows (Vanderwood, Ysseldyke, & Thurlow, 1993, p. 3):

The MACB process is used to help generate and reach agreement on the outcomes and indicators that are included in a model of educational outcomes. NCEO produced, with input from many individuals, large lists of outcomes and indicators and used MACB to determine how important these indicators were to various groups. MACB working sessions were held with several groups of stakeholders. After gaining input from these groups, NCEO used their ratings to determine which indicators and outcomes to use in the model.

A similar consensus building process will be used to generate and reach agreement on the data elements that should be included in the reporting system. While

NCEO generated data with input from many individuals, this study will produce a list of data elements based on a review of the literature, and then engage an expert panel and a sample of ASP coaches and principals for validation. Similar to the MACB process, input from the expert panel will determine the data elements to be included in the reporting system. Subsequently, the development process will be further refined as a sample of coaches and principals provide feedback on data elements that are important for the reporting system.

#### *NCEO's Outcome Reporting System Framework*

NCEO has also created a framework for the development and implementation of their reporting system. It is intended for use by schools and school districts to establish an outcomes assessment program at the school, district, or state level. The model can be used to create a new reporting system, or it can be modified to fit the needs of an organization. In this case, components of NCEO's framework will be utilized to fit the needs of ASP. NCEO emphasizes a four-step approach that 'focuses on results rather than process' (Ysseldyke & Thurlow, 1993):

1. Establish a solid foundation for assessment efforts, including: (a) involving stakeholders up front, (b) determining why outcomes should be measured, (c) defining terms, (d) considering assumptions, and (e) resolving the fundamental issues in outcomes assessment.

This study will address each of these issues to establish a solid foundation for the reporting system. Determining why outcomes should be measured will be addressed in step two of the study in the product plan; and defining terms will be addressed in step three of the study when charts are developed for the data elements. Involving stakeholders up front will be considered through every step in the process, from the development of the project plan to the main field test.

2. Develop, adopt, or adapt a model. Emphasize the importance of selecting an approach, defining outcome domains, outcomes, and indicators.

The details of the R&D process were described and accompanied by justification for the particular approach. Additionally, definitions of outcomes, context characteristics, and indicators will be defined in the study.

3. Establish a data collection and reporting system. Provide guidance on data sources and decide how to report and use the information.

NCEO's data collection approach was considered when establishing the reporting system, and guidance will be provided on how to report and use the information in the discussion on further recommendations for the system.

4. Install the system, create incentives, and gain support for their adoption and use, prepare staff and the public for the changes; and evaluate the system as it is implemented.

This step is beyond the scope of the dissertation, but these procedures were considered for implementation of the reporting system, and were discussed in Chapter V of the study.

#### *United States Department of Education Reporting System*

The U.S. Department of Education has developed a method for government agencies to establish a reporting system to fit the specific needs of their organizations. It was developed in response to the Government Performance and Results Act of 1993 (GPRA), which strongly reinforced the importance of the management of programs through results. The GPRA requires federal agencies to develop and submit an agency strategic plan and annual performance plans for its programs. Written in response to the 1993 act, *The U.S. Department of Education's Guide to Program Outcome Measurement* (Hatry & Kopczynski, 1997), serves as a framework for government agencies to fulfill these requirements. It is intended to help program managers develop and use performance measurement systems to guide improvement efforts, develop and justify budgets, formulate recommendations for needed legislation and policy, provide accountability information for the President, Congress, and department officials, and communicate to the public on the progress of education (Hatry & Kopczynski, 1997).

The following is the ten-step process used by the U.S. Department of Education for the development of an outcome measurement system (Hatry & Kopczynski, 1997):

1. Identify the program's mission/objectives, and customers
2. Identify the outcomes to be monitored
3. Select outcome indicators
4. Identify data sources and data collection procedures
5. Utilize an expert panel
6. Select outcome indicator breakouts
7. Compare findings to benchmarks
8. Pilot test and revise the procedures
9. Analyze and report outcome information
10. Use the outcome information

These steps are closely aligned with the R&D process used in this study, specifically steps 1 through 8. Steps 9 and 10 are beyond the scope of the study, but will be considered when discussing further recommendations for the reporting system.

#### *Similarities and Differences of NCEO's and the Department of Education's Reporting System*

The NCEO and Department of Education share the same goal in their reporting systems, that is, to create a process to measure educational outcomes. Given that each system was developed to fit the needs of the particular agency, many differences exist between the systems. While NCEO's program is intended for use by schools and school districts to establish an outcomes' assessment program at the school, district, or state level, the Department of Education's program is intended to help government program managers develop and use performance measurement systems to guide improvement efforts.

While NCEO establishes a conceptual framework for development of the system and guidelines for good practice, the U.S. Department of Education outlines a systematic process to follow for exact steps of completion. For example, NCEO's first step recommends a conceptual approach (establish a solid foundation for assessment efforts,



involve stakeholders up front, determine why outcomes should be measured, define terms, consider assumptions, and resolve the fundamental issues in outcomes' assessment), whereas the Department of Education presents a step-by-step plan of action (identify the program mission/objectives and customers, identify the outcomes to be monitored). Both approaches were used in the development of the reporting system and assisted in providing a systematic process with a solid theoretical foundation.

*Council of Chief State School Officers Reporting System*

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization that addresses major education initiatives and a broad range of concerns about education (CCSSO, 2002). Because much of their work has focused on assessment and accountability systems, they have created a model to develop a system of education outcomes. The following four-step process was taken into consideration for the development of the reporting system including (CCSSO, 2002):

1. Develop a conceptual framework based on research results and interests of policymakers and educators.
2. Obtain the commitment and cooperation of leaders.
3. Involve policymakers, educators, researchers, and data managers in selecting priority indicators.
4. Select a limited number of indicators to minimize complexity in reporting.

*Similarities and Differences of NCEO's, Department of Education's, and CCSSO's Reporting System*

The CCSSO's approach is similar to NCEO's system because it utilizes a conceptual approach rather than providing a step-by-step action plan, as seen in the Department of Education's. CCSSO's approach emphasizes that the conceptual framework should be based on two main elements: (a) stakeholders (i.e., policy makers, educators, researchers, and leaders), and (b) research results. Both of these elements are considered important for the procedures of CCSSO, NCEO, and the Department of Education. Likewise, these elements are central components of the reporting system.

The CCSSO emphasizes the role of the stakeholders as two-fold: (a) they should be at the center of the process during development, and (b) they should evaluate the end-result upon completion of the product. Similarly, the reporting system utilized the stakeholders at both stages of development.

Lastly, CCSSO recommends a simplistic approach to minimize complexity in reporting. It is a goal of the reporting system to minimize complexities so that the system will be understandable by the intended audience, and all stages of the R&D process will strive to meet this goal.

#### Theoretical Framework of the Comprehensive Reporting System

The theoretical framework of the reporting system was developed based on the literature review, and includes: (a) recommendations on types of data to be included in the reporting system, (b) criteria for development of the reporting system, and (c) a list of data elements important for the reporting system.

#### *Recommendations on Types of Data to be Included in the Reporting System*

It is recommended that the following data be included in the reporting system: (a) outcomes and context characteristics, (b) model implementation data, and (c) student achievement data (see Figure 6).

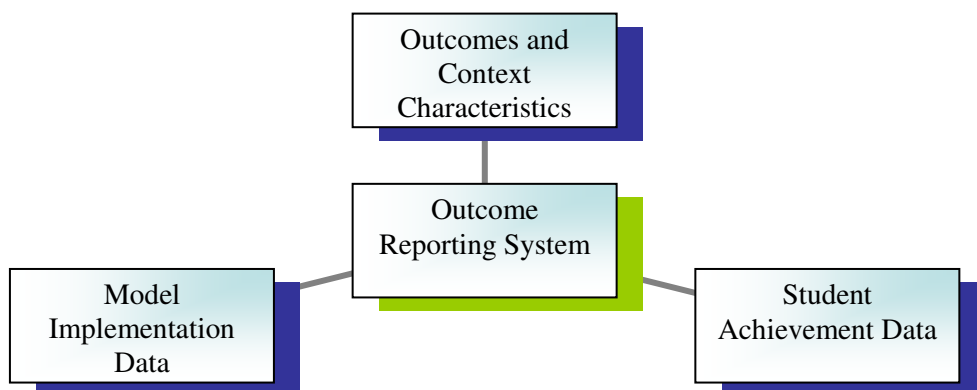


Figure 6. Theoretical framework of the reporting system.

*Outcomes and Context Characteristics*

In order to fully understand the ASP model and its affect on students and schools, one must also understand the outcomes and context characteristics of the schools. Outcomes help us understand the interactions between individuals and schooling experiences (Dannenbring, 1996). Context characteristics are critical and required for our understanding of any other information gathered about the school (Bernhardt, 2004). Examining these relationships helps place data into a frame of reference for analysis and further exploration. As demonstrated in Figure 7, it is recommended that the following categories of outcomes and context characteristics are included in the reporting system: (a) school context characteristics, (b) student context characteristics, (c) staff context characteristics, (d) enrollment data, (e) student outcome data, (f) parental participation data, (g) technology data, and (h) other data. Since the ASP model does not currently collect these types of data in each of their schools, the R&D process presented in this study will examine the outcomes and context characteristics that should be included in the reporting system. The main field test and preliminary field test will assist in determining these outcomes and context characteristics.

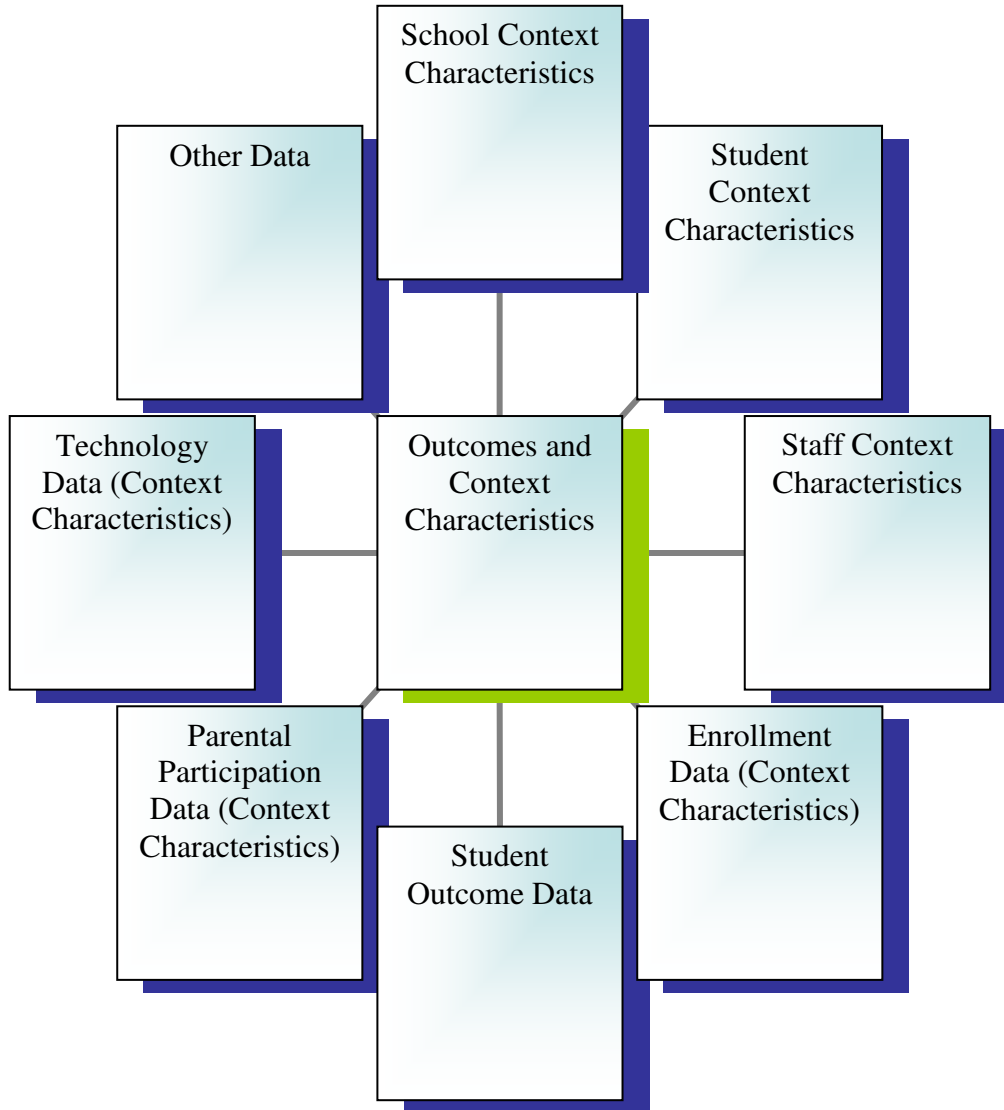


Figure 7. Recommendations of data to be included in the reporting system.

### *ASP Model Implementation Data*

It is recommended that the following ASP model implementation data are included in the reporting system: (a) implementation of ASP principle and processes data, (b) implementation of powerful learning data, and (c) implementation of inquiry process and governance structure data (see Figure 8).

*Implementation of ASP principles and processes data.* The implementation of the principles and processes data originate from the TASP evaluation tool. These data come from a summary report that is completed by an external evaluator on a yearly basis, and include: (a) the implementation level of the ASP principles and processes in the school (demonstrated, developing, stalled, or insufficient evidence); and (b) specific areas of strength and needed growth of the principles and processes of the ASP model. These data are based on school observations, classroom observations, school portfolios, and interviews (see Appendix B for an example report).

*Implementation of powerful learning data.* The powerful learning data originate from the TASP evaluation tool, and include: (a) the implementation level of ASP powerful learning in the school (demonstrated, developing, stalled, or insufficient evidence); (b) identification of areas of strength and needed growth in classroom curriculum and instruction, and areas that may require continued development; and (c) identification of areas that may require additional support by the satellite center so that the school grows in its ability to provide powerful learning for all students. These data are based on school observations, classroom observations, school portfolios, and interviews (see Appendix C for an example report).

*Implementation of inquiry process and governance structure data.* The implementation of the inquiry process and governance structure data originate from the TASP evaluation tool, and include: (a) implementation level of inquiry process; (b) implementation level of the governance structure; (c) identification of areas of strength and needed growth; and (d) an overall evaluation of the use of cadre and steering meetings to enhance these processes. These data are based on cadre and steering

committee observations, portfolio studies, and interviews (see Appendix D for an example report).

*Student achievement data.* School, district, and state standardized achievement data will originate from the state education indicator and accountability reports that are posted on state education agency websites. It is important to note that student achievement data can also be considered an *outcome* as defined in this study. Given that the ASP model currently collects data on student achievement in the TASP evaluation tool, student achievement data will be listed under a separate heading to complement the format of the already existing evaluation system of the ASP model.

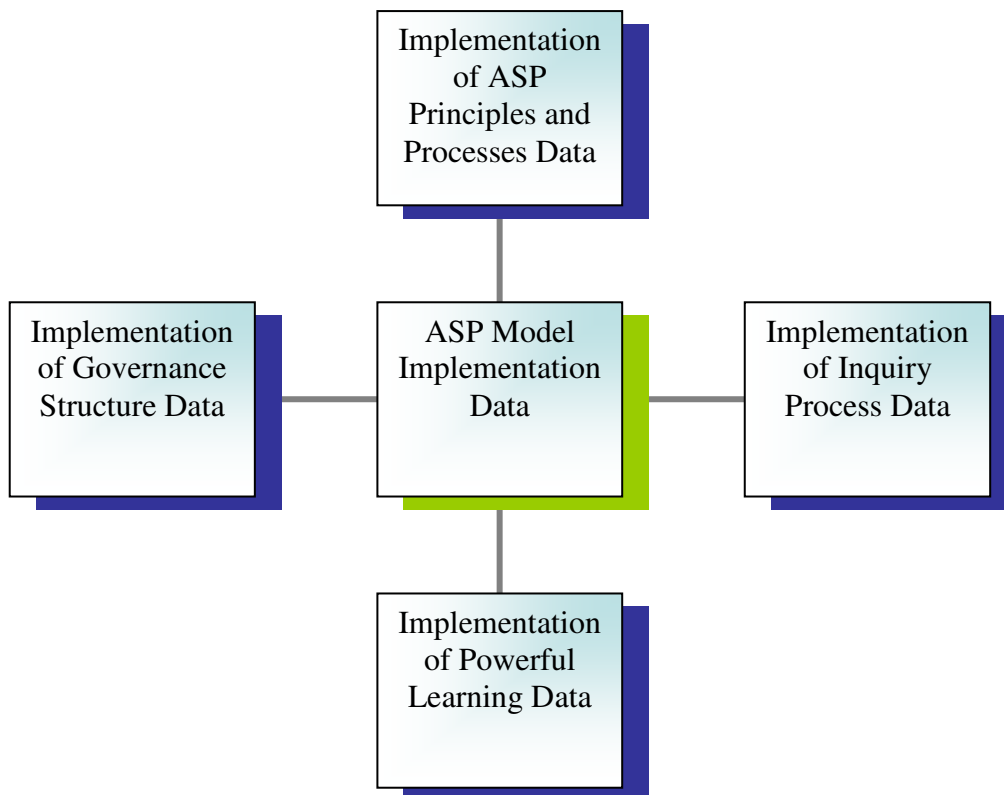


Figure 8. Implementation data recommendations.

### *Criteria for Development of the Reporting System*

Based on the objectives of the reporting system, the philosophy of the ASP model, and the literature reviewed, the following criteria were developed. These criteria guided the development of the reporting system, and it was demonstrated how the reporting system met these criteria at each stage of the R&D process.

1. The reporting system is consistent with the objectives of the ASP model.
2. Results of the reporting system can demonstrate the progress and accomplishments of Accelerated Schools, and/or place the outcomes of interest into a framework that can help shed light on data.
3. The reporting system collects data that are easily accessible by schools.
4. The reporting system is economical in terms of time needed to complete it.
5. Indicators represent the intended outcomes and context characteristics to be measured.
6. ASP stakeholders are adequately represented in the development of the system.
7. The reporting system is understandable by the intended audience.

### *Data Elements Important for the Reporting System*

Data elements were developed based on education accountability and indicator reports from state education agencies (SEAs). The reports were obtained from SEA websites provided by The Council of Chief State School Officers (2003) document entitled, *State Education Accountability and Indicator Reports: Status of Reports Across the States*. In this document, CCSSO provides state-by-state information about each state's accountability report. Based on a review of all 50 states' education accountability and indicator reports, data elements were placed into one of the eight categories developed in this study: (a) school context characteristics, (b) student context characteristics, (c) staff context characteristics, (d) enrollment data, (e) student outcome data, (f) parental participation data, (g) technology data, and (h) other data. If data elements from the states' reports did not fit into one of these categories, they were not included in the list. If data elements were redundant throughout the reports, the data element was only recorded once. These data elements were used in the main and

preliminary field tests to determine the outcomes and context characteristics that the expert panel members, principals, and coaches selected for the reporting system.

#### Summary of Points Reviewed in Chapter

This literature review presented background information for the development of a comprehensive reporting system: (a) to determine the current state of knowledge, and (b) to establish the theoretical framework for this study. First, a description of the ASP model was presented, followed by a discussion on the model's evaluation and data collection procedures. Second, the evaluation and data collection procedures of four school reform models were examined. An illustration of each school reform model was accompanied by a description of the evaluation and data collection procedures of the model. This was followed by a discussion on important components from the evaluation procedures and how these components will be utilized in the development of the reporting system. Third, the evaluation and data collection procedures of two state education agencies were discussed, and it was demonstrated how elements of their accountability systems will contribute to the development of the reporting system. Fourth, non-profit and governmental agencies were examined, and it was demonstrated how elements of their reporting systems will contribute to the development of the reporting system. Finally, a theoretical framework was presented for the reporting system based on the literature review.

Given that the examination of the current state of knowledge assists in the development of the reporting system, it is important to study the procedures and practices of other organizations to draw on their research and expertise. Utilizing these data with the R&D process conducted in this study ensures that the reporting system has a strong theoretical background while preserving the goals of the ASP model. This ultimately benefits ASP schools and students because they will have a reporting system to comprehensively evaluate their schools.



### CHAPTER III

#### METHODOLOGY

The reporting system was developed through steps of research and development, usually referred to as the R&D cycle (Borg & Gall, 1989). Educational R&D is an industry-based development model in which the findings of research are used to design new products and procedures. These products and procedures are then systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness and quality. Educational R&D has great promise for improving education because it involves a close connection between systematic program evaluation and program development (Gall, Borg and & Gall, 1996).

Borg and Gall (1989) identify the steps of the R&D cycle as follows: (a) research and collection of background information, (b) planning the procedure of the study, (c) preliminary product development, (d) preliminary product test, (e) product revision, (f) main field test, (g) operational product revision, (h) operational field test, (i) final product revision, and (j) dissemination and implementation. For the purposes of this study, the dissertation concluded with the operational product revision. Because educational R&D projects require substantial resources, according to Gall et al. (1996), in a dissertation, it is best to limit development to a few steps of the R&D cycle. Although this study concluded with the operational product revision, a framework for the study's completion was provided, including recommendations on the final steps of the R&D project.

##### Step 1: Research and Collection of Background Information

An extensive review of the literature was conducted in Chapter II to determine the current state of knowledge, providing a stable theoretical framework for development of the reporting system. This research process examined four distinct areas.

First, the Accelerated Schools Project's mission and objectives were identified through an examination of literature on the school reform model. Possessing a clear

understanding of the model's philosophy ensured that the theoretical framework for the reporting system is appropriate for the ASP model.

Second, the evaluation and data collection procedures of the following four school reform models were examined: (a) Modern Red Schoolhouse, (b) School Development Program, (c) Edison Project, and (d) America's Choice. These models were selected from the *American Institutes for Research (AIR) Educator's Guide to Schoolwide Reform* (1999), based on the following criteria: (a) the philosophy and processes of the school reform model are research-based as evidenced by documentation provided to the public; (b) the school reform model has a compilation of research studies documenting its effectiveness by both internal and external parties; (c) the evaluation methods and data collection procedures are described to the public in school reform literature and research studies; and (d) the school reform model has the capacity to effectively evaluate data to measure the success (or lack of success) of the intended results. An illustration of each school reform model was accompanied by a description of the model's evaluation and data collection procedures, and it was demonstrated how components from their evaluation procedures could contribute to the reporting system development process. Contrasts were also made on the types of data that other school reform models collect from their schools and were compared to types of data collected in the ASP model.

Third, the evaluation and data collection procedures of state education agencies were examined. It was demonstrated how components of their accountability systems contributed to the development of the reporting system. Fourth, the reporting systems of the following non-profit and governmental agencies were examined: (a) Department of Education, (b) National Center on Educational Outcomes, and (c) The Council of Chief State School Officers. These organizations were selected based on their breadth of empirical research and expertise in the field. It was demonstrated how their principles and procedures contributed to the development of the reporting system.

The theoretical framework for the reporting system was developed based on the literature review. This theoretical framework included: (a) recommendations on types of

data to be included in the reporting system, (b) criteria for development of the reporting system, and (c) a list of data elements important for the reporting system.

### Step 2: Planning of the Product

The likelihood of building a good product will be greatly reduced without careful planning at the start (Borg & Gall, 1989). Borg and Gall continue to state that even though the product will change substantially during the development process, the initial planning should not be taken lightly. Intended for the reader to gain insight into the project in its entirety, a plan was developed that includes: (a) a project planning table, (b) objectives of the system, (c) intended target audience, and (d) proposed applications of the reporting system.

The project planning table consists of the following six stages: (a) build a literature base, (b) consider how schools can develop a regular reporting system of outcomes, (c) pilot test the system in schools, (d) implement the system in schools, (e) develop a system to train coaches and school personnel to gather and report the data, and (f) utilize outcome data for the evaluation of the program.

The following questions are posed at each stage (National Center for Accelerated Schools, 1999): (a) Given your mission, what are your objectives? (b) What action steps are required to meet each objective? (c) What resources will you need to take these actions? (d) What obstacles might prevent you from taking action steps? (e) How will you know when you've met your objectives? The researcher provides answers to these questions at each stage, presenting the reader with a comprehensive understanding of the issues involved in the R&D project. Additionally, the objectives, intended target audience, and proposed applications of the reporting system were described to promote further understanding and a rationale for the system.

### Step 3: Development of the Preliminary Form of the Product

After the initial planning is complete, the next major step is to build a preliminary form of the product (Borg & Gall, 1989). Charts were produced from the data elements list that was developed in the theoretical framework, and these charts identified the relationship between the data elements and indicators. As shown in Figure

9, the chart demonstrates the suitability of each indicator for its intended data element using the following criteria: (a) the indicator must measure the intended data element, (b) the indicator must have a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*, and (c) the indicator must be sufficiently specific in its wording to measure the data element in a meaningful way (Hatry & Kopczynski, 1997). Based on the literature review, project plan, and charts; a preliminary version of the instrument was developed.

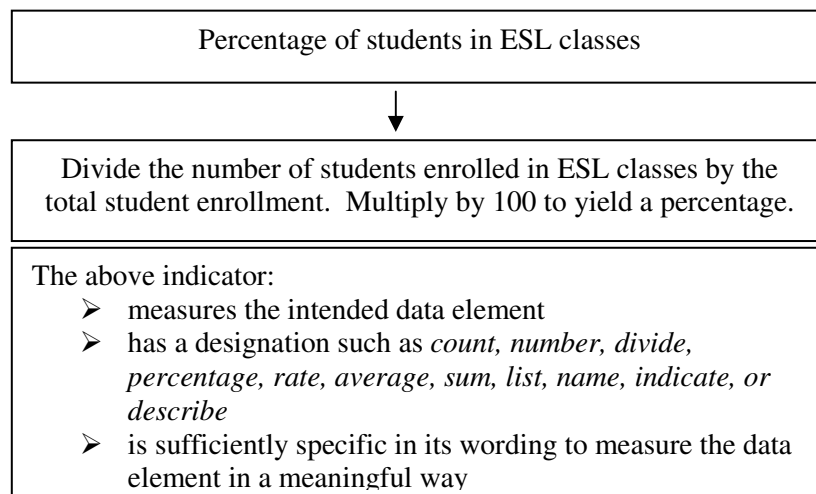


Figure 9. Data element and indicator chart.

#### Step 4: Preliminary Product Test

A panel of educational professionals field tested the preliminary version of the instrument, and were also asked to indicate other data that are important for the reporting system. The preliminary product field test (also known as the expert panel survey) had two objectives: (a) to establish data elements that were important for the reporting system, and (b) to determine other data that are needed to comprehensively evaluate ASP schools.

An expert panel was utilized because content validity is determined by expert judgment (Gay, 1996), and the use of experts to make judgments about the worth of an educational program is a time-honored and widely used method of evaluation (Borg & Gall, 1989). The expert panel consisted of two members from each of the following groups: (a) ASP satellite center directors, (b) ASP school principals, (c) ASP teachers, and (d) ASP coaches. Based on recommendations from the National Center of Accelerated Schools at the University of Connecticut, two persons from each group were selected based on their knowledge of the ASP model.

To ensure that the expert panel was representative of the population of accelerated schools, three factors were examined: (a) geographic location, (b) number of years of experience with ASP, and (c) state's accessibility of data (as defined in this chapter under the heading *Accessibility of State Data*). As a result, expert panel members originated from both east and west coast states, included a span of 2–20 years' experience with ASP, and were located in states that exhibit a high and low accessibility of data. Six of the expert panel members were female and two were male.

#### *Pilot Test*

One expert panel member was randomly selected to pilot test the survey. To ensure a random selection process, the names of all eight expert panel members were written on eight pieces of paper, folded, and placed into one box. One piece of paper was randomly selected from the box, and this represented the expert panel member to pilot test the expert panel survey.

#### *Test-retest Reliability*

To ensure that the survey results are consistent over time, the test-retest reliability of the expert panel survey was measured by administering the instrument to the same two expert panel members on two separate occasions (two weeks apart). To ensure a random selection process, the names of all eight expert panel members were written on eight pieces of paper, folded, and then placed into a box. Two pieces of paper were randomly selected from the box, and these represented the expert panel members who would be asked to complete the survey on two separate occasions. Pre-test and

post-test scores were correlated using the Pearson product moment correlation coefficient.

#### Step 5: Product Revision

Results from the expert panel survey test were used to develop the main field test. Data elements from the expert panel survey were included in the main field test if five or more expert panel members agreed that the data element should be included in the reporting system. The rule of five was chosen because *five of seven* represents a strong majority of the expert panel group (more than 70%), ensuring that the views of the expert panel are representative of the greater part of their group.

#### Step 6: Main Field Test

The primary purpose of the main field test is to determine the data elements that should be included in the reporting system. To conduct the main field test, an Internet-based survey was presented to a sample of 24 ASP coaches or principals in 24 separate schools. Each coach or principal was contacted via phone to solicit participation in the study. Those agreeing to participate were sent an email with instructions on completing the survey via the Internet through a secure website.

Upon logging onto the website, the coaches and principals were introduced to a cover letter and survey directions. In a series of 40 questions, they were asked to: (a) evaluate the relevance of data elements for the reporting system based on the criteria developed in the theoretical framework, and (b) rate the ease or difficulty of collecting the information in their school on a yearly basis based on a five point Likert scale. To ensure a high response rate, a reminder email was sent if the participant did not respond to the survey within 10 days. If 10 more days passed without a response, a reminder phone call was placed to the coach or principal.

#### *Sample Selection Process for Main Field Test*

To ensure the adequate representation of ASP schools in the main field test, schools were selected for participation in the study based on three dimensions: (a) accessibility of state data, (b) urban or rural locale, and (c) duration of model implementation. Schools were selected from a list of 100 ASP schools that was

compiled by the National Center of Accelerated Schools at the University of Connecticut. Each school listing included the following information: (a) school name, (b) address, (c) state, (d) zip code, (e) phone number, (f) fax number, (g) school district, and (h) satellite center contact information. Dimensions were divided into high and low designations, resulting in eight separate cells as follows:

1. High accessibility/long duration of implementation/urban
2. Low accessibility/long duration of implementation/urban
3. High accessibility/short duration of implementation/urban
4. Low accessibility/short duration of implementation /urban
5. High accessibility/long duration of implementation/rural
6. Low accessibility/long duration of implementation/rural
7. High accessibility/short duration of implementation/rural
8. Low accessibility/short duration of implementation/rural

#### *Accessibility of State Data*

High or low accessibility dimensions are defined by the accessibility of each state's published accountability reports for their students, schools, districts, counties, and state-wide. A state defined as *high accessibility* may publish a large number of in-depth accountability reports that are readily available and easily accessible to the school community. Conversely, a state defined as *low accessibility* may only publish limited accountability reports that are not as readily available to the school community.

This dimension was established using an annual report by the Council of Chief State School Officers (2003) entitled, *State Education Accountability Reports and Indicator Reports: Status of Reports across the States*. This yearly report provides state-by-state information on accountability reports published annually, including the levels at which the statistics are reported, number of reports available, report release dates, and contact information. For the purposes of this study, *the level at which the statistics are reported* (student, school, district, county, and/or state), and *the number of reports available* determined if each state had a high or low accessibility of data status. To illustrate, Arizona generates one yearly report, *The School Report Card*, at three levels

(school, district, and state). Arizona was assigned one point for the *number of reports available*, and three points for three *levels of reporting*, summing to four points total. Based on these criteria and in comparison with other states, Arizona was assigned a number of four, designating it as a low accessibility state. Ultimately, states were assigned numbers ranging from 2-13. States receiving a 2-7 designation were labeled as low accessibility states, and states receiving an 8-13 designation were labeled as high accessibility states. In the end, 31 states were designated as low accessibility, and 22 states were designated as high accessibility. Puerto Rico, the Department of Defense, and the District of Columbia are also included in this selection process.

#### *Urban or Rural Locale*

Urban or rural locale dimensions are defined by the U.S. Census Bureau (2000) standards for establishing urban and rural areas. The U.S. Census Bureau classifies as *urban* all territory, population, and housing units located within an urbanized area (UA) or an urbanized cluster (UC). An urbanized area is defined as a core census block or a group or blocks that have a population density of at least 1,000 people per square mile. An urbanized cluster is defined as surrounding census blocks that have an overall density of at least 500 people per square mile. The classification of *rural* consists of all territory, population, and housing units located outside of urbanized areas and clusters (U.S. Census Bureau, 2000).

#### *Duration of Model Implementation*

Each school's duration of ASP model implementation was determined by the number of years that the school implemented the ASP model. Schools that launched the ASP model in 2000 or later were considered to have a short duration of model implementation. Schools that launched the ASP model in 1999 or previously were considered to have a long duration of model implementation.

This dimension was chosen because both types of schools are representative of the population of Accelerated Schools. Schools that have implemented the program for a longer period of time may have more knowledge on data that are important given their



experience with the model. Because they have less experience with the model, newer schools may offer a fresh perspective.

*Final Sample Selection*

Given the list of 100 schools provided by the ASP National Center, each school was placed in its appropriate cell based on the three dimensions (i.e., high or low accessibility, long or short duration of implementation, rural or urban locale). As a result, a range of 9 to 21 schools were placed in each of the eight cells (see Table 2).

Table 2

Number of Schools in Each Cell for Final Sample Selection

Cell	Number of Schools
High accessibility/long duration of implementation/urban	16
Low accessibility/long duration of implementation/urban	10
High accessibility/short duration of implementation/urban	10
Low accessibility/short duration of implementation /urban	12
High accessibility/long duration of implementation/rural	9
Low accessibility/long duration of implementation/rural	10
High accessibility/short duration of implementation/rural	21
Low accessibility/short duration of implementation/rural	12
Total	100

To ensure equal representation among the dimensions, three schools were selected from each cell for a total of 24 schools. To ensure a random selection process, the names of all 100 schools were written on 100 pieces of paper, folded, and then placed into eight separate boxes (with each box representing one of the eight cells). Three schools were randomly selected from each box, for a total of 24 schools. These schools represented the sample participants that would be invited to participate in the main field test.

#### Step 7: Operational Product Revision

The main field test was revised according to the responses from the coaches and principals, and these responses were used to develop a final version of the reporting system. For data to be included in the final reporting system: (a) 75% or more of the coaches and principals must consider the data element important for the reporting system, and (b) 75% or more of the coaches and principals must consider the data easy to provide on a yearly basis. The cut-off point of 75% was chosen to ensure that a strong majority of the coaches and principals consider the data elements important for the reporting system and easy to collect on a yearly basis.

These steps, when sufficiently complete, will prepare the product for the operational field test and final product revision. Although the operational field test is beyond the scope of the dissertation according to Borg & Gall (1989), recommendations will be made for completion of the R&D process in chapter V of this study. It is important to note that the reporting system will be in preliminary form until all final steps of the R&D process are concluded.

## CHAPTER IV

### RESULTS

This chapter discusses the results of the following R&D steps that were conducted in this study: (a) research and collection of background information, (b) planning the procedure of the study, (c) preliminary product development, (d) preliminary product test, (e) product revision, (f) main field test, and (g) operational product revision. The R&D results presented here will demonstrate the development of the reporting system for the Accelerated Schools Project.

#### Step 1: Research and Collection of Background Information

A review of the literature provided a stable theoretical framework upon which to conduct the study, producing five central components. First, the ASP model was presented so the reader could gain a full understanding of the philosophy of the model. Second, four school reform models were presented, accompanied by descriptions of their evaluation procedures and the types of data they collect from schools. Third, the evaluation and data collection procedures of state education agencies were discussed. Fourth, the principles and procedures of reporting systems from other non-profit and governmental organizations were examined for possible utilization in the reporting system development process. Finally, the theoretical framework for the reporting system was introduced.

#### *Theoretical Framework of the Reporting System*

The theoretical framework of the reporting system was developed based on the literature review, and included: (a) recommendations on types of data to be included in the reporting system, (b) criteria for development of the reporting system, and (c) a list of data elements important for the reporting system.

#### *Recommendations on Types of Data to Be Included in the Reporting System*

In Chapter II, it was recommended that the following data are included in the reporting system: (a) outcomes and context characteristics, (b) model implementation data, and (c) student achievement data. Model implementation and student achievement

data will originate from the TASP evaluation tool, and the R&D process determined the outcomes and context characteristics to be included in the reporting system.

*Criteria for Development of the Reporting System*

Based on the literature review, the following criteria were developed: (a) The reporting system is consistent with the objectives of the ASP model. (b) Results of the reporting system can demonstrate the progress and accomplishments of Accelerated Schools, and/or place the outcomes of interest into a framework that can help shed light on data. (c) The reporting system collects data that are easily accessible by schools. (d) The reporting system is economical in terms of time needed to complete it. (e) Indicators represent the intended outcomes and context characteristics to be measured. (f) ASP stakeholders are adequately represented in the development of the system. (g) The reporting system is understandable by the intended audience.

These criteria assisted in guiding the development of the instrument, and it was demonstrated how the reporting system met these conditions throughout the study. This process included validity evidence at each stage of development, further strengthening the evidence as the stages progressed.

*Data Elements Important for the Reporting System*

Lists of outcomes and context characteristics were developed based on a review of education accountability and indicator reports from state education agencies (SEAs). The reports were obtained from SEA websites, and these website addresses were provided by The Council of Chief State School Officers document entitled, *State Education Accountability and Indicator Reports: Status of Reports Across the States* (CCSSO, 2003). In this document, CCSSO provides state-by-state information about each state's education accountability and indicator report.

Based on a review of all 50 states' education accountability and indicator reports, data elements were placed into one of the eight categories developed in this study: (a) school context characteristics, (b) student context characteristics, (c) staff context characteristics, (d) enrollment data, (e) student outcome data, (f) parental participation data, (g) technology data, and (h) other data (see Appendix E for the list of data

elements). Data elements were then examined and included in the reporting system if they met the following criteria: (a) data results demonstrate the progress and accomplishments of accelerated schools, and/or place the outcomes of interest into a framework that can help to shed light on the data; (b) data are easily accessible; (c) data are economical in terms of time needed to answer the question; and (d) data are understandable by the intended audience. The elimination process started with 132 data elements, and eventually narrowed down to 68, eliminating 64 outcomes and context characteristics because they did not meet one or more of the five stated criteria (see Appendix F for the data elimination process). These data elements were used in the main and preliminary field tests to determine the outcomes and context characteristics that the expert panel members, principals, and coaches considered important for the reporting system.

#### Step 2: Planning of the Product

The planning of the product occurred in four stages: (a) developing a project planning table, (b) establishing the objectives of the system, (c) determining the intended target audience, and (d) demonstrating proposed applications of the reporting system (see Appendix G for the product plan).

#### Step 3: Development of the Preliminary Form of the Product

The preliminary form of the product was developed by constructing charts to demonstrate the relationship between the data elements and indicators. Each data element was labeled as either an outcome or context characteristics based on the definitions stated in this study (see Appendix H for the comprehensive list of charts). It is important to note that the labeling of outcomes and context characteristics in this step may be artificial. Some data elements may be considered both an outcome and context characteristic depending on how the data element is utilized. For example, *teacher mobility* could be considered both an outcome and context characteristic based on the definitions stated in chapter I of this study. *Teacher mobility* describes the interaction between individuals and school experiences (outcome), and also provides context for the interpretation of other data (context characteristic). Data elements were placed into

categories based on their suitability for the definitions as stated in the study. If there was a question as to whether a data element should be considered an outcome or context characteristic, it was placed into the context characteristics category given that the data element provided context for the interpretation of other data.

#### Step 4: Preliminary Product Field Test

Based on information gathered from the first three steps of the R&D process (literature review, project plan, data element charts), a survey was designed for the expert panel. This survey had two main objectives: (a) to establish the outcomes and context characteristics that were important for the reporting system based on the expert panel responses; and (b) to determine other data that should be included in the reporting system to comprehensively evaluate ASP schools.

To fulfill the first objective, the survey utilized a five-point Likert scale ranging from *extremely important* to *not important*, wherein an expert panel rated the extent to which data were important for the reporting system based on the criteria developed for the study. To fulfill the second objective, expert panel members were asked to provide: (a) other data elements important for the ASP model not listed in the reporting system, and (b) additional information they considered important for the reporting system development.

The expert panel surveys were faxed, emailed, or sent by postal mail to each of the eight members, and follow-up phone calls were made upon completion of the survey. The phone calls were originally designed to inquire if expert panel members had questions, but resulted in informal phone interviews, where members further clarified and provided justification for their responses. Seven of the eight panel members responded to the expert panel survey (see Appendix I for the expert panel survey).

#### *Pilot Test*

Randomly selected from the pool of expert panel members, a satellite center director with over 10 years of ASP experience was administered the pilot test. The pilot test member rated the overall design of the survey positively, but expressed criticism on the quantity of information being sought from the schools. She stated, “Even though I

tried to be discriminating, I think this is still a lot more information than schools feel they have the time and resources to provide. Getting the information from schools has been a long standing challenge.”

#### *Test-retest Reliability*

The test-retest reliability of the expert panel survey was examined. To do this, the expert panel survey was administered to the same two expert panel members on two separate occasions (two weeks apart). Utilizing the *Statistical Package for Social Sciences (SPSS)* software, two data files were created (one for each of the test-retest subjects randomly selected). Each data file consisted of 67 rows (each representing the outcome or context characteristic being rated) and 2 columns (representing the pre and post test expert panel responses). Using the Pearson product moment correlation coefficient, pretest and posttest responses of the first expert panel member were correlated ( $r = 1.0$ ), demonstrating a high test re-test reliability for the survey responses. Pre-test and post-test responses from the second expert panel survey were also correlated using the Pearson product moment correlation coefficient ( $r = 0.8$ ), demonstrating a moderate test re-test reliability for the survey responses.

#### Step 5: Product Revision

The two stages of the preliminary product field test produced two sets of results. In the first stage, Likert-scale ratings from the expert panel members were examined, and those ratings determined the outcomes and context characteristics that would be included in the main field test. In the second stage, expert panel members were asked to provide other data elements and additional information they considered important for the reporting system development.

#### *Stage One of Product Revision: Inclusion of Data Based on Likert-Scale Ratings*

Outcomes and context characteristics from the expert panel survey were included in the main field test if five or more of the seven expert panel members rated the outcome as *somewhat important* or *extremely important* on the questionnaire. The rule of five was chosen because *five of seven* represents a strong majority of the expert panel group (more than 70%), ensuring that the views of the expert panel are representative of

the greater part of their group. Utilizing this rule and including data gathered from their informal phone interviews, 27 of the 67 data elements were discarded.

#### *School Context Characteristics*

Of the 15 original school context characteristics reviewed by the expert panel, six were included, nine were discarded, and one school context characteristic was added for the main field test (see Table 3). The *calendar date of school year* was discarded as an expert panel member questioned its relevance by stating, “It doesn’t seem to tell you anything.” Also, two expert panel members expressed a need for data that provide the actual date that the school began the ASP project, rather than the *calendar date of the school year*; therefore the *date of ASP model implementation* was added to the main field test.

*Average class size* was replaced with *student-teacher ratio*. An expert panel member discussed the terminology of the two data elements, stating that, “Sometimes they are one in the same,” and “Even if they do have different definitions, they get confusing.” Specific policies (i.e., *student suspension, expulsion, attendance, LEP, GT, ESL, and special education*) were discarded. Two expert panel members discussed the labor involved with collecting that type of information. One member stated, “These policies are hard to gather because they are often in many different places,” and another expressed reservations about the kind of results they would yield. Both of these panel members agreed that collecting policy data was important for the reporting system, but the time it takes to gather the information is too lengthy for data that may or may not be important.



Table 3

## School Context Characteristics

Included	Discarded	Added
Grade levels of the school	Year the school opened	Date of ASP model implementation
Number of students	Calendar date of the school year	
Average class size	Student-teacher ratio	
Title One assistance	Average class size by subject area	
Home visits	Charter school status	
School uniforms required in the school	Blue Ribbon award status	
	Student uniforms	
	Student suspension/expulsion/attendance policies	
	LEP/GT/ESL/ special education policies	

*Student Context Characteristics*

According to the responses from the expert panel members, all of the student context characteristics should be included in the reporting system. This includes *English language learners (ELL), AFDC students, students receiving free or reduced lunch, gifted and talented students, students in ESL classes, students in special education classes, students in a migrant education program, percent of students by race, and percent of students by gender* (see Table 4).

Table 4  
Student Context Characteristics

Included	Discarded
English language learners (ELL)	
AFDC students (Aid to Families with Dependent Children)	
Students receiving free or reduced lunch	
Gifted and talented students	
Students in (English as a Second Language) ESL classes	
Students in special education classes	
Students in a migrant education program	
Percent of students by race	
Percent of students by gender	

#### *Staff Context Characteristics*

Of the 12 original staff context characteristics reviewed by the expert panel, four were included, and eight were discarded for the main field test (see Table 5). The *percent of part time staff*, *teacher assistants*, *teacher aides*, and *special education teachers* were discarded because two expert panel members stated that the information would be hard to gather for the reporting system. Expert panel members also asked the following: “What is certificated staff anyway?”; “Don’t we just want to know who is qualified in their area?”; “Instead of asking about all kinds of teachers, why don’t you ask about those that are qualified to teach in their area of expertise?” *Professional development activities & conferences attended by teachers* were also discarded when an expert panel member stated, “This information would be really hard to collect.”

Table 5  
Staff Context Characteristics

Included	Discarded
Highly qualified teachers	Percent of part-time staff
Teacher mobility rate	Percent of teacher assistants/aides
Number of years principal at the school	Percent of special education teachers
Changes of leadership during the past year	Percent of certificated staff
	Number of professional development days
	Types and content of professional development activities
	Experience levels of the teachers
	Conferences attended by the teachers

### *Enrollment Data*

According to responses from the expert panel members, all of the enrollment data should be discarded from the reporting system. This includes *total school enrollment*, *enrollment by grade*, *student attendance rate*, and *average daily membership* (the number of students enrolled in a school during the time it is in session). *Average daily membership* was discarded because an expert panel member stated, “It is hard to collect and wouldn’t tell you anything,” and two other members said that they did not understand the terminology. An expert panel member noted that the *number of students* is the same as *total school enrollment*, and two expert panel members agreed that *total number of students* would be adequate for describing all enrollment data for the

reporting system. As a result, the *total number of students* was placed under the *student context characteristic* category, alleviating the *enrollment data* category altogether.

### *Student Outcome Data*

As shown in Table 6, five of the nine original student outcome data elements in the expert panel survey were included, and four were discarded for the main field test. *Safety and discipline report* was discarded as expert panel members noted that reports would be hard to collect. An expert panel member stated, “It would be hard to get *percentage of students’ participation in extra-curricular activities*, or even the names of the activities since there are so many on and off-campus extra-curricular activities.” Another member stated that, “It is almost impossible to track the extra-curricular activities of students.”

Table 6

#### Student Outcome Data

Included	Discarded
Student mobility rate	Student retention rate
Student promotion rate	Safety and discipline incident report
In-school suspension	Students’ participation in extra-curricular activities
Out-of-school suspension	Types of extra-curricular activities
Types of after school programs	

### *Parental Participation Data*

According to the responses from the expert panel, all of the parental participation data should be included in the reporting system. This includes: *parents involved in PTA, parents’ participation in school-sponsored functions, parents’*

*participation in extra-curricular activities, parental participation in cadres, parental participation in steering meetings, and school's relationship with the business community (see Table 7).*

Table 7

Parental Participation Data

Included	Discarded
Parents involved in PTA (Parent Teacher Association)	
Parents' participation in school-sponsored functions	
Parents' participation in extra-curricular activities	
Parental participation in cadres	
Parental participation in steering meetings	
School's relationship with the business community	

*Technology Data*

As shown in Table 8, the *number of classrooms with cable TV access* was the only data element that was discarded because at least 70% of the expert panel did not consider it important for the reporting system. Overall, suggestions were made to change the wording from “*number of*” to “*percentage of*” to allow for comparison of data across the schools (i.e., *percentage of computers for student use, percentage of classrooms with Internet access*).

Table 8  
Technology Data

Included	Discarded
Percentage of computers for student use	Number of classrooms with cable television access
Percentage of computers for teacher use	
Percentage of classrooms with Internet access	
Percentage of classrooms with interactive distance learning capabilities	

*Other Data*

Of the six original student data elements classified as *other data* reviewed by the expert panel, four were included, and two were discarded for the main field test (see Table 9). An expert panel member suggested modification of the following data, *implementation of new policies and programs that have impacted, either positively or negatively, the school*. It was suggested that it should be modified to represent changes relevant to the ASP model. Therefore, the *implementation of new programs and policies that have impacted, either positively or negatively, the implementation of the ASP model*, will be used. Also, expert panel members questioned *changes to the building structure and significant fundraisers*, citing, “What do they have to do with anything?”

Table 9

## Other Data

Included	Discarded
Changes in school funding in the past year	Updates or changes to the building structure
Positive or negative events that have impacted school	Significant fundraisers (bake-offs, car washes, etc.)
Grants, awards, honors, scholarships received at school	
Implementation of new programs and policies that have impacted, either positively or negatively, the implementation of the ASP model	

*Stage Two of Product Revision: Other Data Important for the Reporting System*

The second stage of the expert panel survey asked expert panel members to provide (a) other data elements important for the ASP model not listed in the reporting system, and (b) additional information they considered important for the reporting system development.

*Other Data Elements Important for the ASP Model*

In their qualitative responses, as well as informal phone interviews, expert panel members responded that in addition to the outcomes and context characteristics, other types of data are needed. These data include: (a) implementation of ASP principles and processes data, (b) implementation of powerful learning data, (c) implementation of inquiry processes, and the (d) implementation of governance structures.

These responses confirmed the findings in the literature review on the types of data that are needed to comprehensively evaluate ASP schools. Expert panel members agreed that the synthesis of these data with the outcomes and context characteristics

proposed in this study would provide the necessary data for a comprehensive reporting system for accelerated schools.

*Additional Information Important for the Reporting System Development*

When asked about additional information they considered important for the reporting system development, expert panel members responded that: (a) the outcomes and context characteristics should measure specific aspects of the ASP model, and (b) data should be easily accessible.

*Outcomes and context characteristics specific to the ASP model.* Not only did expert panel members want implementation data specific to the ASP model, they also wanted to ensure that the outcomes and context characteristics measured specific aspects of the ASP model. They wanted specific information such as, the *date of ASP model implementation* and the *implementation of new programs or policies that have impacted the implementation of the ASP model* rather than the *date that the school began and implementation of new programs and policies in the school*.

*Easily accessible data.* Expert panel members placed a high importance on the accessibility of data, stating their concerns about the difficulty of collecting particular outcomes and context characteristics in their schools in a timely manner. According to their responses, the ease of collecting the data is more important than the importance of the data to the reporting system. That is, if data are important for the reporting system but difficult for the school to provide on a yearly basis, expert panel members agree that it should not be included in the reporting system. If data elements are both important and easy to collect for the school, they should be included in the reporting system.



### Step 6: Main Field Test

The main field test was distributed to 24 coaches and principals based on the three dimension sample selection process discussed in Chapter III. All of the 24 participants responded to the survey, representing a 100% response rate. In a series of 40 questions, each sample participant was asked to: (a) evaluate the relevance of outcomes and context characteristics for the reporting system, and (b) rate the ease of collecting the information in their school on a yearly basis (see Appendix J for the main field test).

The main field test was revised according to the responses from the sample participants, and these responses were used to develop a final version of the reporting system. For data to be included in the instrument: (a) 75% or more of the sample participants must respond *yes* when asked if the outcomes or context characteristics should be included in the reporting system given the stated criteria (see Figure 10 for percentage of sample respondents that consider data important for the reporting system), and (b) 75% or more of the coaches and principals must rate the data as *very easy* or *somewhat easy* to provide on a yearly basis (see Figure 11 for the percentage of the coaches and principals must consider data easy to provide on a yearly basis for the reporting system) . Both conditions must be met to be included in the final reporting system. The cut-off point of 75% was chosen to ensure that a strong majority of the participants consider the data elements important for the reporting system and easy to collect on a yearly basis.

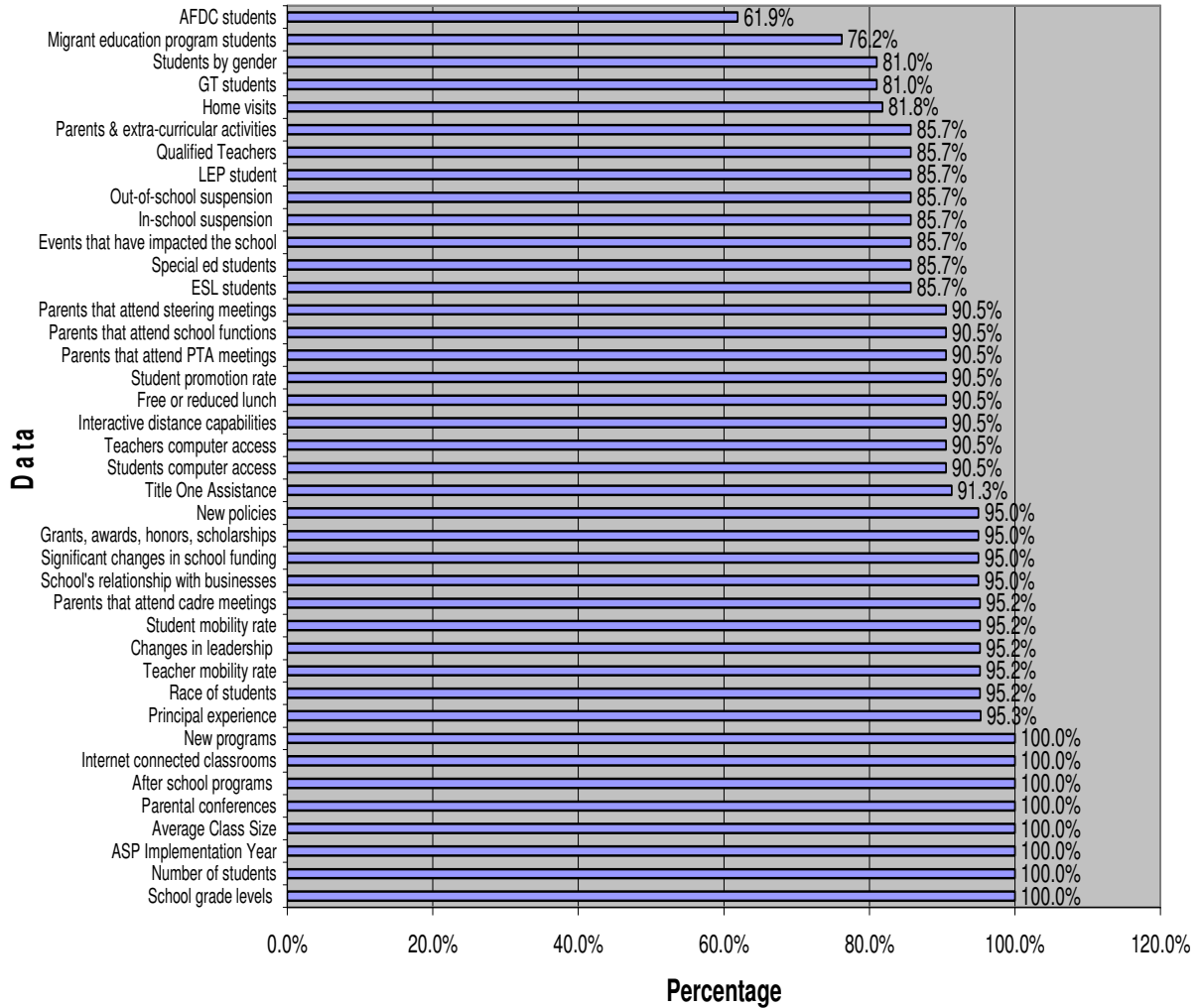


Figure 10. Percentage of sample respondents that consider data important.

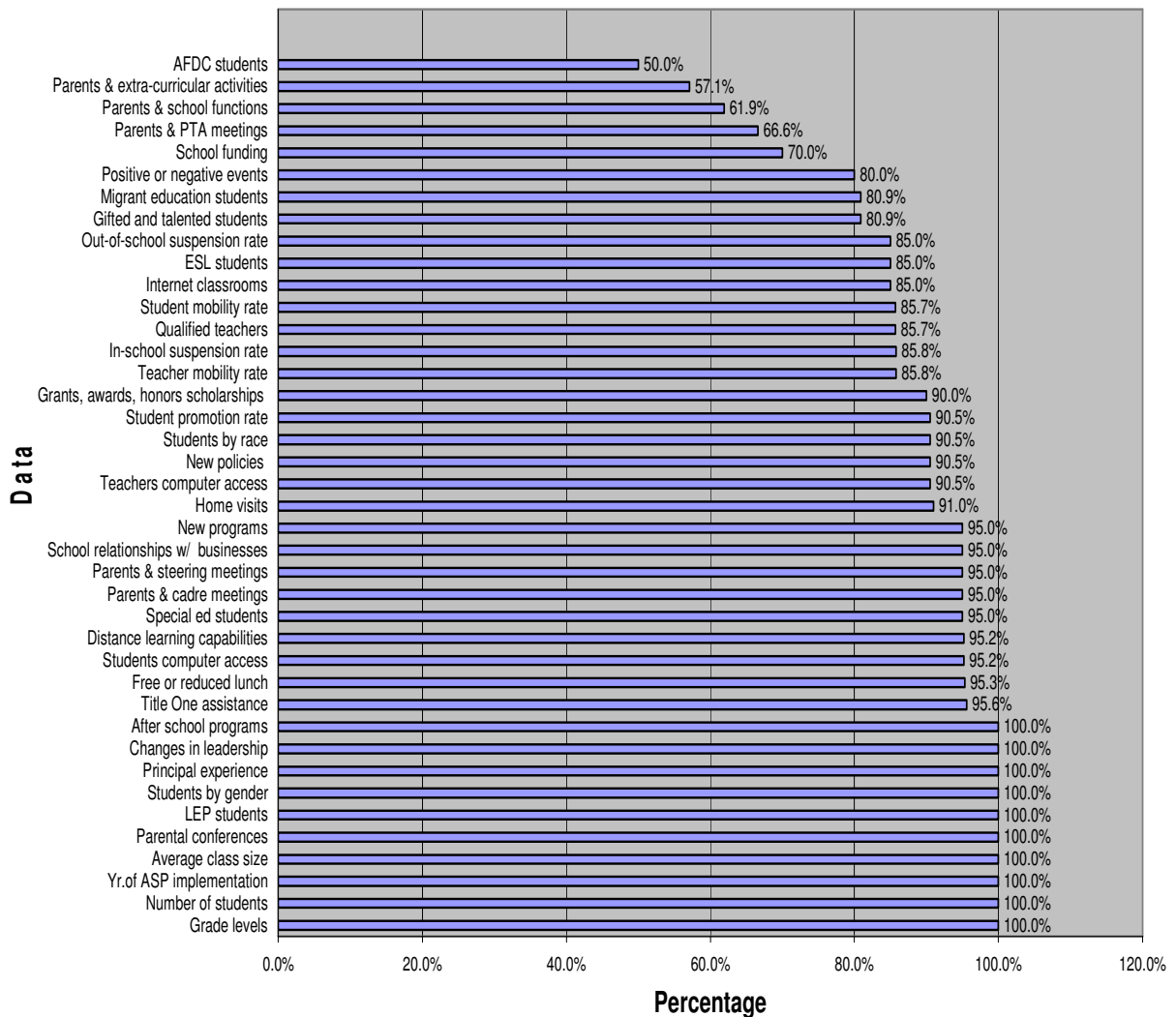


Figure 11. Percentage of sample respondents that consider data easy to provide.

The following five outcomes and context characteristics were discarded because they did not meet both conditions for inclusion in the final instrument: (a) students receiving AFDC funding, (b) parents' participation in extra-curricular activities, (c) parents' participation in school-sponsored functions, (d) parents' participation in PTA meetings, and (e) changes in school funding.

### *Students Receiving AFDC Funding*

Only 61.9% of the sample respondents believed that *AFDC funding* should be included in the reporting system. The sample respondents elaborated on its lack of importance by stating, “This is not applicable to learning,” and “I don’t see the relevance of this information.” Other sample respondents expressed problems with the data, as they stated, “This is unknown,” and, “We don’t normally collect this information.” One respondent commented on parents’ unwillingness to report AFDC data, “I’m not sure parents would be willing to divulge this information.” Additionally, 30% responded that it would be *somewhat difficult* to provide the information on a yearly basis, and 20% responded that it would be *very difficult* to provide the information on a yearly basis.

### *Parents’ Participation in Extra-curricular Activities*

More than 85% of the sample respondents believed that *parents’ participation in extra-curricular activities* should be included in the reporting system. Although it gained an overall positive reception, 33.3% responded that it would be *somewhat difficult* and 9.5% responded that it would be *very difficult* to provide the information on a yearly basis. Sample respondents stated, “Opportunities are not available,” and “Our models offer little in extra-curricular activities for parents.”

### *Parents’ Participation in School Sponsored Functions*

More than 90% of the sample respondents believed that *parents’ participation in school sponsored functions* should be included in the reporting system, but only 61.9% responded that the information would be easy to gather. Only 23.8% responded that it would be *very easy* to provide the information, and 38.1% responded that it would be *somewhat easy* to provide the information on a yearly basis. One sample respondent stated, “We don’t have any real school-sponsored events that would require parents to attend in order to support data for research.”

### *Parents’ Participation in PTA Meetings*

Approximately 90% of the sample respondents believed that *parents’ participation in PTA meetings* should be included in the reporting system, but 33.3% believed it would be difficult to collect the information. Nineteen percent of the sample

responded that it would be *somewhat difficult* to provide the information, and 14.3% responded that it would be *very difficult* to provide the information on a yearly basis. One sample respondent stated, “We do not have a PTA. We have group classes and orientation meetings where participation is mandatory.”

#### *Changes in School Funding*

A strong 95% of the sample respondents believed that *changes in school funding* should be included in the reporting system, but 50% believed it would be difficult to collect the information.

#### Step 7: Operational Product Revision

The outcomes and context characteristics were revised according to the results of the main field test, and these data were utilized in the reporting system (see Appendix K for the final list of outcomes and context characteristics).

#### Summary of Points Reviewed in Chapter

The reporting system was developed based on the R&D steps discussed in this chapter. The literature review provided a theoretical framework for the study, and the results from the main field test and preliminary field test determined data that should be included in the reporting system. The reporting system is introduced in the next chapter.

## CHAPTER V CONCLUSIONS

To conclude the R&D process in this study: (a) evidence is provided for the research questions established in the study, (b) the reporting system website is introduced, (c) recommendations for further study are made, (d) recommendations on how to make the data useful are discussed, and (e) limitations of the R&D process are presented. The recommendations presented in this chapter should serve as the preliminary framework for a subsequent study that will finalize the reporting system.

### Research Questions

Throughout the development of the reporting system, this study provided evidence for the following research questions:

#### *Research Question One*

*Does the ASP model have a comprehensive evaluation system to measure progress in ASP schools?*

The literature review provided an examination of ASP's current evaluation system. It was illustrated how the ASP school community collaboratively develops an action plan to accomplish their goals, and how the main evaluation tool for ASP, the *Tools for Assessing Progress (TASP)*, measures progress in achieving these goals as each step of the action plan is implemented. Specifically, it was demonstrated how the school staff uses the tool to conduct a self-assessment within the school and to consistently monitor the ASP model by collecting the following data in its schools: (a) implementation of the ASP principles and processes data, (b) implementation of powerful learning data, (c) implementation of inquiry process and governance structure data, and (d) student achievement data.

The literature review revealed that the TASP is an important and necessary tool for evaluation of the ASP model, but further research was needed to attest to the comprehensiveness of the system. For that reason, other school reform models were examined. By analyzing the evaluation systems of these models, the comprehensiveness of the ASP evaluation system could be compared.

### *Examination of Other School Reform Models*

The examination of other school reform models established: (a) types of data they collect from their schools, and (b) important components of the evaluation systems to measure school progress.

#### *Types of Data Collected from Schools*

The literature review discovered the types of data that other school reform models collect from their schools. These data include: community and parental involvement, professional development, technology, organization, finances, student behavior, self-concept, suspension, demographics, and performance standards (see Chapter II for the full list).

#### *Important Components Used in Other School Reform Models*

The literature review also established procedures that are used in other school reform models' evaluation systems (for the detailed discussion of these components, see Chapter II). These components include: (a) the use of technology, (b) the use of a national database, (c) stakeholder involvement, and (d) the use of a multi-method approach.

*Use of technology.* Technology is important for many of the school reform models' evaluation systems reviewed. Computers, databases, and electronic networks are vital tools that help keep teachers, students, and the school community informed. Technology is used to: (a) continually monitor students' progress in meeting the educational goals of schools, (b) enable teachers to adjust and calibrate instruction according to students' needs, (c) track individual and collective student progress, (d) collect, store, and track quantitative and qualitative data on student learning, and (e) generate school and student progress reports.

*Use of a national database.* National databases are used for program monitoring, tracking changes over time, measuring school level data, and generating school summary reports. Using the databases as part of a longitudinal research effort, researchers combine these types of data with other assessment tools to explore the effectiveness of the model on students and schools.

*Stakeholder involvement.* Most reform models involve stakeholders in the evaluation process to ensure that the decision about data to be collected is made through a consensus process. Data are gathered from all stakeholders including students, parents, teachers, administrators, janitorial staff, and secretarial, professional, and non-professional staff. Stakeholders play a major role in the development of the evaluation process, so they are equipped with the necessary data to make informed decisions accordingly.

*Use of a multi-method approach.* Many of the school reform models use multiple types of evaluation to: (a) guide the implementation of the design, (b) measure ongoing progress, (c) gauge student growth over time, (d) help plan instructional programs, and (e) track students' progress regularly.

#### *Summary of Points on Research Question One*

Given that the goal of this study is to develop a comprehensive evaluation system for ASP, the R&D process integrated the above components from other school reform models into the development of the reporting system. Additionally, components from other state education, non-profit, and governmental agencies, and the theoretical framework developed in Chapter II, were also used to develop a comprehensive evaluation system.

Based on the literature review, it was concluded that in order for the ASP model to have a comprehensive system to measure progress in ASP schools, a multi-method approach should be used so that the school community understands all aspects of the school. Exploring multiple types of data provides a big picture view of what is taking place, and the school community can better understand the “why” and “how” behind the success of the school. The R&D process in this study enabled expert panel members, coaches, and principals to select appropriate data elements to add to an already existing evaluation system to make it comprehensive.



### *Research Question Two*

*What data elements do the expert panel members recommend for inclusion in the reporting system?*

A panel of educational professionals recommended data elements that should be included in the reporting system. These recommendations came from the results of the survey administered to the expert panel, and these results were discussed in Chapter IV. Overall, the expert panel members expressed a need for the reporting of standardized achievement data (school, district, and state), and implementation data including: powerful learning, principles and processes of the model, inquiry processes, and the governance structure. They also placed a high importance on student context characteristics, parental participation data, and technology data. Conversely, they did not consider enrollment data elements to be important, recommending that the *total number of students* would be adequate for describing all enrollment data. Expert panel members were also selective on the staff context characteristics they considered to be important, alleviating data elements that referred to specific teacher roles (i.e., part-time staff, teacher assistants, special education teachers); and including data elements that measured teacher mobility, leadership, and teacher qualifications.

Collectively, the expert panel expressed two main ideas when asked to provide additional comments for the development of the reporting system: (a) the reporting system should consist of data elements that are specific to the ASP model, and (b) data should be easily accessible.

#### *Data Elements Specific to the ASP Model*

Not only did expert panel members want implementation data specific to the ASP model, they also wanted to ensure that the data elements measured specific aspects of the ASP model. They wanted specific information such as, the *date of ASP model implementation* and the *implementation of new programs or policies that have impacted the implementation of the ASP model*, rather than the *date that the school began and implementation of new programs and policies in the school*.

### *Easily Accessible Data*

Expert panel members placed a high importance on the accessibility of data, stating their concerns about the difficulty of collecting particular outcomes and context characteristics in their schools in a timely manner. According to their responses, the ease of collecting the data is more important than the importance of the data in the reporting system. That is, if data are important for the reporting system but difficult for the school to provide on a yearly basis, expert panel members agree that it should not be included in the reporting system. If data elements are both important and easy to collect for the school, they should be included in the reporting system.

#### *Research Question Three*

*What data elements do the ASP coaches and principals in the study recommend for inclusion in the reporting system?*

The ASP coaches and principals' recommendations of data elements originated from survey results, and these were discussed in Chapter IV. Overall, the coaches and principals further confirmed the responses of the expert panel, excluding data elements if they were perceived as too difficult to collect. They responded that most of the data were important for the reporting system (except AFDC funding), but that some of these data elements would be difficult to provide. Five data elements were discarded by the sample participants; four of those five data elements were discarded because they considered the data too difficult to collect on a yearly basis. These responses confirm the reaction from the expert panel, that is, schools already have to provide enough information without being overburdened by more data collection procedures.

#### *Research Question Four*

*What are the recommendations for the format, design and overall readability of a preliminary form of the reporting system according to participants in the study?*

Three central themes emerged on the format, design and overall readability of the reporting system. According to the expert panel members, principals, and coaches in the

study, they: (a) expressed a need for easily understandable data, (b) preferred a brief reporting system, and (c) praised the electronic format as a method of data collection.

#### *Easily Understandable Data*

There was a consensus among the expert panel members, coaches, and principals as they expressed a need for data to be conveyed in a simple, easily understandable format. They preferred simple language over more difficult language (e.g., *number of students in school* instead of *average daily membership* or *total school enrollment*). In addition, percentages were preferred because they are easier to compare than numbers for measuring the outcomes and context characteristics.

#### *Length of Reporting System*

A brief reporting system was preferred to a longer report. However, they wanted to know that more information was available if requested. Expert panel members wanted the report to be short so as not to overburden the schools, but still extensive enough so that the information is adequate.

#### *Electronic Method*

Expert panel members, coaches, and principals agreed that the reporting system should function electronically for convenience, ease of use, and accessibility. The coaches and principals' survey for the main field test was conducted electronically, and it obtained a 100% response rate, further confirming their preference for the electronic format.

### Reporting System Website

The reporting system website developed in this study is entitled, *Accelerated Schools Project Report Card*, and it serves to: (a) collect outcomes and context characteristic data from principals and administrators, (b) display data to the school community and public, and (c) assist the school community in making the data useful. As shown in Figure 12, the home page has two main options for users. First, users can select a school to view data (*To Get Started* – bottom left hand of screen). Second, principals and administrators can fill in data for their school (*Principals and Administrators* – bottom right hand of screen).

	<h1>Accelerated Schools Project Report Card</h1>
<div style="display: flex; justify-content: space-around;"> <span>ASP HOME</span> <span>DATA ELEMENTS</span> <span>CONTACT</span> </div>	
<h2>WELCOME</h2>	<h2>Imagine a school...</h2>
<p>Dear educators, administrators, parents, and school community members. This website is designed to help you better understand accelerated schools. There is a report card for each school where you will find general information about school, student, and staff context characteristics, student outcomes, parental participation data, technology data, and student achievement data. You will also find important information about the ASP model, including data on principles and processes of the ASP model, inquiry processes, powerful learning, and the school's governance structure.</p>	<p>in which all children excel to high levels, regardless of their background. Imagine a school that treats all children as gifted and builds on their strengths through enrichment strategies, independent research, problem solving, science, writing, music, and art. Imagine a school in which all members of the school community develop a vision of their ideal school; and in which they collaborate to achieve that dream by making major decisions about curriculum, instructional strategies, and school organization. Imagine a school where ideas count. Let your imagination go as far as it can, and you have discovered the accelerated school. To find out more about the ASP model, please click <a href="#">here</a>.</p>
<h3>To Get Started....</h3>	<h3>Principals and Administrators</h3>
<p>Please follow the link below. You will be asked to choose your school or state.</p>	<p>If you have been authorized to fill in data for your school, please click on the following link. You will be asked to provide a user name and password to proceed with the process.</p>
	<p>→ <a href="#">Click Here</a></p>
<p><a href="#">Login</a> </p>	
<p>ASP HOME   DATA ELEMENTS   CONTACT</p> <p>Designed By: Chad Bennett 2004, All Rights Reserved</p>	

Figure 12. Home page of the Accelerated Schools Project Report Card website (Bennett, 2004).

After users follow the link to get started, they can choose a school to view their data (see Figure 13).


 <b>Accelerated Schools Project Report Card</b>	
<a href="#">ASP HOME</a>   <a href="#">DATA ELEMENTS</a>   <a href="#">CONTACT</a>	
<p><b>Arizona</b></p> <p>Pinon Middle School Tully Elementary School Desert Arroyo Middle School</p>	<p><b>California</b></p> <p>The Accelerated School Rialto Accelerated Middle School</p>
<p><b>Connecticut</b></p> <p>Poquonock School Marvin Elementary</p>	<p><b>Georgia</b></p> <p>Broxton-Mary Hayes Elementary School Marsh Point Elementary School Glyndale Elementary School Georgia School for the Deaf</p>
<p><b>Illinois</b></p> <p>Brush College Accelerated Durfee Franklin Oakgrove Parson Stevenson Accelerated Abbott Middle School Andrew Cooke Magnet North Elementary</p>	<p><b>Massachusetts</b></p> <p><u>Columbus Park School</u> Marston Mills East</p>
<p><b>Mississippi</b></p> <p>Spann Elementary School McLeod Accelerated School Ward Stewart</p>	<p><b>Nevada</b></p> <p>Jo Mackey Elementary School Martinez Elementary School James Bilbray Elementary Odyssey Charter School</p>
<p><b>New Jersey</b></p> <p>Franklin Elementary School Washington Elementary School Woodrow Wilson Elementary School</p>	<p><b>North Carolina</b></p> <p>First Ward Accelerated Learning Academy Kings Creek Elementary School Sawmills Accelerated School Ben Martin Elementary CCS Web Academy West Smithfield Elementary</p>
<p><b>Oregon</b></p> <p>Taft Elementary Talmadge Middle School</p>	<p><b>South Carolina</b></p> <p>Shell Point Elementary School Lambs Elementary Murray-Lasaine Elementary School Sunset Park Elementary Berkeley Intermediate School Ladson Elementary School Southside Middle School</p>
<p><b>Virginia</b></p> <p>Lincoln Terrace Accelerated Elementary School</p>	<p><b>Washington</b></p> <p>Showalter Middle School Cascade View Elementary School Thorndyke Elementary School Tukwila Elementary School Carter Lake Elementary Custer Elementary Greenwood Elementary Lakeview Elementary Oakwood Elementary Southgate Elementary Tillicum Elementary</p>
<p><b>Wisconsin</b></p> <p>Affiliated Alternatives Academy of Accelerated Learning A.G. Bell Milwaukee Education Center</p>	
<p>ASP HOME   DATA ELEMENTS   CONTACT Designed By: Chad Bennett 2004. All Rights Reserved</p>	

Figure 13. Users select the school from which they wish to view data (Bennett, 2004).

After the user selects a specific school, a school page is displayed that lists the school's: (a) address and phone number, (b) website (if applicable), (c) mission, (d) vision statement, and (e) reporting system data. Users can select the following links on the diagram to view data specific for their school: (a) outcome and context characteristic data; (b) implementation of powerful learning data; (c) student achievement data; (d) implementation of ASP principles and processes data; and (e) implementation of inquiry process and governance structure data. Tools are also provided to help analyze the data and have purposeful discussions about the meaning of the data (see Figure 14).

## Columbus Park Preparatory Academy

Columbus Park Preparatory Academy  
75 Lovell Street  
Worcester, MA 01603  
(508) 799-3490 Fax (508) 799-8213

[School Web Site](#)

### Mission

The mission of Columbus Park Preparatory Academy is to create an atmosphere of learning and trust in our school that will foster excellence in each individual student. The heart of our mission is the commitment to educate all students to become self-achievers and responsible, productive members of society. This mission is a collaborative endeavor of school, family and community.

### Vision

Columbus Park Preparatory Academy is a pre-kindergarten through 6th grade school that provides a comprehensive educational experience, reflecting a philosophy of PRIDE – Positive Reinforcement of Individual Deeds and Efforts. The synergy of our educational collaborative supports and fosters academic excellence, celebrates the strengths of our diverse population, inspires individual growth and creativity, and encourages responsibility and mutual respect. The administration and staff of Columbus Park Preparatory Academy are committed to developing and implementing a broad range of educational programs that enable our students to achieve excellence. Our commitment to professional growth and development enhances current educational philosophy and practices.

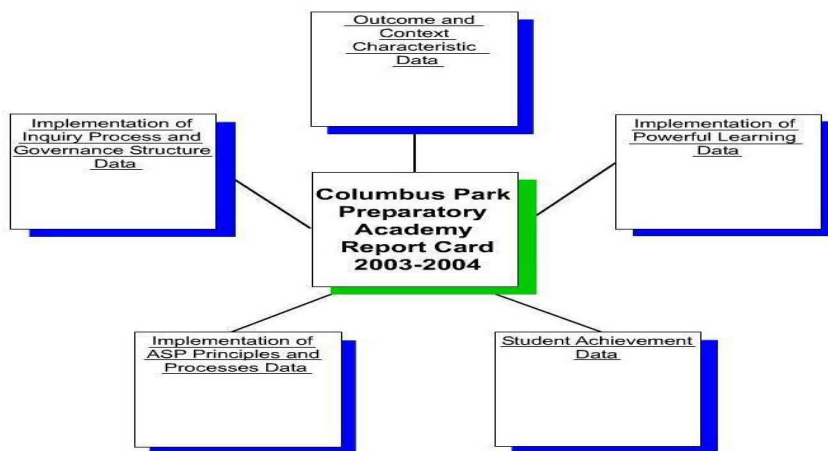


Figure 14. Front web page for Columbus Park Preparatory Academy (Bennett, 2004).

## School Community Members

Examining relationships across multiple categories of data can provide new insight into student learning in schools. The following tools will provide methods to analyze these data as well as to have purposeful discussions about the data and what it means. Utilized in combination with the data provided on this website, the school community can use these tools to assist in the reporting of the data, draw conclusions based on data, make decisions based on the data, and analyze data patterns. Communicating the purpose and results of data analysis are critical if the analyses are going to affect decisions and if solutions are going to be implemented as intended.

Click on the following links for more information:

[Guidelines in presenting data to promote schools](#)

[Examples of how schools utilize data for the school community](#)

[How to read data and graphs](#)

[Development of graphs and charts to interpret data](#)

[Reporting of data in an unbiased manner](#)

[Utilization of data to measure the affect of the model on students](#)

[Cautions on comparing data](#)

Figure 14 Continued.

Users select *Implementation of Inquiry Process and Governance Structure Data* to view data on: (a) the implementation level of inquiry process; (b) the implementation level of the governance structure; (c) identification of areas of strength and needed growth; and (d) an overall evaluation of the use of cadre and steering meetings to enhance these processes (see Figure 15).

## Columbus Park Preparatory Academy

### Implementation of the Inquiry Process and Governance Structure of ASP - Columbus Park Preparatory Academy – 2003-2004

An accelerated school that thoroughly and effectively implements the ASP process accelerates the learning of all students consistent with the inquiry process and governance structure of the ASP model. Based on data from cadre and steering committee observations, school portfolio, and interviews, the inquiry process and governance structure have been demonstrated in Columbus Park Preparatory Academy. That is, they are embedded throughout the school and classrooms, and ample evidence is available to demonstrate implementation. The school demonstrates the following strengths and weaknesses with regard to the inquiry process and governance structure.

#### STRENGTHS:

- o Inquiry is used to make data-driven decisions that promote acceleration
- o The school community routinely addresses each step of the inquiry process as noted on the inquiry wheel
- o The school's governance structure includes three tiers: cadres, a steering committee and the school as a whole.
- o The school staff actively participates in the work of various governance bodies within the school.
- o Minutes are kept of cadre and steering minutes
- o Steering committee meetings run effectively and focus on acceleration and student achievement
- o The majority of cadre time is consistently spent using inquiry strategies to support powerful learning.

#### CHALLENGES:

- o Cadre action plans should be written up with an assessment timeline included in the plan. Cadres should assess effectiveness of decisions implemented and share with staff
- o Encourage parental involvement (and student participation where appropriate) in cadre work.

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Figure 15. Inquiry process and governance structure data (Bennett, 2004).



Users select *Implementation of ASP Principles and Processes Data* to view data on: (a) the implementation level of the ASP principles and processes in the school (demonstrated, developing, stalled, or insufficient evidence); and (b) specific areas of strength and needed growth of the principles and processes of the ASP model (see Figure 16).

## Columbus Park Preparatory Academy

### Implementation of the Principles and Processes of ASP - Columbus Park Preparatory Academy – 2003-2004

An accelerated school that thoroughly and effectively implements the ASP process accelerates the learning of all students consistent with the principles and processes of the ASP model. Based on data from school observations, classroom observations, school portfolio, and interviews, the principles and processes of ASP have been demonstrated in Columbus Park Preparatory Academy. That is, the principles and processes of ASP are embedded throughout the school and classrooms, and ample evidence is available to demonstrate implementation. The school demonstrates the following strengths and weaknesses:

**STRENGTHS:**

- o All ten of the values of acceleration are clearly demonstrated and are embedded in the daily workings of the school
- o The entire school community collaboratively works toward a shared purpose by meeting, talking, and learning from each other's experiences (communication and collaboration)
- o The staff, parents and students are unified in their focus and work together to accelerate learning for all students
- o The school community understands and uses ASP terminology as a working language
- o The atmosphere reflects joy, enthusiasm, and passion for learning that is evident at all levels.
- o Members of the school community are empowered to make inquiry-based decisions that promote an environment of acceleration.
- o The principal actively supports and encourages members of the school community to make and carry out inquiry-based decisions and action plans

**CHALLENGES**

- o Encourage parents to become active stakeholders in the decision making process; serving as cadre members
- o Continue to train new staff or community members as they join the Columbus Park community

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Figure 16. ASP principles and processes data (Bennett, 2004).

Users select *Implementation of Powerful Learning Data* to view data on: (a) the implementation level of ASP powerful learning in the school (demonstrated, developing, stalled, or insufficient evidence); (b) identification of areas of strength and needed growth in classroom curriculum and instruction, and areas that may require continued development; and (c) identification of areas that may require additional support by the satellite center so that the school grows in its ability to provide powerful learning for all students (see Figure 17).

## Columbus Park Preparatory Academy

### Implementation of Powerful Learning – Columbus Park Preparatory Academy – 2003-2004

An accelerated school that thoroughly and effectively implements the ASP process accelerates the learning of all students consistent with the powerful learning framework. Based on data from school observations, classroom observations, school portfolio, and interviews, the implementation of powerful learning has been demonstrated in Columbus Park Preparatory Academy. That is, powerful learning is seen throughout the school and classrooms, and ample evidence is available to demonstrate implementation. The school demonstrates the following strengths and weaknesses:

#### STRENGTHS:

- o Students demonstrate their learning through the creation of authentic products and performances
- o Teachers take advantage of teachable moments
- o Students interact with a learning community that exists in and outside the school through field-based experiences and /or technology
- o Textbooks are used as an additional reference tool---they do not drive instruction
- o Instructional content, process and products are differentiated to meet individual student's needs
- o Teachers integrate state, district and/or school standards to plan curriculum
- o The school demonstrates consistent progress toward targeted growth as defined by state and district requirements
- o Evidence of learning through inquiry was evident in some classrooms (science, computer lab)
- o Most of the displays around the school are student work that shows originality, creativity, and higher order thinking
- o Classrooms are set up so that each learner can independently access and use materials, books, equipment, and reference materials
- o The school exhibits and celebrates student learning with the community

#### CHALLENGES:

- o Students should be involved in the planning of instruction: creating more opportunities for students to follow up on their individual interests and pursue independent study.  
(differentiating instruction based on needs and interests.)

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Figure 17. Powerful learning data (Bennett, 2004).

Users select *Student Achievement Data* to view school, district, and state standardized achievement data. Links will be provided as they direct users to data that is posted on state education agency websites (see Figure 18).

# Columbus Park Preparatory Academy

## Student Achievement Data Columbus Park Preparatory Academy

Massachusetts uses the Massachusetts Comprehensive Assessment System (MCAS) to test students in grades 3 through 7 and in grade 10. The MCAS is a standards-based test, which means it measures how well students are mastering the specific skills defined for each grade by the state of Massachusetts. The goal is for 100% of students to meet or exceed state standards on the test.

[MCAS Tests of Spring 2003 - Percent of Students at Each Performance Level – Grades 3-6](#)

[MCAS Annual Comparisons – 2001 – 2003](#)

[2003 MCAS Participation Results](#)

[2003 MCAS Results by Race, Gender, Special Education, Low Income & Migratory Status](#)

[2003 Mid-Cycle AYP Report](#)

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Figure 18. Student achievement data (Bennett, 2004).

Users select *Outcome and Context Characteristic Data* to view data on school context characteristics (see Figure 19).

## Columbus Park Preparatory Academy

School Context Characteristics Columbus Park Preparatory Academy 2003-2004	
<b>Grade levels of the school</b>	Pre-k - 6
<b>Number of students</b>	372
<b>Year the school began the Accelerated Schools Project</b>	1998
<b>Average class size</b>	14
<b>Title One Assistance</b>	yes
<b>Home Visits</b>	yes
<b>Parental Conferences</b>	yes

Figure 19. School context characteristics (Bennett, 2004).

Users select *Outcome and Context Characteristic Data* to view data on student context characteristics (see Figure 20).

Student Context Characteristics Columbus Park Preparatory Academy, 2003-2004	
Percent of students designated as an English language learner (ELL)	51.6%
Percentage of students receiving free or reduced lunch	79.8%
Percentage of students receiving gifted and talented services	35%
Percentage of students in ESL classes	52%
Percentage of students in special education classes	21%
Percentage of students in a migrant education program	9%

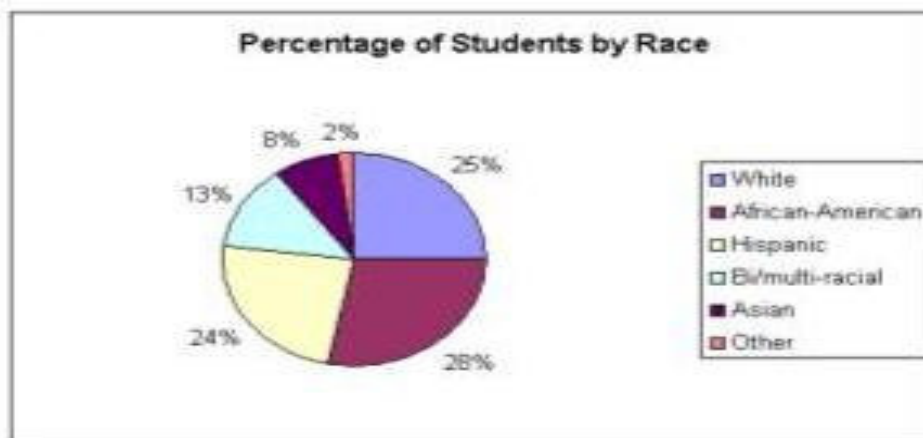


Figure 20. Student context characteristics (Bennett, 2004).

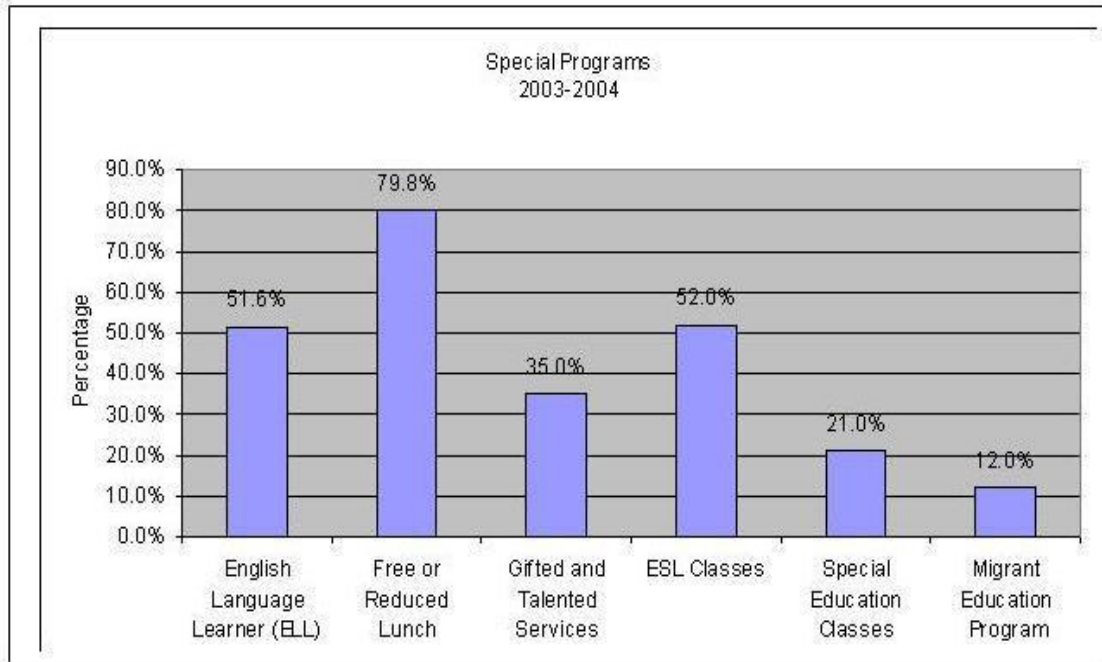
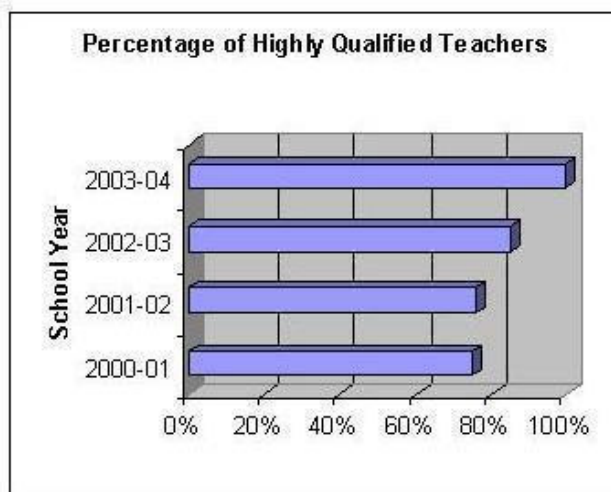


Figure 20 Continued.

Users select *Outcome and Context Characteristic Data* to view data on staff context characteristics (see Figure 21).

Staff Context Characteristics Columbus Park Preparatory Academy 2003-2004	
<b>Percent of highly qualified teachers</b>	100%
<b>Teacher mobility rate</b>	11%
<b>Number of years principal at this school</b>	9
<b>Changes of leadership during the past year? Who?</b>	no



A highly qualified teacher is defined as a teacher who: (a) holds a minimum of a bachelors degree, (b) has obtained full state certification or licensure, and (c) has demonstrated subject area competence in each of the academic subjects in which the teacher teaches (US Department of Education, 2002). The percentage of highly qualified teachers is an important data element because it demonstrates the skills that teachers bring to the learning environment. Given these data, schools can provide additional support and professional development they may need to implement improvement plans.

Figure 21. Staff context characteristics (Bennett, 2004).

Users select *Outcome and Context Characteristic Data* to view data on student outcomes (see Figure 22).

<b>Student Outcome Data</b> Columbus Park Preparatory Academy 2003-2004	
<b>Student mobility rate</b>	18%
<b>Student promotion rate</b>	98%
<b>In-school suspension</b>	0%
<b>Out-of-school suspension</b>	5.7%

Figure 22. Student outcomes (Bennett, 2004).



Users select *Outcome and Context Characteristic Data* to view technology data (see Figure 23).

<b>Technology Data</b> Columbus Park Preparatory Academy 2003-2004	
	<b>Number</b>
<b>Percentage of computers for student use</b>	88%
<b>Percentage of computers for teacher use</b>	100%
<b>Percentage of classrooms with Internet access</b>	100%
<b>Percentage of classrooms with interactive distance learning capabilities</b>	12%

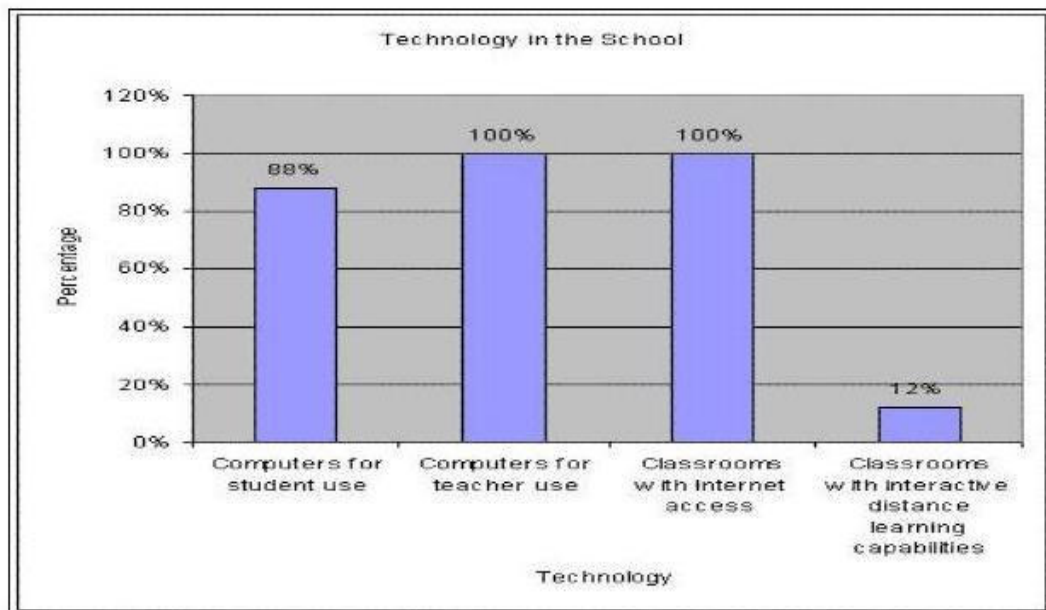


Figure 23. Technology data (Bennett, 2004).

Users select *Outcome and Context Characteristic Data* to view parental participation data (see Figure 24).

<b>Parental Participation Data 2003-2004</b>	
<b>Parental participation rate in cadre meetings</b>	20
<b>Parental participation rate in steering committee meeting</b>	200
<b>School &amp; business community relationships</b>	IBM, Dell, General Electric

Figure 24. Parental participation data (Bennett, 2004).

Users select *Outcome and Context Characteristic Data* to view other data (see Figure 25).

<b>Other Data Columbus Park Preparatory Academy 2003-2004</b>
<b>Grants, awards, honors, scholarships received at school</b>
<hr/> Blue Ribbon Award Recognition Exemplary Status
<b>Events that have impacted school – positive or negative</b>
<hr/> Population growth of the school Leadership changes
<b>Implementation of new programs or policies that have impacted the implementation of the ASP model</b>
<hr/> Grant funding for ASP model implementation


Figure 25. Other data (Bennett, 2004).

After users select *Principals and Administrators* on the first page, they can log in with a user name and password specific to their school. This will enable them to provide data for their school (see Figure 26).

The image shows a web page for the Accelerated Schools Project Report Card. At the top left is a logo with a red triangle and the text 'Accelerated Schools' and 'PLUS'. The main title is 'Accelerated Schools Project Report Card' in a large, bold, red font. Below the title are three buttons: 'ASP HOME', 'DATA ELEMENTS', and 'CONTACT'. In the center is a login box titled 'Principals and Administrators' containing 'Username:' and 'Password:' labels, two input fields, and a 'Login' button. Below the login box is a link: 'Forgot your password, or need to register! [click here](#)'. At the bottom of the page, there is a horizontal line, followed by the text 'ASP HOME | DATA ELEMENTS | CONTACT' and 'Designed By: Chad Bennett 2004, All Rights Reserved'.

Figure 26. Users and administrators log in to provide data (Bennett, 2004).

Users provide data for their school in open-ended boxes (Figure 27).



## Accelerated Schools Project Report Card

ASP HOME
DATA ELEMENTS
CONTACT

### Principals and Administrators

Please take a few minutes and answer these questions, each question consists of a data element and a indicator to help you with your answer.

#### School Context Characteristics

1. Grade levels of school  
\*List the appropriate grade levels of the school (e.g., K-6, K-3, etc.)
2. Total number of students  
\*Provide a count of the number of students that attend the school as of October 1st of the school year.
3. Average class size  
\*The average class size is the number of students enrolled divided by the number of classes.
4. Does your school receive Title One assistance?  
\*Indicate yes or no as to whether the school receives any type of Title One funding.
5. Does your school conduct home visits?  
\*Indicate yes or no as to whether the school conducts home visits.
6. Does your school require parental conferences?  
\*Indicate yes or no as to whether the school requires parental conferences.
7. Date of ASP model implementation  
\*Indicate the date that the ASP model was implemented in your school.

#### Student Context Characteristics

1. Percent of students designated as an English language learner (ELL)  
\*Divide the total number of ELL students by the total number of students. Multiply by 100 to yield a percentage.
2. Percent of students receiving free or reduced lunch  
\*Divide the number of students eligible for free or reduced lunch by the total number of students. Multiply by 100 to yield a percentage.
3. Percent of students receiving gifted and talented services  
\*Divide the number of students enrolled in programs for the gifted and talented by the total number of students. Multiply by 100 to yield a percentage.
4. Percent of students in ESL classes  
\*Divide the number of students enrolled in ESL classes by the total number of students. Multiply by 100 to yield a percentage.
5. Percent of students in special ed classes  
\*Divide the number of students enrolled in special education classes by the total number of students. Multiply by 100 to yield a percentage.
6. Percent of students in a migrant education program  
\*Divide the number of students enrolled in a migrant education program by the total number of students. Multiply by 100 to yield a percentage.
7. Percent of students by race – White, African-American, Hispanic, Bi/multi-racial, Asian  
\*Percent of students by race – White, African-American, Hispanic, Bi/multi-racial, Asian  

White	African-American	Hispanic	Bi/multi-racial	Asian
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
8. Percent of students by gender  
\*Divide the number of students belonging to a particular gender by the total number of students. Multiply by 100 to yield a percentage.

Figure 27. Principals and administrators fill in specific information for their school (Bennett, 2004).

### Staff Context Characteristics

1. Percent of highly qualified teachers

\*A highly qualified teacher is defined as a teacher who: (a) holds a minimum of a bachelors degree, (b) has obtained full state certification or licensure, and (c) has demonstrated subject area competence in each of the academic subjects in which the teacher teaches (US Department of Education, 2002). Divide the number of highly qualified staff by the total number of teachers at the school. Multiply this number by 100 to yield a percentage.

2. Teacher mobility rate

\*This shows the total FTE count of teachers not employed in the district in the fall of 2004-05 who were employed as teachers in the district in the fall of 2003-2004, divided by the total teacher FTE count for the fall of 2003-2004. Staff who remain employed in the district but not as teachers are counted as teacher turnover.

3. Number of years principal at this school

\*List the number of years that the principal has served in that role at that particular school

4. Have there been any changes of leadership during the past year? Who?

\*List any major changes in leadership that have occurred during the current or preceding school year

### Student Outcome Data

1. Student mobility rate

\*Divide the total number of new entries, reentries, and withdrawals during the school year by the total number of students. Multiply this number by 100 to yield a percentage.

2. Student promotion rate

\*Divide the number of students who are promoted to the next grade level at the end of the school year by the total number of students with an end-of-year record. Multiply this number by 100 to yield a percentage.

3. In-school suspension

\*Divide the number of students that have been suspended in-school divided by the total number of students. Multiply by 100 to yield a percentage.

4. Out-of-school suspension

\*Divide the number of students that have been suspended out of school by the total school enrollment. Multiply by 100 to yield a percentage.

5. Types of extra-curricular activities

\*List the types of extra-curricular activities that are offered in the school. The event must not be offered for credit or contribute to a grade.

### Parental Participation Data

1. Parental participation in cadres

\*The participation rate is the count of parents taking part in cadres meetings.

2. Parental participation on Steering Committee

\*The participation rate is the count of parents taking part in steering meetings.

3. Does the school have a relationship with the business community? Describe the nature of the relationship.

\*List the relationships that the school has with the business community.

Figure 27 Continued.

### Staff Context Characteristics

1. Percent of highly qualified teachers  
 \*A highly qualified teacher is defined as a teacher who: (a) holds a minimum of a bachelors degree, (b) has obtained full state certification or licensure, and (c) has demonstrated subject area competence in each of the academic subjects in which the teacher teaches (US Department of Education, 2002).  
 Divide the number of highly qualified staff by the total number of teachers at the school. Multiply this number by 100 to yield a percentage.
2. Teacher mobility rate  
 \*This shows the total FTE count of teachers not employed in the district in the fall of 2004-05 who were employed as teachers in the district in the fall of 2003-2004, divided by the total teacher FTE count for the fall of 2003-2004. Staff who remain employed in the district but not as teachers are counted as teacher turnover.
3. Number of years principal at this school  
 \*List the number of years that the principal has served in that role at that particular school
4. Have there been any changes of leadership during the past year? Who?  
 \*List any major changes in leadership that have occurred during the current or preceding school year

### Student Outcome Data

1. Student mobility rate  
 \*Divide the total number of new entries, reentries, and withdrawals during the school year by the total number of students. Multiply this number by 100 to yield a percentage.
2. Student promotion rate  
 \*Divide the number of students who are promoted to the next grade level at the end of the school year by the total number of students with an end-of-year record. Multiply this number by 100 to yield a percentage.
3. In-school suspension  
 \*Divide the number of students that have been suspended in-school divided by the total number of students. Multiply by 100 to yield a percentage.
4. Out-of-school suspension  
 \*Divide the number of students that have been suspended out of school by the total school enrollment. Multiply by 100 to yield a percentage.
5. Types of extra-curricular activities  
 \*List the types of extra-curricular activities that are offered in the school. The event must not be offered for credit or contribute to a grade.

### Parental Participation Data

1. Parental participation in cadres  
 \*The participation rate is the count of parents taking part in cadres meetings.
2. Parental participation on Steering Committee  
 \*The participation rate is the count of parents taking part in steering meetings.
3. Does the school have a relationship with the business community? Describe the nature of the relationship.  
 \*List the relationships that the school has with the business community.

Figure 27 Continued.

### Technology Data

1. Percentage of computers for student use

\*Divide the number of computers for student use by the total number of computers. Multiply by 100 to yield a percentage.

2. Percentage of computers for teacher use

\*Divide the number of computers for teacher use by the total number of computers. Multiply by 100 to yield a percentage.

3. Percentage of classrooms with Internet access

\*Divide the number of classrooms with Internet access by the total number of classrooms. Multiply by 100 to yield a percentage.

4. Percentage of classrooms with interactive distance learning capabilities

\*Divide the number of classrooms with interactive distance learning capabilities by the total number of classrooms. Multiply by 100 to yield a percentage.

### Other Data

1. Grants, awards, honors, scholarships received at school

\*List the grants, awards, honors, and /or scholarships that have been received at school for the previous year

2. Events that have impacted school – positive or negative

\*List positive or negative events that may have impacted the school in the previous year

3. Implementation of new programs

\*List and describe new programs that have been implemented within the past year

4. Implementation of new policies

\*List and describe any new policies that have been implemented within the past year

**Submit** 

Figure 27 Continued.



Data element definitions are provided for further reference (see Figure 28).



## Data Element Definitions

### ASP Model Implementation Date

The ASP model implementation date is the year that the ASP model was implemented in the school.

### Average Class Size

The average class size is the number of students enrolled divided by the number of classes.

### Context Characteristics

Goodwin and Duranti (1992) defined context as a frame that encompasses an event and provides resources for its interpretation. Context characteristics are important for the outcome reporting system because they place the outcomes of interest into a framework that can help to explain or shed light on the data. For example, the year the school opened is a contextual characteristic, providing context to examine the condition of the school while assisting in the interpretation of other outcomes.

### Computers for Student Use

To calculate the percentage of computers for student use, divide the number of computers for student use by the total number of computers. Multiply by 100 to yield a percentage.

### Computers for Teacher Use

To calculate the percentage of computers for teacher, divide the number of computers for teacher use by the total number of computers. Multiply by 100 to yield a percentage.

### English Language Learners (ELL)

An English Language learner (ELL) is defined as one whose primary language is not English, and is not sufficiently proficient in the English language to succeed in the school's regular instructional programs. To calculate the percentage of ELL students, divide the number of ELL students by the total number of students. Multiply by 100 to yield a percentage.

### ESL Classes

ESL classes are planned programs of English as a second language instruction (ESL) to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level. ESL is usually taught during a specific school period, and students are involved in other mainstream, immersion or bilingual classes during the day. To calculate the percentage of students in ESL classes, divide the number of students enrolled in ESL classes by the total number of students. Multiply by 100 to yield a percentage.

### Extra-Curricular Activities

Extra-curricular activities that are events that take place outside of school hours, and are not offered for credit or contribute to a grade.

Figure 28. Data element definitions (Bennett, 2004).

#### Free or Reduced Lunch

The free or reduced lunch program is a funded program that provides food for students from low-income families. To calculate the percentage of students receiving free or reduced lunch, divide the number of students eligible for free or reduced lunch by the total number of students. Multiply by 100 to yield a percentage.

#### Gifted and Talented Services

States provide funds for gifted and talented services to participating districts for children who are identified as exceptionally able or talented. To calculate the percentage of students utilizing gifted and talented services, divide the number of students eligible for free or reduced lunch by the total number of students. Multiply by 100 to yield a percentage.

#### Highly Qualified Teachers

According to the U. S. Department of Education, a qualified teacher is defined as a teacher who: (a) holds a minimum of a bachelors degree, (b) has obtained full state certification or licensure, and (c) has demonstrated subject area competence in each of the academic subjects in which the teacher teaches. To calculate the percentage of highly qualified teachers, divide the number of qualified staff by the total number of teachers at the school. Multiply this number by 100 to yield a percentage.

#### Indicators

Indicators usually specify a numerical value, which will indicate progress toward achieving an outcome, such as a number, percentage, or ratio (Hatry and Kopczynski, 1997). For example, parental participation rate is often measured by the number of parents that attend a school-sponsored function divided by the number of school-sponsored functions.

#### In-School Suspension

To calculate the in-school suspension rate, divide the number of students that have been suspended in-school divided by the total number of students. Multiply by 100 to yield a percentage.

#### Interactive Distance Learning Classrooms

To calculate the percentage of classrooms with interactive distance learning capabilities, divide the number of classrooms with interactive distance learning capabilities by the total number of classrooms. Multiply by 100 to yield a percentage.

#### Internet Classrooms

To calculate the percentage of classrooms with Internet access, divide the number of classrooms with Internet access by the total number of classrooms. Multiply by 100 to yield a percentage.

#### Home Visits

Home visits are conducted when school personnel visit the homes of students to discuss the child's education status and build a relationship between the school and parents.

#### Migrant Education Program

The Migrant Education Program (MEP) is authorized under Part C of Title I of the Elementary and Secondary Education Act of 1965, and it provides funding for schools with students whose parents are migrant workers. The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment. To calculate the percentage of students in a migrant education program, divide the number of students enrolled in a migrant education program by the total number of students. Multiply by 100 to yield a percentage.

#### Outcomes

Outcomes are the result of interactions between individuals and schooling experiences. They may be direct or indirect, positive or negative, and intended or unintended (Dannenbring, 1996). For example, parental participation is an outcome used to measure the extent that parents participate in school activities.

Figure 28 Continued.

**Out-of-School Suspension**

To calculate the out-of-school suspension rate, divide the number of students that have been suspended out of school by the total number of students. Multiply by 100 to yield a percentage.

**Parental Conferences**

Parental conferences are meetings that occur between the parent and school staff concerning the education status of the child.

**Parental Participation in Cadre Meetings**

The participation rate is the count of parents taking part in cadres meetings.

**Parental Participation in Steering Committee Meetings**

The participation rate is the count of parents taking part in steering meetings.

**Special Education Classes**

Special education classes identify and meet the educational needs of children with emotional, learning, or physical disabilities. Federal law requires that all children with disabilities be provided a free and appropriate education according to an Individual Education Plan (IEP) from infancy until 21 years of age. To calculate the percentage of students in special education classes, divide the number of students enrolled in special education classes by the total number of students. Multiply by 100 to yield a percentage.

**Student Mobility Rate**

To calculate the student mobility rate, divide the total number of new entries, reentries, and withdrawals during the school year by the total number of students who were enrolled at the start (October 1) of the school year. Multiply this number by 100 to yield a percentage.

**Student Promotion Rate**

To calculate the student promotion rate, divide the number of students who are promoted to the next grade level at the end of the school year by the total number of students with an end-of-year record. Multiply this number by 100 to yield a percentage.

**Teacher Mobility Rate**

The total count of teachers not employed in the district in the fall of 2004-05 who were employed as teachers in the district in the fall of 2003-04, divided by the total teacher count for the fall of 2003-04. Staff who remain employed in the district but not as teachers are counted as teacher turnover.

**Title One Assistance**

Title One assistance funds are provided from the federal Educational Consolidation and Improvement Act for educationally disadvantaged children. The funds are used to upgrade the entire educational program of a school that serves an eligible school attendance area in which at least 40 percent of the children enrolled in the school are from low-income families.

**Total Number of Students**

Count of students that are enrolled in the school as of October 1st of the school year.

### Recommendations for Further Study

To conclude development of the reporting system, it is recommended that the following R&D steps are implemented: (a) operational field test, (b) final product revision, (c) implementation, and (d) dissemination of data.

#### *Operational Field Test*

The operational field test should consist of a qualitative round table session with ASP stakeholders (principals, teachers, coaches, satellite center directors, and parents). In the round table session, the reporting system website will be presented to four groups consisting of eight to ten people each (36 to 40 total). The researcher will lead a structured discussion in each group wherein the stakeholders will critique the content and format of the website. To facilitate discussion, other questions will be posed by the researcher, such as: (a) What types of data are important to describe accelerated schools across the nation? (b) What data do you need to understand if your school is making progress? (c) What kinds of data do you find useful for evaluating your school? (d) What data do you want to see in order to hold your school accountable? (e) What are the best ways to collect data for the reporting system in your school? (f) What are the best ways to present data to the public? The researcher will also record the questions that are most frequently asked by the stakeholders during the operational field test process, and these questions will be considered for further development of the reporting system.

#### *Final Product Revision*

The reporting system website will be revised based on stakeholder responses from the round table sessions, and a set of criteria will be developed to assist in guiding the revisions.

#### *Implementation*

Filling out the *ASP School Report Card* is a straightforward process; therefore efforts to implement the system in the school will be equally clear and simple. On a yearly basis, an informational training packet will be sent to each ASP school, consisting of the following information: (a) an introduction letter describing the data collection process, (b) a description of the objectives and significance of the reporting system, (c)

instructions on how to log onto the website and provide the appropriate data elements for their school, (d) a hard copy of the data collection instrument, and (e) a hard copy of the supplemental materials that are posted on the website.

#### *Dissemination of Data*

The method of disseminating the reporting system data will utilize various methods. To ensure that data are readily available and adequately distributed to the public, it is recommended that a multi-method approach is used for the reporting and delivery of data.

#### *Multi-Method Reporting of Reporting System Data*

The *ASP Report Card* will produce various types of reports, and each should be geared toward a specific audience. For example, a report intended for use by the general public may provide an overall snapshot of a school, including general demographic, model implementation, and student achievement data for that school. A report intended for use by educational researchers may consist of detailed data, charts, and graphs; including examples of data analysis methods to further analyze the data.

#### *Multi-Method Delivery of Reporting System Data*

It will be a high priority to ensure that data are readily available to the parents, school community, public, administrators, principals, and/or anyone else who may request the reports. Despite the proliferation of state and school district accountability reports, Belden, Russonello, & Stewart (1998) found that the majority of parents and taxpayers polled in their study have never seen an accountability report. To make the reporting system widely available to the public, it is recommended that reports are mailed directly to the home through postal mail, presented at school meetings, clearly posted in classrooms, and/or posted on the Internet. It is also recommended that parents and local media are contacted when data are available, and data are posted on the Internet and distributed on an annual basis. Once the *ASP Report Card* is issued, meetings should be scheduled for the staff and school community to discuss the data in a town meeting format.

### Making the Data Useful

Currently, many of the school report cards do not provide suggestions on how accountability reports can be used to improve the quality of their schools (Belden, Russonello, & Stewart, 1998). Communicating the purpose and results of data analysis are critical if the analyses are going to affect decisions and if solutions are going to be implemented as intended. Along with examples of how data can be utilized to promote schools, the following guidelines should be posted on the ASP Report Card website for schools to use as a guideline in presenting data to promote their schools (Bernhardt, 2004, p. 213):

1. Determine the message you want to convey about the data analysis results.
2. Present the data as simply and clearly as possible to convey the message.
  - a. Develop graphs with clear titles, legends, and numbers to convey the message.
  - b. Only compare data to the nation, state, or other schools and districts when appropriate.
  - c. Never display or provide data that will allow individuals to be identified.
3. Write a narrative interpretation of the graphs to prevent misinterpretations.
4. State how parents and the community have helped and can continue to help.
5. State what the school is doing, or plans to do, with the results.

The ASP report card website should provide materials to train the school community to analyze data, as well as to have purposeful discussions about the data and what it means. To assist school community members in presenting data to the public, the following materials should also be made available on the website: (a) examples of how schools utilize data for the school community, (b) how to read data and graphs, (c) how to develop graphs and charts to interpret data, (d) how to report data in an unbiased manner, (e) how to utilize data to measure the effect of the model on students, (f) examples of data comparison problems, and (g) guidelines on presenting data to the school community.

### Limitations of the Study

The unfinished nature of the reporting system is a limitation of this study. Because the completion of an R&D study is beyond the scope of this dissertation, the reporting system should only be used in preliminary form until all R&D stages are complete. It is recommended that a subsequent study is conducted to finalize the reporting system, and that study should take into consideration these limitations.

The field tests conducted in this study did not elicit the responses of parents or teachers in either round of data collection. Given that these groups are important stakeholders in the school community, they should be included in a subsequent study.

The second stage of the expert panel survey, in which phone calls to the expert panel members evolved into informal, unstructured interviews could have been more of a formalized process. Instead of conducting informal phone interviews, controlled interviews by the researcher could have yielded more information with structured, recorded responses.

The expert panel members, coaches, and principals in the preliminary and main field tests responded that many of the data elements were too difficult to collect on a yearly basis for the reporting system. For example, the sample respondents considered *average class size* important, but discarded *average class size by subject area* because they considered the information too difficult to collect on a yearly basis. Given that many of these discarded data elements could be disaggregated to provide greater detail in reporting data, the use of data are limited in this respect.

The final limitation pertains to application of the research. The target population of this study consists of schools within the ASP network. Because the reporting system was developed using a sample from this population, this confines the applicability of the system to ASP schools and districts. To test the generalizability of this study, the seven step R&D process presented in this study should be replicated to develop a comprehensive reporting system for a different school reform organization.

## Conclusion

The R&D process presented in this study has developed a preliminary form of a reporting system for the Accelerated Schools Project. It is important to note that a framework also has been provided for a subsequent study to finalize the reporting system. To complete the R&D project, a research effort should be undertaken to: (a) pilot test and implement the reporting system in schools, (b) develop a system to train ASP coaches and personnel to gather and report the data, and (c) utilize data for the evaluation of the program. Additionally, further efforts should focus on: (a) gaining buy-in for the system, (b) designating a person to operate the website, (c) further development on how to make the data useful, and (d) resolving the limitation issues in this study.

This study has important implications for both the ASP community and for the entire whole-school reform community. For the ASP community, the reporting system should be used: (a) to collect data in all accelerated schools across the nation (b) as a longitudinal database of information to monitor data on each ASP school, and (c) to generate school summary reports on ASP schools. These data will assist researchers in measuring the effectiveness of the ASP model on student achievement and other important variables. For the whole-school reform community, this study should be used as an example for other school reform organizations to develop a reporting system. By providing consistent data for school reform organizations to evaluate the impact of their models on students and schools, educational researchers will be better equipped to understand each model's impact, and thus will better understand the diverse research results on school reform effectiveness.



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APPENDIX A

TOOLS FOR ASSESSING SCHOOL PROGRESS EVALUATION TOOL



**ACCELERATED SCHOOLS PROJECT**  
***TOOLS FOR ASSESSING SCHOOL PROGRESS***

Accelerated Schools Project  
National Center  
University of Connecticut  
2131 Hillside Road Unit 3224  
Storrs, CT 06269-3224

(860)486-6330

Available on the web: [www.acceleratedschools.net](http://www.acceleratedschools.net)



## *Tool for Assessing School Progress*

External Evaluator Directions and Tips

### **INTRODUCTION**

The *Tool for Assessing School Progress* is designed to focus the school's attention on its implementation of the Accelerated Schools Project values, principles, powerful learning, and governance process. Schools build capacity when they have learned to collect and analyze data about their own progress, and to craft an action plan designed to address areas of weak implementation. The emphasis is on the school's self-study. To accomplish this, the school must own this process and its results. The assessment tasks and analysis of data gained from the tasks are used to inform the evaluation of the schools' implementation, which is summarized as a rubric level.

In the assessment process, the school and the evaluator study both the process and the impact of the Accelerated Schools Project model at the school site. The specific purposes of this evaluation process are:

1. To help teachers reflect upon and self-assess their implementation of the powerful learning framework,
1. To help schools examine the integrity and success of the model's implementation in their school,
2. To assist the school in determining what improvements may be necessary in their implementation, and
3. To enable the center to assess the quality of implementation so that targeted assistance can be provided if necessary.

The *Tool for Assessing School Progress* includes the following assessment tasks completed by the school or external evaluator:

1. *Process Implementation Questionnaire* (for Year Two and beyond) and *Governance Structure And Values Questionnaire* (for Year One)
2. *Powerful Learning Framework Questionnaire*
3. Optional *Student Questionnaire* (elementary version or middle/high version)
4. Completion and analysis of a *School Portfolio*
5. Analysis of student achievement data and completion of the *Student Achievement Analysis Form*
6. Analysis of student work and completion of *Student Work Samples Conclusions*.
7. Interviews of principal, internal facilitator, coach, several teachers, and students and completion of *Interview Notes Compilation*



8. Observation of random classrooms and completion of the *Classroom Observation Form*
9. General school observation and completion of *School Observation Form*
10. Observation of cadres and steering committee using the *Cadre Observation Notes* and the *Steering Committee Observation Notes*.

Both the school and the evaluators complete a summary analysis report. The school completes its report before the final evaluator visit occurs, and makes it available to the evaluator(s) just prior to the visit.

After discussing the data gathered from each assessment task and the Evaluator Summary, the school's steering committee creates the school's *Action Plan*, which addresses each area of implementation that is not yet strong. The school decides which areas to address in this plan. A copy is provided to the Satellite Center so that support can be provided to the school in the accomplishment of its plan.

### **Frequency of Evaluation**

The full school evaluation is carried out every other year for mature schools (in years four and above). All Year One, Two, and Three schools are evaluated every year. The full school evaluation includes all assessment tasks. Biennially, the school assesses itself without an external evaluator. (On the flow chart, the difference is noted as a *biennial full evaluation* and *biennial school-based evaluation*.) The difference is in the number of assessment activities that evaluator carries out with the school; there is less evaluator activity in the school-based evaluation. However, it is up to the discretion of the center to carry out the full evaluation with schools that are having difficulty with implementation, either as demonstrated by:

- previous assessments (stalled or insufficient evidence levels),
- a significant change in the school that seems to be effecting progress (e.g., a change of leadership, a move to a new building)
- or at the school's request.

### **The External Evaluators**

The external evaluator's major task is to gather additional data that will assist the school in studying itself, and to use this data to both confirm the school's self-assessment and to bring to the discussion any observations that are discrepant with the school's conclusions. The primary roles of the external evaluator are to be another set of eyes, an objective observer, and a contributor to the school's overall assessment. Secondary to that is the evaluator's task of preparing a compilation report for the satellite and national center so that implementation progress can be tracked over time.

Very small schools of 10 or fewer teachers may be evaluated by one person. Beyond that number, however, it is strongly recommended that pairs of evaluators work together. This will divide the task but also provide richer perspective. Of the pair, one should be a Satellite Center or Technical Assistance Center representative and the other should be a coach from another school or school district. Including a coach will help develop that coach's capacity for assessment and give them perspectives that will be useful to them in coaching their own schools.

*Confidentiality is paramount.* The coach and center evaluator should not share any specific information about the school's evaluation with other schools. Information about specific classrooms should not be shared even within the school, except in general terms.

### **Who Uses the Tools**

The tool is meant for use with all Accelerated Schools, even Year One and Two schools that typically would not have fully implemented. Year One schools should skip the *Process Implementation Questionnaire* and instead complete the *Governance Structure And Values Questionnaire*, Year One schools should complete each of the other assessment tasks. Year Two schools should complete every assessment task, even though full implementation is unlikely, so that

1. They become familiar with Accelerated Schools Project implementation expectations,
2. They can create a baseline that can be compared with subsequent assessments to track progress toward full implementation, and
3. They will become increasingly comfortable with the self-study that is necessary for improvement.

Schools on the biennial cycle of only school-based evaluation will carry out only those assessment tasks that are assigned to the schools: completion of the questionnaires, analysis of student achievement data, analysis of student work, and assembling a portfolio.

### **Setting the Stage for a Strong Assessment Process**

Setting the stage includes creating understanding and acceptance of this process in the school. Ideas that the school staff may hold about the process such as that it will compromise local teacher evaluations, is intrusive, or is meant to be "big brother is watching" have to be dispelled with open and candid discussion. The idea that this is a tool that informs healthy growth assisted by the objectivity of external eyes and ears should be reinforced. Confidentiality about specific interviewees or teachers whose classrooms are observed must be communicated and maintained so that mutual trust is established. Helping the school to approach the assessment task guided by the Accelerated Schools values of trust, reflection, school as the center of expertise,

communication and collaboration will assure that the process yields deepening self-understanding and more focused improvement efforts. In the end, assisting the school to improve implementation efforts will result in a school better prepared to accelerate learning of all children and to skillfully and efficiently address its own challenges.

### **Carrying Out the Assessment**

Gathering data through the year during site visits will result in a stronger, more accurate assessment and also reduce the exhaustion that would result with concentrating all data gathering into a day or two.

Information and direction on the evaluation cycle should be provided to the schools at the beginning of the year. Cadre meetings and steering committee meetings can be visited in the months prior to the final assessment visit. Classrooms can also be observed during site visits. Schools can and should be encouraged to collect their portfolios of evidence throughout the year. A suggested *Flow Chart and Calendar* and the *Implementation Expectations* can be given to the schools at the first network meeting in the fall, with specific dates inserted to match local school calendars.

Evaluators have to become facile note-takers whenever gathering data, both for accuracy and as a memory assist, but also because more data can yield more useful feedback to the school. Evaluators should carry a clipboard or other device that make it easy to write notes whether doing walk-throughs or visiting classrooms.

### **Creating the Climate: The Foundation for Successful Assessment**

Evaluation is a rigorous and detailed process. It is important to remember that in the process we are dealing with human beings with a full range of reactions. They may be eager, reflective, fearful, resentful, welcoming or not, energetic, or tired. Building rapport helps to dispel the negative reactions. Simply smiling, thanking people for their openness, and providing feedback when asked help set the stage for the most effective evaluation. Communicating clearly and well in advance about how the process works will prevent confusion from clouding the process. Arriving at the school well prepared so that you present a calm, confident persona communicates an important message to the school staff.

Most teachers are eager to hear about what was seen. A quick chat after the observation (or longer one if times allows) or even a note that focuses on an observed strength left on the teacher's desk helps to build trust and positive feelings.

### **The School's Assessment Tasks**

The school conducts a major portion of the assessment process, and the evaluation is a joint decision of the evaluators and the school. Plenty of lead-time must be given to the

school to inform the staff, conduct and tabulate the questionnaires, and analyze all the data that has been collected. When the evaluator arrives for the final meeting, the school should have completed all its assessment tasks.

After the final meeting with the school, the Steering Committee should complete their *Action Plan* that addresses areas that require attention in order to reach strong implementation. It is not necessary for a face-to-face meeting about the *Action Plan*; however, the evaluator should receive and validate the plan via mail, fax, or electronically.

### **What to Send to the National Center**

The National Center is interested in tracking growth and must maintain a record of implementation level for each school in the national database. Only a copy of the 4-page *Summary Report* (see end of document) should be sent to the National Office by June 30<sup>th</sup> each year.

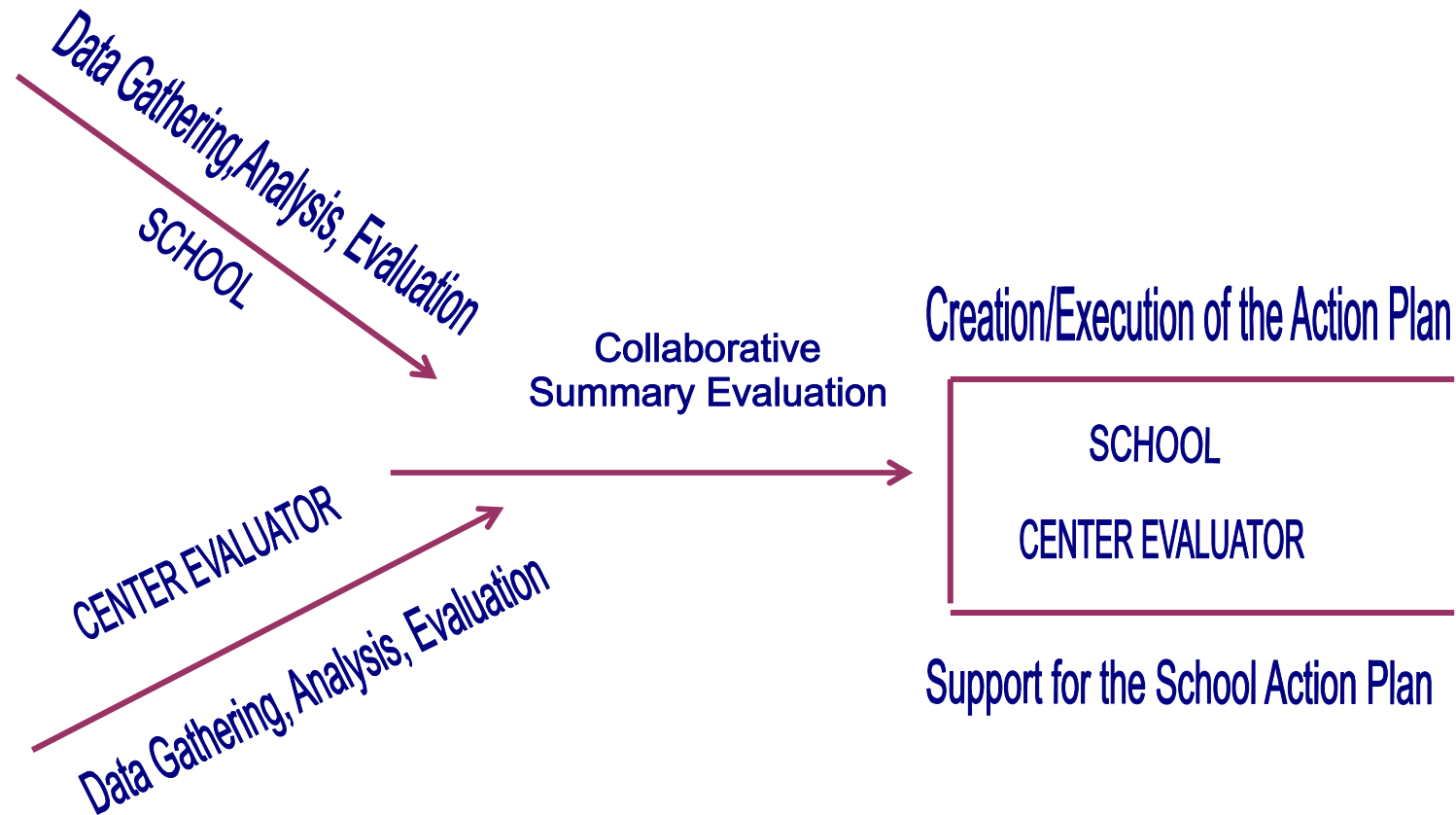
### Tips for Site Visits

- Set up the appointment far enough in advance to be scheduled more easily.
- Request a room for interviews and for writing up your notes. Arrange enough spaces for the number of evaluators. (Make your request several weeks in advance.)
- Request that the school schedule the day with enough slots for interviews and observations. Be sure lunch and enough time for short breaks have been included.
- Request a map of the building, schedule, and lists of rooms with teachers' names.
- Be sure you are oriented to the building and schedule adequately so you can move about the school easily.
- Arrive at the agreed upon time. Wear a watch and keep track of time.
- Meet with the principal and coach to review the agenda for the day.
- Request access to the photocopier.
- Put people at ease; they may be nervous.
- Decide who will be Evaluator #1 and Evaluator #2 (if more than one)
- Have a clipboard or other sturdy writing surface for note taking.
- Bring plenty of pens and pencils. Consider a lap top computer if you prefer to enter data that way. (If so, make sure to request a workspace with an outlet.)
- Have all necessary forms and paperwork prepared and organized before you arrive.
- If you are going to audiotape interviews, bring a good quality transcriber that will pick up voices clearly. (Be sure to have permission to audio-tape. Parental permission for children is absolutely necessary.)
- Be sure that the staff and students know you will be walking through the building.
- Wear a nametag that you have brought or which the school provides.
- During the school observation, try to get to all areas of the building, including music and art rooms, the gym, lunch, recess area.
- Talk informally with students during the school "walk-throughs."
- Take notes as you go rather than waiting and relying on memory.

### The Exit Conference

- Schedule sufficient time for discussion.
- Encourage two-way conversation rather than lecturing.
- Present your findings objectively. Say what you saw, heard, or read without making value judgments. Let the evaluation be based upon the specific items in the *Benchmarks for Demonstrated Level Implementation*.
- Maintain confidentiality: Avoid any references to specifically named teachers, students, or parents.
- Maintain all your notes, but provide copies of conclusions to the Steering Committee.
- Be sure to get the necessary signatures at the end of the meeting.
- If possible, make copies of the evaluation summary before you leave. Take the originals.
- Leave the portfolio with the school.
- Try to reach consensus on the areas of discrepancy, but if not, simply make note that the discrepancy continues to exist.

# Tools for Assessing School Progress Process Overview



<b>Accelerated Schools Benchmarks for “Demonstrated” Implementation</b>
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An Accelerated School that thoroughly and effectively implements the ASP process, accelerates the learning of all students consistent with the Powerful Learning Framework, and infuses all actions with the Accelerated Schools values and principles will have achieved the “demonstrated” level of implementation described in the scoring rubric. To reach this level, the school will have evidence of all or almost all of the following:

### **POWERFUL LEARNING FRAMEWORK**

#### **Powerful Learning Triangle**

1. Teachers reflect upon instruction and creatively or experimentally make “little wheel” changes consistent with the school’s “big wheels.”
2. The principles and values of Accelerated School are embedded in instruction.
3. Teachers clearly define the purpose of lessons.
4. Teachers employ a variety of instructional approaches in each teaching unit and lesson.
5. Teachers use resources (time, materials, classroom management, and flexible classroom organization) effectively to support student learning.
6. The school and each teacher provide opportunities for students to individually extend their learning and follow up on interests.
7. All students’ strengths and interests are identified.
8. Teachers use students’ strengths and interests to plan instruction and curriculum.
9. The school and teachers provide students regular opportunities to learn through independent investigations and research.
10. Teachers provide frequent opportunities for students to reflect, critique, revise, and extend their learning.
11. Students have regular opportunities to learn through discovery, experimentation, and communication (writing, speaking, art, and movement).
12. Teachers match instructional methods and goals with the context of the class.
13. Teachers use state, district, and/or school standards to plan curriculum.
14. Teachers include in instruction assessment that is multi-faceted, clear and specific, and which involves the student.
15. Teachers integrate technology into instruction.
16. Teachers build into instruction the cultural and family traditions of the class and/or the community.
17. Whenever appropriate, teachers tap the resources of the community (including people, organizations, sites, and special events) for instruction.

#### **Powerful Learning Component: Authentic**

18. Teachers include application to real life situations or issues in instruction.
19. Teachers include in instruction the vocabulary, methods, and/or activities of adults in the work world or in the discipline.

20. Teachers help students to demonstrate their learning through the creation of authentic products and performances.

**Powerful Learning Component: Interactive**

21. Teachers include frequent opportunities for students to collaborate in pairs and small groups sharing knowledge and expertise, completing projects, and critiquing each other's work.

22. Students and teachers engage in dialogue one-on-one, in small groups, and in large groups. (This includes LEP students, whose language development is nurtured through use.)

23. Teachers' dialogue with students builds knowledge, develops critical thinking, and assists students' reflection upon and assessment of their work.

24. Students interact with ideas, peoples, and time periods in varied ways: text, film/video, art, dialogue, and movement.

25. Students interact with each other to demonstrate their learning in a variety of ways.

26. Students constructively critique each other's work as part of the learning and assessment process.

27. Students interact with the world outside the school through field-based experiences and/or technology.

28. Teachers build parent-student interaction into the learning and assessment process.

**Powerful Learning Component: Learner-Centered**

29. Teachers accommodate and build upon individual student's needs, interests, and strengths.

30. Teachers involve students in the planning of instruction.

31. Instruction helps each learner to be a creator, thinker, and problem-solver.

32. Classrooms are set up so each learner can independently access and use materials, books, equipment, and reference materials.

33. Most displays in classrooms are of student work.

34. Individual student work that shows originality, creativity, and thinking is displayed.

**Powerful Learning Component: Inclusive**

35. All students, (including children who are LEP or have special needs) are actively involved by exploring, reading, collaborating, listening, touching, and moving.

36. Every student has access to a differentiated, meaningful, and challenging curriculum.

37. Every student has opportunities to contribute.

38. Classroom routines are structured to assure access for all students.

39. Students encounter few obstacles to full participation and access to the curriculum.



### **Powerful Learning Component: Continuous**

40. Students are assisted to make connections to previous learning; their prior knowledge is accessed and built upon.
41. Teachers' instructional planning connects previous learning and different content areas.
42. Teachers build the transfer of learning between one subject and another into instruction.

## **GOVERNANCE STRUCTURE AND PROCESS**

### **Embedding the Principles: Unity of Purpose**

1. Members of the school community hold (and can talk about) a common vision of what they are striving for in the school.
2. The school's vision guides the decisions made by individuals and governing groups within the school.
3. The school community has examined many aspects of the school to ensure that programs and practices are aligned with the vision.
4. The staff, parents, and students are unified in their focus on growth in student learning.

### **Embedding the Principles: Empowerment Coupled with Responsibility**

5. Members of the school community have defined who makes what decisions, what decisions the community can/can not make (for instance, hiring personnel), and how decisions should be made.
6. Members of the school community (staff, parents, community, and students) share in making decisions of importance to the school.
7. Members of the school community take responsibility for following through in implementing decisions.
8. The principal supports and encourages the empowerment of members of the school community to make and carry out decisions.
9. The school is empowered and supported by the central office to make the best decisions for the school.
10. Students are empowered and held responsible for extending their learning and following up on their interests.

### *Embedding the Principles: Building on Strengths*

11. Members of the school community have identified the strengths of parents, students, and staff.
12. The members of the school community use their strengths to further the school's vision and goals.
13. The school staff accelerates learning by building upon all students' strengths rather than focusing on their deficits for assignment to remedial programs.
14. The school identifies all students' strengths.

15. Teachers use students' identified strengths to plan what to teach and how to teach it.
16. Students are given planned opportunities to develop individual strengths and interests.

### **The Governance Process**

17. The school's governance structure includes three tiers: cadres, steering committee, and school-as-a-whole.
18. All or most of the staff (at least 80%) participate in the work of the cadres or steering committee.
19. The steering committee includes representatives from each cadre along with representatives of major stakeholders (parents, community members, and students when appropriate).
20. The school keeps minutes of cadre, steering committee, and school-as-a-whole meetings.
21. Minutes are regularly communicated to staff, parents, community, and students (where appropriate).
22. The steering committee meets at least twice monthly.
23. Steering committee meetings include cadre reports and discussion on the cadre reports.
24. The steering committee meetings run effectively and are productive.
25. The cadres meet at least once a week.
26. Cadre meetings run effectively.
27. At least one high impact decision that had been approved by School as a Whole has been implemented or piloted within the year.

### **Embedding the Inquiry Process Within the School**

28. The inquiry process is embedded in the decision-making procedures of the school.
29. Cadres access and analyze data to understand their priority area and to evaluate pilots and/or implementation of solutions.
30. The solutions emerging from the cadres address those hypotheses found to be true in Stage I of the Inquiry Process.
31. Inquiry is used to improve curriculum, instruction, and/or the context for learning in the school.
32. Cadres effectively use the inquiry process.
33. Decisions emerging from the cadres' Inquiry Process support powerful learning.
34. The cadres' inquiry is guided by the school's vision.
35. The cadres' inquiry is guided by the Accelerated Schools principles and values.

36. As a result of the Inquiry Process, over the course of the past year each cadre has generated at least one (big wheel) action plan that was been approved by School as a Whole.

## THE SCORING RUBRIC

Both the Powerful Learning Checklist and the Implementation Checklist include four rubric levels described below. These levels indicate the level to which the school has implemented the Accelerated Schools model.

Demonstrated Schools	Both powerful learning and the Accelerated process are readily seen throughout the school/classrooms. Ample evidence is available to demonstrate implementation.
Developing	All aspects of Accelerated Schools are seen but not consistently. Some areas may be gaining in strength but others may yet be weak.
Stalled	Aspects of Accelerated Schools are seen sporadically and inconsistently. The school has stalled at a level in which implementation overall is weak.
Insufficient Evidence school	There is scant, weak, or no evidence that the school is implementing all aspects of the Accelerated Schools model.

**Part 1. THE SCHOOL ASSESSES ITS IMPLEMENTATION:  
Who Does What?**

<i>Who</i>	<i>Process</i>
Steering Committee	Begin to assemble portfolio. As tasks are completed and work inserted into the portfolio, indicate on the <i>Portfolio Table of Contents form</i> .
All teaching staff members	Complete <i>Powerful Learning Questionnaire</i> and submit to Steering Committee.
Steering Committee	Tally the <i>Powerful Learning Questionnaire</i> on the <i>Powerful Learning Questionnaire Tally Form</i> . Insert into school portfolio.
Involved staff, parents, students, and community	Complete the <i>School Implementation Questionnaire</i> , or in Year One instead complete <i>Year One Questionnaire on Launch and Principles</i> .
Steering Committee	Tally the results of the questionnaire. See <i>tally sheet</i> for each questionnaire. Insert into portfolio.
Cadres	Assemble cadre minutes and agendas, analyze, and complete the <i>Cadre Minutes Compilation and Conclusions</i> . Submit to Steering Committee.
Steering Committee	Assemble Steering Committee minutes and agendas, analyze, and complete the <i>Steering Committee Minutes Compilation and Conclusions</i> . Insert into portfolio.
Steering Committee	Assemble student achievement testing data. Analyze (with the help of appropriate cadres). Assemble student work, analyze, and complete the <i>Student Work Samples Conclusions</i> . Finally, complete the

	<i>Summary and Analysis of Student Achievement</i> . Insert into portfolio.
Steering Committee	Analyze the portfolio contents and complete the <i>Summary Analysis</i> . Insert into the portfolio. Provide the complete portfolio to the External Evaluator at least one week before the Evaluator's school visit.

## Part 2. EXTERNAL OBSERVATION – THE SATELLITE CENTER

### ASSESSES IMPLEMENTATION

Who	Process
Satellite center representative(s) (Evaluator)	Visit at least three classrooms <u>you have randomly selected</u> for a full lesson or class period. Complete a <i>Classroom Observation Form</i> for each observation.
Satellite center representative(s) (Evaluator)	Attend at least one cadre meeting (preferably more). Complete a <i>Cadre Observation Form</i> for each observation.
Satellite center representative(s) (Evaluator)	Interview principal, coach and internal facilitator, as well as students, staff, and parents <u>you have selected</u> using the appropriate <i>Interview Protocol</i> .
Satellite center representative(s) (Evaluator)	Study the portfolio and conclusions supplied by the Steering Committee.
Satellite Center representative(s) (Evaluator)	Complete the front part of <i>Evaluator Summary Sheet</i> . Retain the last section for completion after the Steering Committee/ Coach meeting.
Satellite center representative(s) (Evaluator) Steering Committee Coach Principal	Meet with Steering Committee, Coach, and Internal Facilitator. Discuss discrepancies between the school and center's assessment. Summarize and note all evidence and discussion. Finish final section of <i>Evaluator Summary Sheet</i> .

**PART 3: THE SCHOOL CREATES AN ACTION PLAN**

<b>Who</b>	<b>Process</b>
Steering Committee	Prepare a <i>School Action Plan</i> that details how areas of low implementation will be improved over the next year. Send a copy to the Satellite Center.

## NAMES OF FORMS

<b><i>Forms for the School</i></b>
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### TO COMPILE AND ANALYZE MINUTES

*Cadre Minutes Compilation and Conclusions*  
*Steering Committee Minutes Compilation and Conclusions*

### TO COMPILE AND ANALYZE STUDENT LEARNING

*Student Work Samples Conclusions*  
*Summary and Analysis of Student Achievement*  
*Summary Analysis*

### QUESTIONNAIRES

*Powerful Learning Questionnaire*  
*Powerful Learning Questionnaire Tally Sheet*  
*Process Implementation Questionnaire*  
*Process Implementation Questionnaire Tally Sheet*  
*Launch Process and Principles Questionnaire (Year One)*  
*Launch Process and Principles Questionnaire Tally Sheet (Year One)*  
 Optional:

*Middle and High School Student Questionnaire*  
*Elementary Student Questionnaire*

### OTHER

*School Improvement Plan Link to Implementation*  
*Portfolio Table of Contents*  
*Action Plan*



<b>Forms for the Evaluator</b>
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**OBSERVATION NOTES**

*Cadre Observation Notes*  
*Steering Committee Observation Notes*  
*School Observation Notes*  
*Classroom Observation Notes*

**INTERVIEW PROTOCOLS**

*Staff Interview Protocol*  
*Parents Interview Protocol*  
*Student Interview Protocol*  
*Coach/Internal Facilitator Interview Protocol*  
*Principal Interview Protocol*

**OTHER**

*Evaluator Summary Sheet (Year One)*  
*Evaluator Summary (Year Two and Beyond)*



## *Tool for Assessing School Progress Directions and Tips for Schools*

### Introduction

The *Tool for Assessing School Progress* is designed to focus your school's attention on the implementation of the Accelerated Schools Project values, principles, powerful learning, and governance process. Schools build capacity when they have learned to collect and analyze data about their own progress, and to craft an action plan designed to address areas of weak implementation. The emphasis is on your school's self-study so that you own this process and its results. The external evaluator provides you with additional objective data to assist in the evaluation process. The assessment tasks and analysis of data gained from all the tasks are used to inform the evaluation of the schools' implementation, which is summarized as a rubric level. The rubric levels are:

<b>Demonstrated Schools</b>	Both powerful learning and the Accelerated process are readily seen throughout the school/classrooms. Ample evidence is available to demonstrate implementation.
<b>Developing</b>	All aspects of Accelerated Schools are seen but not consistently. Some areas may be gaining in strength but others may yet be weak.
<b>Stalled</b>	Aspects of Accelerated Schools are seen sporadically and inconsistently. The school has stalled at a level in which implementation overall is weak.
<b>Insufficient Evidence</b> school	There is scant, weak, or no evidence that the school is implementing all aspects of the Accelerated Schools model.

In the assessment process, the school and the evaluator study both the process and the impact of the Accelerated Schools Project model at the school site. The specific purposes of this evaluation process are:

1. To help teachers reflect upon and self-assess their implementation of the powerful learning framework,
2. To help schools examine the integrity and success of the model's implementation in their school,
3. To assist the school in determining what improvements may be necessary in their implementation, and
4. To enable the center to assess the quality of implementation so that targeted assistance can be provided if necessary.

The *Tool for Assessing School Progress* includes a number of assessment tasks that are completed by either the school or external evaluator. Some of the tasks can be done throughout the school year, but many require study near the end of the year. It is important for the Steering Committee to plan adequate time for collecting and analyzing the data to arrive at a well thought-out evaluation of implementation. This will be followed by the creation of an Action Plan that should be forwarded to the Satellite Center by the end of the year. The assessment tasks include:

1. Completion of the *Process Implementation Questionnaire* (for Year Two and beyond) and *Governance Structure And Values Questionnaire* (for Year One)
2. Completion of the *Powerful Learning Framework Questionnaire*
3. Completion of the optional *Student Questionnaire* (elementary version or middle/high version)
4. Completion and analysis of a *School Portfolio*
5. Analysis of student achievement data and completion of the *Student Achievement Analysis Form*
6. Analysis of student work and completion of *Student Work Samples Conclusions*.
7. Interviews of principal, internal facilitator, coach, several teachers, and students and completion of *Interview Notes Compilation*
8. Observation of random classrooms and completion of the *Classroom Observation Form*
9. General school observation and completion of *School Observation Form*
10. Observation of cadres and steering committee using the *Cadre Observation Notes* and the *Steering Committee Observation Notes*.

Both the school and the evaluators complete a summary analysis report. Your school will complete its report before the final evaluator visit occurs, and will make it available to the evaluator(s) just prior to their visit.

After discussing the data gathered from each assessment task and the Evaluator Summary, your school's steering committee will create a school *Action Plan*, which addresses each area of implementation that is not yet strong. Your school's Steering Committee, together with the coach and internal facilitator, will decide

which areas to address in this plan. A copy is provided to the Satellite Center so that support can be provided to the school in the accomplishment of its plan.

### **Frequency of Evaluation**

The full school evaluation is carried out every other year for mature schools (in years four and above). Schools in Years One, Two, and Three are evaluated every year. The full school evaluation includes all assessment tasks. Every other year, these schools assess themselves without an external evaluator. (On the flow chart, this is noted as a *biennial full evaluation* and *biennial school-based evaluation*.) The difference is in the number of assessment activities that evaluator carries out with the school; there is less evaluator activity in the school-based assessment. However, it is up to the discretion of the center to carry out the full evaluation with schools that are having difficulty with implementation, either as demonstrated by

- previous assessments (stalled or insufficient evidence levels),
- a significant change in the school that seems to be effecting progress (e.g., a change of leadership, a move to a new building), or at the school's request.

A chart of assessment tasks done in the biennial years is provided.

### **The External Evaluators**

The external evaluator's major task is to gather additional data that will assist your school in studying itself, and to use this data to both confirm your school's self-assessment and to bring to the discussion any observations that are discrepant with your school's conclusions. The primary roles of the external evaluator are to be another set of eyes, an objective observer, and a contributor to your school's overall assessment. Secondary to that is the evaluator's task of preparing a compilation report for the satellite and national center so that implementation progress can be tracked over time.

Very small schools of 10 or fewer teachers may be evaluated by one person. Beyond that number, however, it is strongly recommended that pairs of evaluators work together in your school. This will divide the task but also provide richer perspective to your school. Of the pair, one should be a Satellite Center or Technical Assistance Center representative and the other should be a coach from another school or school district. Including a coach will help develop that coach's capacity for assessment and give them perspectives that will be useful to them in coaching their own schools.

Confidentiality is paramount. The coach and center evaluator will not share any specific information about your school's evaluation with other schools. Information

about specific classrooms will not be shared even within the school, except as general conclusions across all the observed classrooms.

### **Who Uses the Tool**

The tool is meant for use with all Accelerated Schools, even Year One and Two schools that typically would not have fully implemented. Year One schools will skip the *Process Implementation Questionnaire* and instead complete the *Year One Questionnaire: Launch and Principles Implementation*. Year One schools should complete each of the other assessment tasks. Year Two schools should complete every assessment task (even though full implementation is unlikely so early in the process) so that

1. Your school will become familiar with Accelerated Schools Project implementation expectations,
2. Your school can create a baseline that can be compared with subsequent assessments to track progress toward full implementation, and
3. Your school will become increasingly comfortable with the self-study that is necessary for improvement.

Schools on the biennial cycle of only school-based evaluation will carry out only those assessment tasks that are assigned to the schools: completion of the questionnaires, analysis of student achievement data, analysis of student work, and assembling a portfolio.

### **The End of Year Site Visit**

The evaluation cycle nears its end with a joint meeting of the following participants:

Steering Committee  
 Coach  
 Internal Facilitator  
 Evaluator(s)

At that time, data gathered from the assessment tasks and evaluation conclusions reached are discussed. This meeting requires open, honest communication so that a valid judgment can be made about the level of implementation and where your school might focus its improvement efforts. After this visit, your school develops an *Action Plan* that addresses the areas of challenge for your implementation, so that these areas are strengthened the next year.

In subsequent years, part of the final visit will include studying the previous year's *Action Plan* to assess progress made over the course of the year. Remember, assessment and improvement are continuous, not a yearly ritual of evaluation meetings. Your school should be able to demonstrate improvements made from one year to the next in a continuous effort to implement the Accelerated Schools Project's values, principles, governance structure, and powerful learning so that all students' learning is deepened and strengthened.

A flow chart of all activities is provided in this packet. Take the time to acquaint yourself with it so that all necessary assessment activities can be carried out at a reasonable pace.

If you have questions about this process, contact your satellite center representative or director, or the National Center ([info@acceleratedschools.net](mailto:info@acceleratedschools.net)).

## Introduction to the Powerful Learning Questionnaire

All teachers should complete the survey. It serves four major purposes:

1. To help teachers reflect upon and self-assess their classroom curriculum and instruction in order to note areas of strength and growth, as well as areas that may require continued development,
2. To assist your school in an assessment of powerful learning for professional development planning at the school site,
3. To contribute to an overall evaluation of the implementation of the Accelerated Schools Project model in your school, and
4. To identify those areas that may require additional support by the satellite center so that your school grows in its ability to provide powerful learning for all students.

The items on the survey apply to teachers at all levels, though the sophistication of each will vary by grade. For instance, with support, kindergarten students can learn to critique each other's work (# 26 in the Benchmarks) in very simple ways, while middle school students can learn to critique work with deeper insight and more specific feedback. Whatever the grade, students should be learning how to think about their own and others' work, with the goal of improvement. The school should be familiar with the Benchmarks for a "demonstrated" level of implementation and define precisely what each would look like in their school at different grade levels.

### ***Note to teachers completing this questionnaire:***

The Accelerated Schools Project has created an annual process for your school to study itself. The attached questionnaire is part of that study. It will provide your school with important information that will help evaluate how well the Accelerated Schools principles and process are being put into regular, daily practice.

Each completed questionnaire contains one individual teacher's view of how well he/she is incorporating powerful learning instructional components into their instruction. Combining the information from all the questionnaires (along with other data) will provide your school with an accurate, well-rounded picture of your school's implementation of powerful learning.

Your school will use this information, as well as information that will be gathered in other ways, to create an *Action Plan* that will include what steps the school decides to take to address areas that are not yet strong.

Complete this survey when you have some quiet time to think carefully about your responses. Answer each item; do not leave any blank. Do not write your name on the questionnaire—it is anonymous. Complete by the deadline. Make a copy for yourself if you wish, and deposit your questionnaire in whatever location your school has designated.

## ACCELERATED SCHOOLS PROJECT

### POWERFUL LEARNING FRAMEWORK QUESTIONNAIRE

Please return this survey by: \_\_\_\_\_ to: \_\_\_\_\_

Directions: Put an **X** in the box that best indicates the frequency that each indicator is present in your curriculum or instruction. Respond to each item; do not leave blank.

<b><i>Powerful Learning Triangle</i></b>				
1. I reflect upon my instruction and creatively or experimentally make “little wheel” changes consistent with the school’s “big wheels.”	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
2. The principles and values of Accelerated School are embedded in my instruction.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
3. I clearly define the purpose of my lessons.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
4. I employ a variety of instructional approaches in each teaching unit and lesson.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
5. I effectively use resources (time, materials, classroom management, and flexible classroom organization) to support student learning.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
6. My instruction includes opportunities for students to individually extend their learning and follow up on interests.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
7. I identify students’ strengths and interests.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
8. I use identified students’ strengths and interests to plan instruction and curriculum.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
9. My students’ learn through independent investigations and research.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
10. I build into instruction opportunities for reflection, critique, revision, and extension.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
11. I provide regular opportunities for my students to learn through discovery, experimentation, and communication (writing, speaking, art, and movement).	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
12. My instructional methods productively match instructional goals with the context of the class.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
13. I use state, district, and/or school standards to plan my curriculum.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
14. My instruction includes assessment that is multi-faceted, clear and specific, and which involves the student.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>



15. I integrate technology into my instruction.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasion-ally</b>	<i>Never</i>
<b>Powerful Learning Triangle continued</b>				
16. I build upon the cultural and family traditions of my class and/or the community in my instruction.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasion-ally</b>	<b>Never</b>
17. I use the resources of the community (including people, organization, sites, and special events) in my instruction.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasion-ally</b>	<i>Never</i>
<b>Powerful Learning Component: Authentic</b>				
18. My instruction includes application to real life situations or issues.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasion-ally</b>	<b>Never</b>
19. My students are taught to use the vocabulary, methods, and/or activities of adults in the work world or in the discipline.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasion-ally</b>	<i>Never</i>
20. My students demonstrate their learning through the creation of authentic products and performances.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasion-ally</b>	<i>Never</i>
<b>Powerful Learning Component: Interactive</b>				
21. My students collaborate in pairs and small groups sharing knowledge and expertise, completing projects, and critiquing each other's work.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasion-ally</b>	<i>Never</i>
22. My students and I engage in dialogue one-on-one, in small groups, and in large groups. (This includes LEP students, whose language development is nurtured through use.)	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasion-ally</b>	<i>Never</i>
23. My dialogue with students builds knowledge, develops critical thinking, and assists students' reflection upon and assessment of their work.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasion-ally</b>	<i>Never</i>
24. My students interact with ideas, peoples, and time periods in varied ways: text, film/video, art, dialogue, and movement.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasion-ally</b>	<i>Never</i>
25. My students interact with each other to demonstrate their learning in a variety of ways.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasion-ally</b>	<i>Never</i>
26. My students interact in the constructive critique of each other's work as part of the learning and assessment process.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasion-ally</b>	<i>Never</i>
27. My students interact with the world outside our school through field-based experiences	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasion-ally</b>	<i>Never</i>

and/or technology.				
28. I build parent-student interaction into the learning and assessment process.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
<b>Powerful Learning Component: Learner-Centered</b>				
29. I accommodate and build upon individual student's needs, interests, and strengths.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
30. My students are involved in the planning of instruction.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
31. My instruction helps each learner to be a creator, thinker, and problem-solver.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
32. I set up my classroom so each learner can independently access and use materials, books, equipment, and reference materials.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
33. Most displays in my classroom are of student work.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
34. I display individual student work that shows originality, creativity, and thinking.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
<b>Powerful Learning Component: Inclusive</b>				
35. All of my students, (including children who are LEP or have special needs) are actively involved by exploring, reading, collaborating, listening, touching, and moving.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
36. Every student in my classroom has access to a differentiated, meaningful, and challenging curriculum.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
37. Every student in my classroom has opportunities to contribute.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
38. My classroom routines are structured to assure access for all students.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
39. Students encounter few obstacles to full participation and access to the curriculum.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
<b>Powerful Learning Component: Continuous</b>				
40. In my lessons, I help students make connections to previous learning; their prior knowledge is accessed and built upon.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
41. My instructional planning connects previous learning and different content areas.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>
42. I build the transfer of learning between one subject and another into instruction.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<i>Never</i>

Grade: \_\_\_\_\_ Subject Area(s): \_\_\_\_\_

How many years have you been involved with the Accelerated Schools Project?

1       2-3       4-5       6-7       8+

How many years have you been teaching:

1       2-3       4-5       6-7       8+

**ACCELERATED SCHOOLS PROJECT**  
**POWERFUL LEARNING QUESTIONNAIRE**

***TALLY SHEET***

The Steering Committee uses this sheet to record and tally everyone's Powerful Learning Implementation questionnaire. A grand total is computed at the end of the tally sheets and a corresponding level of implementation for process implementation is indicated.

<b>Powerful Learning Triangle</b>				
1.	<i>Almost Always</i>	Frequently	Occasionally	Never
2.	<i>Almost Always</i>	Frequently	Occasionally	Never
3.	<i>Almost Always</i>	Frequently	Occasionally	Never
4.	<i>Almost Always</i>	Frequently	Occasionally	Never
5.	<i>Almost Always</i>	Frequently	Occasionally	Never
6.	<i>Almost Always</i>	Frequently	Occasionally	Never
7.	<i>Almost Always</i>	Frequently	Occasionally	Never
8.	<i>Almost Always</i>	Frequently	Occasionally	Never
9.	<i>Almost Always</i>	Frequently	Occasionally	Never
10.	<i>Almost Always</i>	Frequently	Occasionally	Never
11.	<i>Almost Always</i>	Frequently	Occasionally	Never
12.	<i>Almost Always</i>	Frequently	Occasionally	Never
13.	<i>Almost Always</i>	Frequently	Occasionally	Never
14.	<i>Almost Always</i>	Frequently	Occasionally	Never
15.	<i>Almost Always</i>	Frequently	Occasionally	Never
16.	<i>Almost Always</i>	Frequently	Occasionally	Never
17.	<i>Almost Always</i>	Frequently	Occasionally	Never

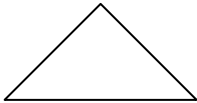
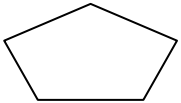
<b>SUBTOTAL: PL Triangle</b>	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>

<b>Component: Authentic</b>				
18.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
19.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
20.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
<b>SUBTOTAL: Authentic</b>	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>

<b>Component: Interactive</b>				
21.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
22.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
23.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
24.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
25.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
26.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
27.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
28.	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>
<b>SUBTOTAL: Interactive</b>	<i>Almost Always</i>	<b>Frequently</b>	<b>Occasionally</b>	<b>Never</b>

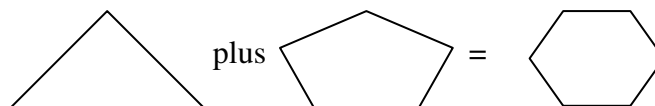
Component: Learner-Centered				
29.	<i>Almost Always</i>	Frequently	Occasionally	Never
30.	<i>Almost Always</i>	Frequently	Occasionally	Never
31.	<i>Almost Always</i>	Frequently	Occasionally	Never
32.	<i>Almost Always</i>	Frequently	Occasionally	Never
33.	<i>Almost Always</i>	Frequently	Occasionally	Never
34.	<i>Almost Always</i>	Frequently	Occasionally	Never
<b>SUBTOTAL: Learner Centered</b>	<i>Almost Always</i>	Frequently	Occasionally	Never
Component: Inclusive				
35.	<i>Almost Always</i>	Frequently	Occasionally	Never
36.	<i>Almost Always</i>	Frequently	Occasionally	Never
37.	<i>Almost Always</i>	Frequently	Occasionally	Never
38.	<i>Almost Always</i>	Frequently	Occasionally	Never
39.	<i>Almost Always</i>	Frequently	Occasionally	Never
<b>SUBTOTAL: Inclusive</b>	<i>Almost Always</i>	Frequently	Occasionally	Never
Component: Continuous				
40.	<i>Almost Always</i>	Frequently	Occasionally	Never
41.	<i>Almost Always</i>	Frequently	Occasionally	Never
42.	<i>Almost Always</i>	Frequently	Occasionally	Never
<b>SUBTOTAL: Continuous</b>	<i>Almost Always</i>	Frequently	Occasionally	Never

**Add all subtotals and record below. Follow the shapes to insert the correct number for each step.** (Revised 02/02)

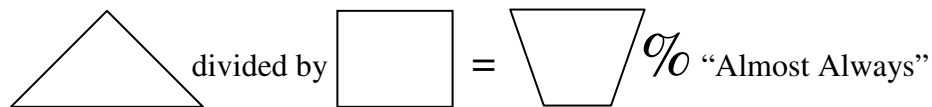
<b>Step 1:</b> Record totals for column in the boxes to the right.	<i>Almost Always</i>	<b>Frequently</b>	<i>Occasionally</i>	<i>Never</i>
				

**Step 2:** Number tallied questionnaires  multiplied by 42 (items) =

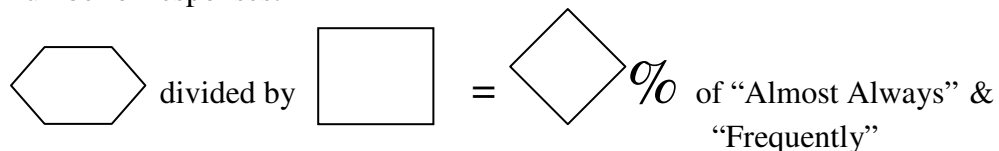
**Step 3:** Add “Almost Always” and “Frequently.”

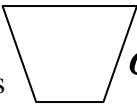
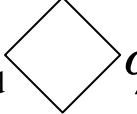




**Step 3:** Divide the number in the “Almost Always” column by the total number of responses.



**Step 4:** Divide the combined total of “Almost Always” and “Frequently” by the total number of responses.

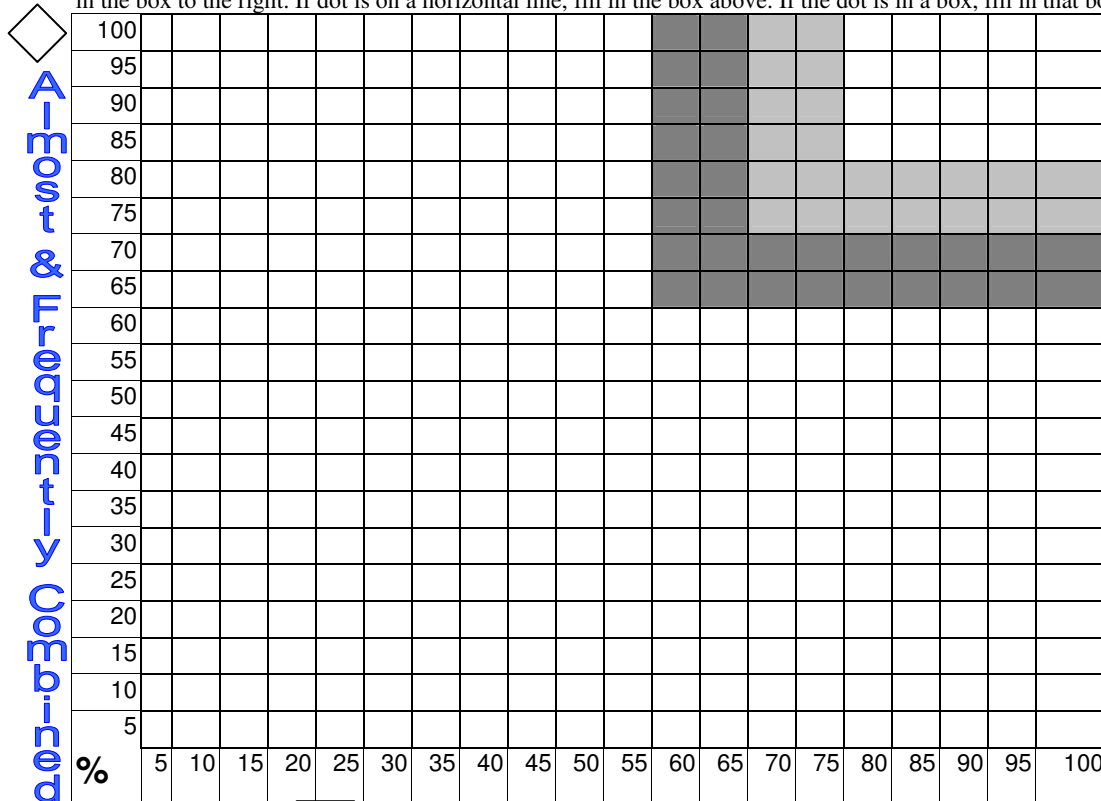


**Step 5:** Plot the numbers  % and  % on the graph on the next page.

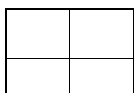
The  number (almost always) is indicated along the horizontal axis and the  number (combined almost always and frequently) is indicated on the vertical axis of the graph on the next page.

## POWERFUL LEARNING IMPLEMENTATION LEVEL

**Directions:** The graph line for % *almost always* is to the RIGHT of the number and for % *almost always and frequently* is ABOVE the number. Put a dot where the two numbers intersect. If the dot is on a vertical line, fill in the box to the right. If dot is on a horizontal line, fill in the box above. If the dot is in a box, fill in that box.

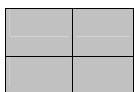


Percentage Almost Always



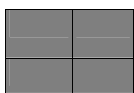
### DEMONSTRATED

(Top corner) 75% Almost Always out of 80% combined Almost Always & Frequently



### DEVELOPING

65% Almost Always out of 70% combined Almost Always & Frequently



### STALLED

55% Almost Always out of 60% combined Almost Always & Frequently

### INSUFFICIENT EVIDENCE




**Less than 55% Almost Always and less than 60% combined  
Almost Always & Frequently**

## **Introduction to the Principles & Process Implementation Questionnaire**

All cadres and the steering committee members should complete the *Process Implementation Questionnaire*, including any certified or non-certified staff, administrators, parents, community members, and students. The Accelerated Schools Evaluation Process has several goals:

1. To help your school reflect upon and self-assess their implementation of the Accelerated Schools model,
2. To help your school note areas of strength and needed growth so that the school can take actions to assure that growth, and
3. To identify those areas that may require additional support by the satellite center so that your school grows in its ability to provide powerful learning for all students and opportunities for involvement for all members of your school community.

### ***Note to Cadre and Steering Committee members completing this questionnaire:***

The Accelerated Schools Project has created an annual process for your school to study itself. The attached questionnaire is part of that study. It will provide your school with important information that will help evaluate how well the Accelerated Schools principles and process are being put into regular, daily practice.

Each completed questionnaire contains one person's view of how well your school is doing. Combining the information from all the questionnaires will provide your school with an accurate, well-rounded picture of your school's implementation of the principles and process.

Your school will use this information, as well as information that will be gathered in other ways, to create an *Action Plan* that will include what steps the school decides to take to address areas that are not yet strong.

Complete this survey when you have some quiet time to think carefully about your responses. Answer each item; do not leave any blank. Do not write your name on the questionnaire—it is anonymous. Complete by the deadline. Make a copy for yourself if you wish, and deposit your questionnaire in whatever location your school has designated.

# ACCELERATED SCHOOLS PROJECT

## PRINCIPLES & PROCESS IMPLEMENTATION QUESTIONNAIRE

Please return this questionnaire by: \_\_\_\_\_ to: \_\_\_\_\_

**Directions:** Steering Committee and Cadre Members: Put an **X** in the box that best indicates how strongly each indicator is present. Do not leave any blanks.

PRINCIPLES: UNITY OF PURPOSE				
1. Members of our school community hold (and can talk about) a common vision of what we are working toward in our school.	<i>Definitely</i>	Somewhat	Very Little	Not at all
2. Our vision guides the decisions made by individuals, cadres, and the steering committee.	<i>Definitely</i>	Somewhat	Very Little	Not at all
3. Our school community has examined many aspects of our school to ensure our programs and practices are consistent with our vision.	<i>Definitely</i>	Somewhat	Very Little	Not at all
4. The staff, parents, and students are unified in their focus on growth in student learning.	<i>Definitely</i>	Somewhat	Very Little	Not at all
PRINCIPLES: EMPOWERMENT COUPLED WITH RESPONSIBILITY				
5. Members of our school community have clearly defined who makes what decisions, what decisions the community can/can not make (such as hiring, personnel), and how decisions should be made.	<i>Definitely</i>	Somewhat	Very Little	Not at all
6. Members of our school community (staff, parents, community, and students) share in making decisions of importance to the school.	<i>Definitely</i>	Somewhat	Very Little	Not at all
7. Members of our school community take responsibility for following through in implementing decisions.	<i>Definitely</i>	Somewhat	Very Little	Not at all
8. Our principal supports and encourages the empowerment of members of our school community to make and carry out decisions.	<i>Definitely</i>	Somewhat	Very Little	Not at all
9. Our school is empowered and supported by our central office to make the best decisions for	<i>Definitely</i>	Somewhat	Very Little	Not at all

our school.				
10. Students are empowered and held responsible for extending their learning and following up on their interests.	<i>Definitely</i>	Somewhat	Very Little	Not at all
<b>PRINCIPLES: BUILDING ON STRENGTHS</b>				
11. Members of our school community have identified the strengths of parents, students, and staff.	<i>Definitely</i>	Somewhat	Very Little	Not at all
12. The members of our school community use their strengths to further the school's vision and goals.	<i>Definitely</i>	Somewhat	Very Little	Not at all
13. Our school staff accelerates learning by building upon all students' strengths rather than focusing on their deficits for assignment to remedial programs.	<i>Definitely</i>	Somewhat	Very Little	Not at all
14. We identify our students' strengths.	<i>Definitely</i>	Somewhat	Very Little	Not at all
15. Teachers use students' identified strengths to plan what to teach and how to teach it.	<i>Definitely</i>	Somewhat	Very Little	Not at all
16. We give our students planned opportunities to develop individual strengths and interests.	<i>Definitely</i>	Somewhat	Very Little	Not at all
<b>THE GOVERNANCE PROCESS</b>				
17. Our school's governance structure includes three levels: cadres, steering committee, and School-as-a-Whole.	<i>Definitely</i>	Somewhat	Very Little	Not at all
18. All or most of our staff (at least 80%) participate in the work of the cadres or steering committee.	<i>Definitely</i>	Somewhat	Very Little	Not at all
19. Our steering committee includes representatives from each cadre along with representatives of major groups (parents, community members, and students when appropriate).	<i>Definitely</i>	Somewhat	Very Little	Not at all
20. Our school keeps minutes of cadre, steering committee, and School-as-a-Whole meetings.	<i>Definitely</i>	Somewhat	Very Little	Not at all
21. Minutes are regularly communicated to staff, parents, community, and students (where appropriate).	<i>Definitely</i>	Somewhat	Very Little	Not at all
22. Our steering committee meets at least twice monthly.	<i>Definitely</i>	Somewhat	Very Little	Not at all
23. Steering committee meetings include cadre	<i>Definitely</i>	Somewhat	Very Little	Not at all

reports and discussion on the cadre reports.				
24. Our steering committee meetings run effectively and are productive.	<i>Definitely</i>	Somewhat	Very Little	Not at all
25. Our cadres meet at least once a week.	<i>Definitely</i>	Somewhat	Very Little	Not at all
26. Our cadre meetings run effectively.	<i>Definitely</i>	Somewhat	Very Little	Not at all
27. This year we have implemented or piloted at least one decision that had been approved by School-as-a-Whole.	<i>Definitely</i>	Somewhat	Very Little	Not at all
<b>EMBEDDING THE INQUIRY PROCESS WITHIN THE SCHOOL</b>				
28. The inquiry process is used in all decision-making procedures in our school.	<i>Definitely</i>	Somewhat	Very Little	Not at all
29. Cadres in our school access and analyze data to understand their priority area and to evaluate pilots and/or implementation of solutions.	<i>Definitely</i>	Somewhat	Very Little	Not at all
30. The solutions emerging from our cadres address those hypotheses found to be true in Stage I of the Inquiry Process.	<i>Definitely</i>	Somewhat	Very Little	Not at all
31. We use inquiry to improve curriculum, instruction, and/or the context for learning in our school.	<i>Definitely</i>	Somewhat	Very Little	Not at all
32. We effectively use the inquiry process.	<i>Definitely</i>	Somewhat	Very Little	Not at all
33. Decisions emerging from our cadres' Inquiry Process support powerful learning.	<i>Definitely</i>	Somewhat	Very Little	Not at all
34. Our cadres' inquiry is guided by our school vision.	<i>Definitely</i>	Somewhat	Very Little	Not at all
35. Our cadres' inquiry is guided by the Accelerated Schools principles and values.	<i>Definitely</i>	Somewhat	Very Little	Not at all
36. As a result of the Inquiry Process, over the course of the past year each cadre has generated at least one (big wheel) action plan that has been approved by our School-as-a-Whole.	<i>Definitely</i>	Somewhat	Very Little	Not at all

• What is your current role in the school community?

Teacher

Administrator

Certified Staff, Non-Teacher

Instructional Staff, Non-Certified

Other School Staff

Parent

Community Member

• How many years have you been involved with the Accelerated Schools Project in your school:  1  2-3  4-5  6-7  8+

I've written comments on the back of this sheet:  Yes  No

**ACCELERATED SCHOOLS PROJECT**  
**PRINCIPLES & PROCESS IMPLEMENTATION**  
**QUESTIONNAIRE**  
**TALLY SHEET**

The Steering Committee uses this sheet to record and tally everyone's Process Implementation questionnaire. A grand total is computed at the end of the tally sheets and a corresponding level of implementation for process implementation is indicated.

<b>Part 1: THE THREE PRINCIPLES</b>				
1.	<i>Definitely</i>	Somewhat	Very Little	Not at all
2.	<i>Definitely</i>	Somewhat	Very Little	Not at all
3.	<i>Definitely</i>	Somewhat	Very Little	Not at all
4.	<i>Definitely</i>	Somewhat	Very Little	Not at all
5.	<i>Definitely</i>	Somewhat	Very Little	Not at all
6.	<i>Definitely</i>	Somewhat	Very Little	Not at all
7.	<i>Definitely</i>	Somewhat	Very Little	Not at all
8.	<i>Definitely</i>	Somewhat	Very Little	Not at all
9.	<i>Definitely</i>	Somewhat	Very Little	Not at all
10.	<i>Definitely</i>	Somewhat	Very Little	Not at all
11.	<i>Definitely</i>	Somewhat	Very Little	Not at all
12.	<i>Definitely</i>	Somewhat	Very Little	Not at all
13.	<i>Definitely</i>	Somewhat	Very Little	Not at all
14.	<i>Definitely</i>	Somewhat	Very Little	Not at all
15.	<i>Definitely</i>	Somewhat	Very Little	Not at all
16.	<i>Definitely</i>	Somewhat	Very Little	Not at all

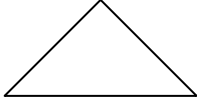
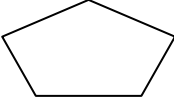
<b>SUBTOTAL: Integration of Principles</b>	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>

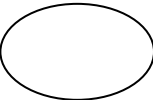
<b>THE GOVERNANCE PROCESS</b>				
17.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
18.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
19.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
20.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
21.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
22.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
23.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
24.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
25.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
26.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
27.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
<b>SUBTOTAL: Governance Process</b>	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little/Probably Not</b>	<b>Not at all</b>

EMBEDDING THE INQUIRY PROCESS WITHIN THE SCHOOL				
28.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
29.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
30.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
31.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
32.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
33.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
34.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
35.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
36.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
<b>SUBTOTAL: Embedding Inquiry</b>	<i>Definitely</i>	<i>Somewhat</i>	<b>Very Little</b>	<b>Not at all</b>

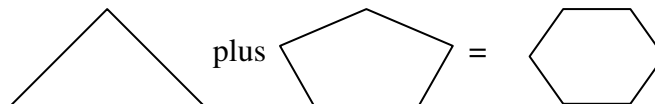


**Add all subtotals and record below. Follow the shapes to insert the correct number for each step.** (Revised 02/02)

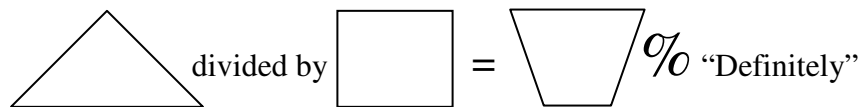
<b>Step 1:</b> Record totals for column in the boxes to the right.	<i>Definitely</i>	<b>Somewhat</b>	Very Little	Not at all
				

**Step 2:** Number tallied questionnaires  multiplied by 36 (items) =

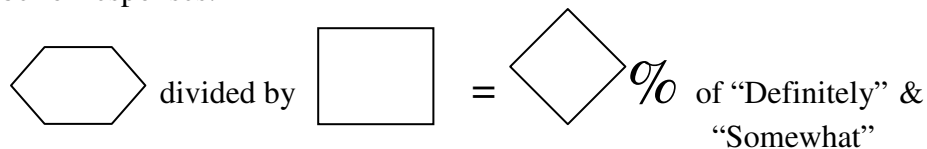
**Step 3:** Add “Definitely” and “Somewhat.”

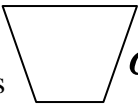
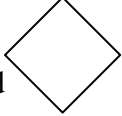




**Step 3:** Divide the number in the “Definitely” column by the total number of responses.



**Step 4:** Divide the combined total of “Definitely” and “Somewhat” by the total number of responses.



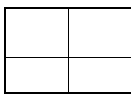
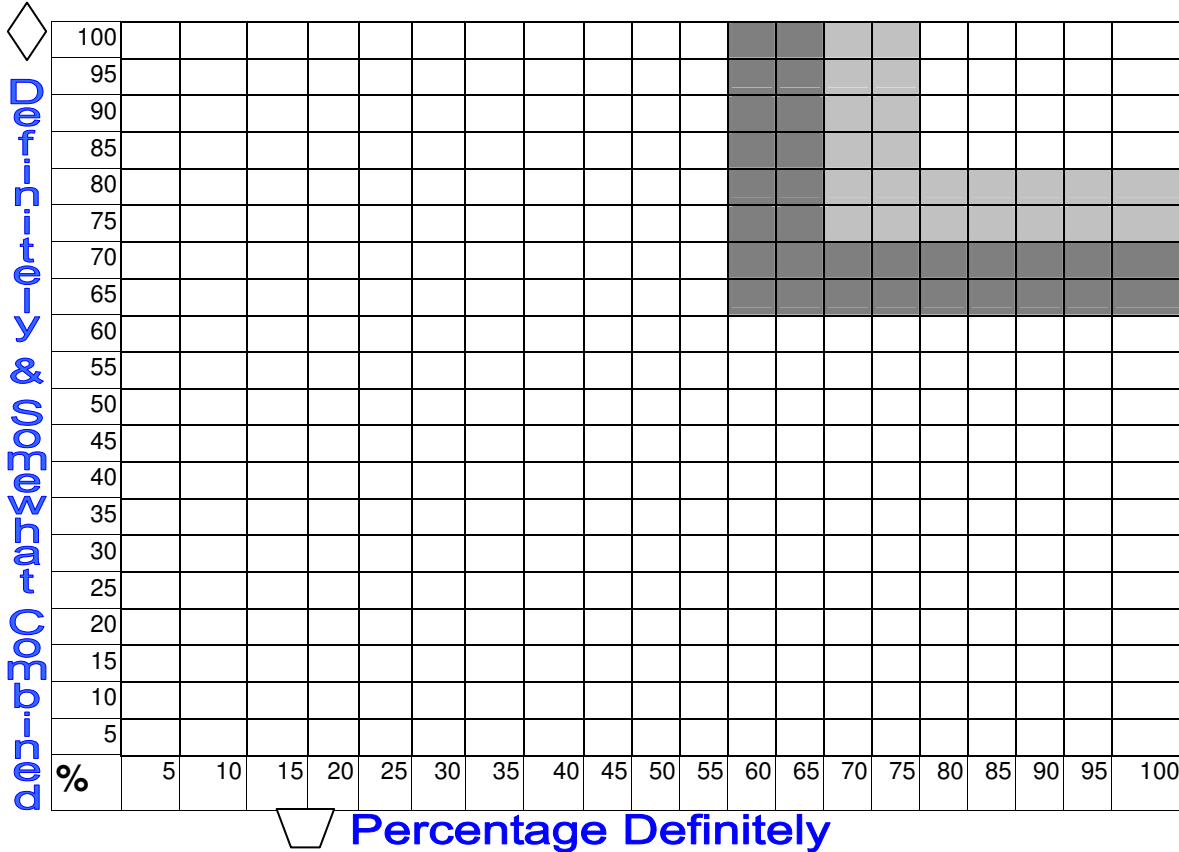
**Step 5:** Plot the numbers  % and  % on the graph on the next page.

The  number (*Definitely*) is indicated along the horizontal axis and the number (combined *Definitely* and *Somewhat*) is indicated on the vertical axis of the graph on the next page. 

## PRINCIPLES & PROCESS IMPLEMENTATION LEVEL

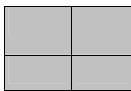
(Revised 02/02)

**Directions:** The graph line for %*definitely* is to the RIGHT of the number and for %*definitely & somewhat* is ABOVE the number. Put a dot where the two numbers intersect. If the dot is on a vertical line, fill in the box to the right. If dot is on a horizontal line, fill in the box above. If the dot is in a box, fill in that box.



### DEMONSTRATED

(Top corner) 75% Definitely out of 80% Combined Definitely and Somewhat



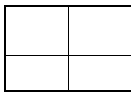
### DEVELOPING

65% Definitely out of 70% combined Definitely and Somewhat



### STALLED

55% Definitely out of 60% combined Definitely and Somewhat



### INSUFFICIENT EVIDENCE

Less than 55% Definitely and less than 60% combined Definitely and Somewhat

## Introduction to the Year One Launch and Principles Implementation Questionnaire

All staff members, involved students, an involved parents and community members should complete the year one questionnaire entitled “Launch and Principles Implementation.” The Accelerated Schools Evaluation Process has several goals:

1. To help the school reflect upon and self-assess their implementation of the Accelerated Schools model,
2. To help the school note areas of strength and needed growth so that the school can take actions to assure that growth, and
3. To identify those areas that may require additional support by the satellite center so that your school grows in its ability to provide powerful learning for all students and opportunities for involvement for all members of the school community.

### ***Note to those completing this questionnaire:***

The Accelerated Schools Project has created an annual process for your school to study itself. The attached questionnaire is part of that study. It will provide your school with important information that will help evaluate how well the Accelerated Schools principles and process are being put into regular, daily practice.

Each completed questionnaire contains one person’s view of how well your school is doing. Combining the information from all the questionnaires will provide your school with an accurate, well-rounded picture of your school’s implementation of the principles and process.

Your school will use this information, as well as information that will be gathered in other ways, to create an *Action Plan* that will include what steps the school decides to take to address areas that are not yet strong.

Complete this survey when you have some quiet time to think carefully about your responses. Answer each item; do not leave any blank. Do not write your name on the questionnaire—it is anonymous. Complete by the deadline. Make a copy for yourself if you wish, and deposit your questionnaire in whatever location your school has designated.

**ACCELERATED SCHOOLS PROJECT**  
**YEAR ONE QUESTIONNAIRE**  
**LAUNCH AND PRINCIPLES IMPLEMENTATION**

Please return this questionnaire by: \_\_\_\_\_ to: \_\_\_\_\_

**Directions:** Steering Committee and Cadre Members: Put an **X** in the box that best indicates how strongly each indicator is present. Do not leave any blanks.

<b>TAKING STOCK</b>				
1. Members of every part of our school community were involved in taking stock of major aspects of the school (such as curriculum, climate, resources, etc.).	<i>Definitely</i>	Somewhat	Very Little	Not at all
2. Staff members, other adult members in the school community, and students (when appropriate) were involved in decisions about which areas to investigate, as well as in gathering information and data, and in analyzing the data.	<i>Definitely</i>	Somewhat	Very Little	Not at all
3. Our taking stock groups generated written reports identifying strengths as well as concerns.	<i>Definitely</i>	Somewhat	Very Little	Not at all
4. Our school community reviewed, modified, and affirmed these findings.	<i>Definitely</i>	Somewhat	Very Little	Not at all
<b>FORGING A VISION</b>				
5. Our vision forging process included input from all aspects of the school community (certified staff, non-certified staff, families, students, and community members).	<i>Definitely</i>	Somewhat	Very Little	Not at all
6. Representatives of our school community (staff, families, and students) helped to craft our school's vision statement.	<i>Definitely</i>	Somewhat	Very Little	Not at all
7. Our school community publicly affirmed and celebrated the vision.	<i>Definitely</i>	Somewhat	Very Little	Not at all
8. The statement of our school's vision is sufficiently cohesive and concrete to be used to guide actions leading toward improvement. (It states clearly what our school will be, not what it will do.)	<i>Definitely</i>	Somewhat	Very Little	Not at all

9. The statement of our school's vision is written in language that makes it easy to visualize what type of school we are striving to create (free of jargon/ easily understandable)	<i>Definitely</i>	Somewhat	Very Little	Not at all
10. The statement of our school's vision is consistent with the Accelerated Schools Project principles, values, governance structure, and powerful learning.	<i>Definitely</i>	Somewhat	Very Little	Not at all
11. The statement of our school's vision includes the idea that <u>all</u> students can learn at high levels.	<i>Definitely</i>	Somewhat	Very Little	Not at all
12. Our students and staff know, understand, and are guided by our vision.	<i>Definitely</i>	Somewhat	Very Little	Not at all
<b>SETTING PRIORITIES</b>				
13. Members of our school community examined the discrepancies between the taking stock conclusions and the school's vision.	<i>Definitely</i>	Somewhat	Very Little	Not at all
14. We set priorities through a consensus process.	<i>Definitely</i>	Somewhat	Very Little	Not at all
15. The number of priorities is workable given the size of our school community (usually 3 – 5).	<i>Definitely</i>	Somewhat	Very Little	Not at all
16. Our school's priorities include a focus on teaching and learning.	<i>Definitely</i>	Somewhat	Very Little	Not at all
17. Our cadres were established according to the priorities that had been set.	<i>Definitely</i>	Somewhat	Very Little	Not at all
<b>INTEGRATING THE THREE PRINCIPLES</b>				
<b>UNITY OF PURPOSE</b>				
1. Members of our school community hold (and can talk about) a common vision of what we are working toward in our school.	<i>Definitely</i>	Somewhat	Very Little	Not at all
2. Our vision guides the decisions made by individuals, cadres, and the steering committee.	<i>Definitely</i>	Somewhat	Very Little	Not at all
3. Our school community has examined many aspects of our school to ensure our programs and practices are consistent with our vision.	<i>Definitely</i>	Somewhat	Very Little	Not at all
4. The staff, parents, and students are unified in their focus on growth in student learning.	<i>Definitely</i>	Somewhat	Very Little	Not at all

<b>EMPOWERMENT COUPLED WITH RESPONSIBILITY</b>				
5. Members of our school community have clearly defined who makes what decisions, what decisions the community can/can not make (such as hiring, personnel), and how decisions should be made.	<i>Definitely</i>	Somewhat	Very Little	Not at all
6. Members of our school community (staff, parents, community, and students) share in making decisions of importance to the school.	<i>Definitely</i>	Somewhat	Very Little	Not at all
7. Members of our school community take responsibility for following through in implementing decisions.	<i>Definitely</i>	Somewhat	Very Little	Not at all
8. Our principal supports and encourages the empowerment of members of our school community to make and carry out decisions.	<i>Definitely</i>	Somewhat	Very Little	Not at all
9. Our school is empowered and supported by our central office to make the best decisions for our school.	<i>Definitely</i>	Somewhat	Very Little	Not at all
10. Students are empowered and held responsible for extending their learning and following up on their interests.	<i>Definitely</i>	Somewhat	Very Little	Not at all
<b>BUILDING ON STRENGTHS</b>				
11. Members of our school community have identified the strengths of parents, students, and staff.	<i>Definitely</i>	Somewhat	Very Little	Not at all
12. The members of our school community use their strengths to further the school's vision and goals.	<i>Definitely</i>	Somewhat	Very Little	Not at all
13. Our school staff accelerates learning by building upon all students' strengths rather than focusing on their deficits for assignment to remedial programs.	<i>Definitely</i>	Somewhat	Very Little	Not at all
14. We identify our students' strengths.	<i>Definitely</i>	Somewhat	Very Little	Not at all
15. Teachers use students' identified strengths to plan what to teach and how to teach it.	<i>Definitely</i>	Somewhat	Very Little	Not at all
16. We give our students planned opportunities to develop individual strengths and interests.	<i>Definitely</i>	Somewhat	Very Little	Not at all

## ACCELERATED SCHOOLS PROJECT

### LAUNCH AND PRINCIPLES QUESTIONNAIRE

The Steering Committee uses this sheet to record and tally everyone's *Process Implementation Questionnaire*. A grand total is computed at the end of the tally sheets and a corresponding level of implementation for process implementation is indicated.

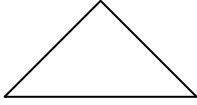
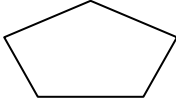
TAKING STOCK				
1.	<i>Definitely</i>	Somewhat	Very Little	Not at all
2.	<i>Definitely</i>	Somewhat	Very Little	Not at all
3.	<i>Definitely</i>	Somewhat	Very Little	Not at all
4.	<i>Definitely</i>	Somewhat	Very Little	Not at all
<b>SUBTOTAL: Taking Stock</b>	<i>Definitely</i>	Somewhat	Very Little	Not at all
FORGING A VISION				
5.	<i>Definitely</i>	Somewhat	Very Little	Not at all
6.	<i>Definitely</i>	Somewhat	Very Little	Not at all
7.	<i>Definitely</i>	Somewhat	Very Little	Not at all
8.	<i>Definitely</i>	Somewhat	Very Little	Not at all
9.	<i>Definitely</i>	Somewhat	Very Little	Not at all
10.	<i>Definitely</i>	Somewhat	Very Little	Not at all
11.	<i>Definitely</i>	Somewhat	Very Little	Not at all
12.	<i>Definitely</i>	Somewhat	Very Little	Not at all
<b>SUBTOTAL: Forging a Vision</b>	<i>Definitely</i>	Somewhat	Very Little	Not at all

SETTING PRIORITIES				
13.	<i>Definitely</i>	Somewhat	Very Little	Not at all
14.	<i>Definitely</i>	Somewhat	Very Little	Not at all
15.	<i>Definitely</i>	Somewhat	Very Little	Not at all
16.	<i>Definitely</i>	Somewhat	Very Little	Not at all
17.	<i>Definitely</i>	Somewhat	Very Little	Not at all
<b>SUBTOTAL: Priorities</b>	<i>Definitely</i>	Somewhat	Very Little	Not at all
PRINCIPLE: UNITY OF PURPOSE				
1.	<i>Definitely</i>	Somewhat	Very Little	Not at all
2.	<i>Definitely</i>	Somewhat	Very Little	Not at all
3.	<i>Definitely</i>	Somewhat	Very Little	Not at all
4.	<i>Definitely</i>	Somewhat	Very Little	Not at all
<b>SUBTOTAL: Unity of Purpose</b>	<i>Definitely</i>	Somewhat	Very Little	Not at all
PRINCIPLE: EMPOWERMENT COUPLED WITH RESPONSIBILITY				
5.	<i>Definitely</i>	Somewhat	Very Little	Not at all
6.	<i>Definitely</i>	Somewhat	Very Little	Not at all
7.	<i>Definitely</i>	Somewhat	Very Little	Not at all
8.	<i>Definitely</i>	Somewhat	Very Little	Not at all
9.	<i>Definitely</i>	Somewhat	Very Little	Not at all
10.	<i>Definitely</i>	Somewhat	Very Little	Not at all



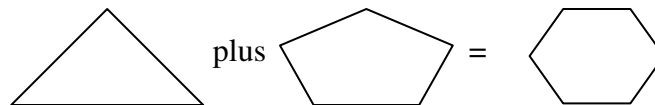
<b>SUBTOTAL: Empowerment</b>	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
<b>PRINCIPLE: BUILDING ON STRENGTHS</b>				
11.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
12.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
13.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
14.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
15.	<i>Definitely</i>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
16.	<i>Definitely</i>	<i>Somewhat</i>	<b>Very Little</b>	<b>Not at all</b>
<b>SUBTOTAL: Building on Strengths</b>	<i>Definitely</i>	<i>Somewhat</i>	<b>Very Little</b>	<b>Not at all</b>

**Add all subtotals and record below. Follow the shapes to insert the correct number for each step.** (Revised 02/02)

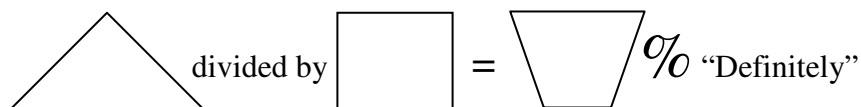
<b>Step 1:</b> Record totals for column in the boxes to the right.	<i>Definitely</i>	<b>Somewhat</b>	Very Little	Not at All
				

**Step 2:** Number tallied questionnaires  multiplied by 33 (items) =

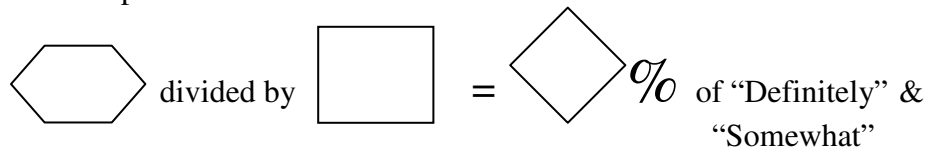
**Step 3:** Add “Definitely” and “Somewhat.”

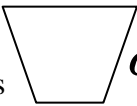
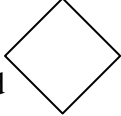




**Step 3:** Divide the number in the “Definitely” column by the total number of responses.



**Step 4:** Divide the combined total of “Definitely” and “Somewhat” by the total number of responses.



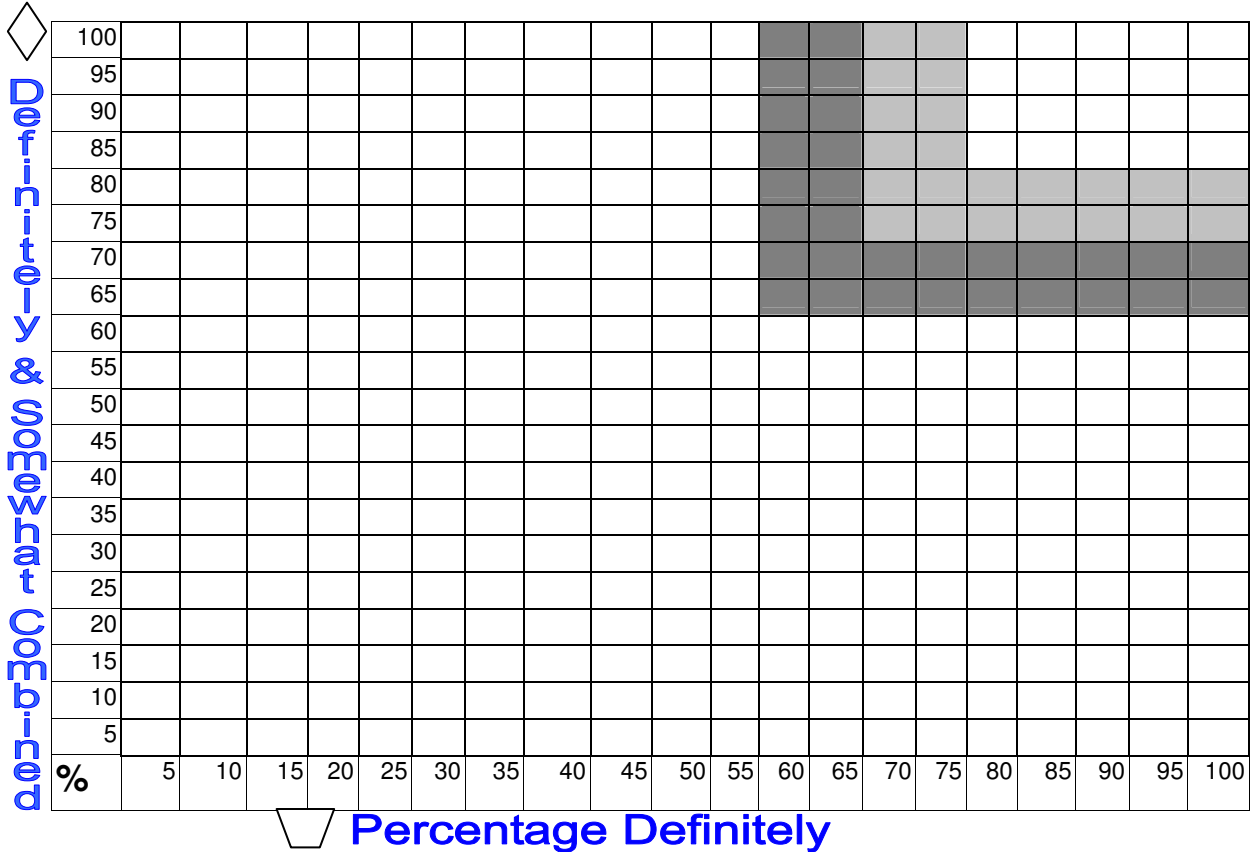
**Step 5:** Plot the numbers  % and  % on the graph on the next page.

The  number (*Definitely*) is indicated along the horizontal axis and the number (combined *Definitely* and *Somewhat*) is indicated on the vertical axis of the graph on the next page. 

## LAUNCH AND PRINCIPLES IMPLEMENTATION LEVEL

(Revised 02/02)

**Directions:** The graph line for %*definitely* is to the RIGHT of the number and for %*definitely & somewhat* is ABOVE the number. Put a dot where the two numbers intersect. If the dot is on a vertical line, fill in the box to the right. If dot is on a horizontal line, fill in the box above. If the dot is in a box, fill in that box.




**DEMONSTRATED**  
(Top corner) 75% Definitely out of 80% Combined Definitely and Somewhat


**DEVELOPING**  
65% Definitely out of 70% combined Definitely and Somewhat


**STALLED**  
55% Definitely out of 60% combined Definitely and Somewhat


**INSUFFICIENT EVIDENCE**  
Less than 55% Definitely and less than 60% combined Definitely and Somewhat



## ACCELERATED SCHOOLS PROJECT MIDDLE & HIGH SCHOOL STUDENT SURVEY

You can help us to understand how students in your school learn. Think carefully about each item and mark the appropriate column with a check (☐). You may be asked to think about all of your classes or just one. Use the following guide to assist you in deciding which column to mark:

**Often:** This is seen throughout my classroom(s) on a regular basis.

**Sometimes:** This is seen at times, but not on a regular basis.

**Never:** In my classroom(s) I have not seen or experienced this.

**Don't Know:** I am unsure how to answer this.

<b>PRINCIPLES OF ACCELERATED SCHOOLS</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Don't Know</b>
1. We talk about the vision our school has for learning.				
2. Our school is focused on student learning.				
3. I can extend my learning when we have studied something that has interested me.				
4. I am given opportunities to follow up on my interests through independent research or projects, or in interest-based groups I select.				
5. The teachers or other school staff members help me identify my learning strengths.				
6. Teachers make learning interesting and challenging.				
<b>AUTHENTIC</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Don't Know</b>
7. My teachers help me relate what I learn to my life and the issues I face outside of school.				
8. My teachers help me learn based on my strengths and interests.				

9. I am taught to use the vocabulary, methods, and/or activities of adults in the work world.				
10. I am taught to use the vocabulary, methods, and/or activities of adults in the subject I am studying (such as a mathematician, historian, scientist).				
11. I am asked to show what I know by performing real tasks or creating things that allow me to show what I really know.				
12. I learn about the cultural traditions of the people in my school (including those of my family).				
13. My teachers help us learn from the resources available in my community, including its people, organizations, special places, and/or special events.				
<b>INTERACTIVE</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Don't Know</b>
14. I work with other students to complete projects and evaluate our work.				
15. I talk and work one-on-one with other students and my teacher.				
16. I talk and work in small groups with other students and my teacher.				
17. I talk and work in large groups (whole class) with other students and my teacher.				
18. I am required to think and demonstrate what I know in my class(es).				
19. I have a chance to interact with the world outside the school through field trips, internships, mentors, and/or technology.				
20. Besides books, we learn through film, art, and discussion.				
<b>LEARNER-CENTERED</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Don't Know</b>
21. I have the opportunity to experiment, write, speak, and produce art in school.				
22. What I learn and how I learn is based on my strengths and interests.				
23. I am involved in planning what I will learn and how I will learn it.				
24. I have opportunities to be a creator, a				

thinker, and a problem-solver.				
25. The classroom has materials, books, equipment, and references that I can easily use.				
26. I demonstrate what I have learned in ways that make sense to me.				
27. My classroom(s) and the school display student work that shows individual creativity and thinking.				
<b>INCLUSIVE</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Don't Know</b>
28. All students are actively involved in their learning. (We explore, read, work together, listen, and have some opportunities to move around.)				
29. I am challenged to learn more than I thought I could learn.				
30. I get the chance to work with many different students in groupings that change regularly.				
31. Everyone participates in classroom and school activities.				
32. Everyone in my school is expected to learn.				
33. Everyone in my school is learning.				
<b>CONTINUOUS</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Don't Know</b>
34. My teacher(s) help us discover what we already know about a topic they will be teaching.				
35. I am encouraged and supported to continue learning more about a topic that interests me.				
36. I have a chance to carry out independent investigations/research.				
37. My teacher(s) make connections between different subjects so that we can see how they interact.				
38. I have a chance to reflect on my learning, which helps me learn on my own.				
39. I am encouraged to use my reflections to revise and improve my work.				

40. My teacher(s) assess what I know and what I can do in different ways (for example, not just with tests).				
41. My teacher(s) help me make connections to work we did in the previous grade levels.				
42. My teachers help me make connections to other subjects.				

<b>TOTALS</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Don't Know</b>
---------------	--------------	------------------	--------------	-------------------

## ELEMENTARY LEVEL

### *Powerful Learning Student Questionnaire*

**Directions: Color in the block with your answer.**



Yes, all the time  
not



Yes, sometimes



No






























I do

know

<b>1. My teachers help me learn about the world.</b>				<b>?</b>
2. My teachers help me learn about what I am good at.				<b>?</b>
3. We learn words that grown-up people use to do their work.				<b>?</b>
4. We show what we learn by doing things and making things.				<b>?</b>
5. We learn about our families and the special things our families do.				<b>?</b>
<b>6. People from outside our school help us learn, too.</b>				<b>?</b>
7. Sometimes we learn in places outside our school.				<b>?</b>
8. I work and talk with other boys and girls in my classroom.				<b>?</b>



9. We write every day.				?
11. We talk about what we are learning.				?
12. We read books every day.				?
12. We use art things like crayons, paints, glue, and other things.				?
13. In my classroom I can get the things I need for my work.				?
14. Our work is hung up for everyone to see.				?
15. We are happy when we do our work.				?
16. I can learn about things that are special to me.				?
17. I am learning.				?



## ACCELERATED SCHOOLS PROJECT SCHOOL PORTFOLIO INTRODUCTION

The *School Portfolio* is a collection of materials chosen by the Steering Committee for two purposes:

1. To analyze as one of the assessment tasks leading to increased understanding by the school about its progress and level of implementation, and
2. To provide evidence for conclusions that the Steering Committee reaches about its progress and implementation.

The portfolio can be assembled in a box, a three-ring binder, or an accordion folder. A *School Portfolio Table of Contents*, provided as guidance about the documents that should be included in the portfolio, should be placed at the beginning of the portfolio. Entry sheets for some portfolio documents are included, and these should be placed before the documents that go with each. Each entry sheet requires a short synopsis of the conclusions the school has reached about the documents; in particular, what they reveal about the school's progress. The entry sheets included are:

1. *Summary Analysis*
2. *Summary and Analysis of Student Achievement*
3. *Student Work Sample Analysis and Conclusions*
4. *Cadre Agenda/Minutes Compilation and Conclusions*
5. *Steering Committee Agenda/Minutes Compilation and Conclusions*
6. *School Improvement Plans Link to Implementation*

The school should assemble this material throughout the year so an ongoing analysis can be carried out by the Steering Committee. (Some Steering Committees assign one member the role of biographer to assemble and organize the portfolio as the year goes on.) If the Committee regularly includes portfolio study and analysis in its agenda, the task is not difficult, and more importantly, the Committee has more information for mid-course adjustments that may be necessary.

The *Cadre Agenda/Minutes Compilation and Conclusions* should be assembled and analyzed by each cadre and provided to the Steering Committee. The Steering Committee should study these materials so that they can indicate an over-all level of cadre functioning in the *Summary Analysis*.



# ACCELERATED SCHOOLS PROJECT

## SCHOOL PORTFOLIO

## **Table of Contents**

**School:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Check off what you have included in your school portfolio:**

- Taking Stock Reports**
- Statement of the Vision**
- Summary and Analysis of Student Achievement**
- Student Work Samples Analysis and Conclusions**
- Questionnaire Tallies and Conclusions**
- Cadre Agendas and Minutes Compilation and Conclusions**
- Steering Committee Agenda/Minutes Compilation and  
Conclusions**
- School or District Improvement Plan Link to  
Implementation**
- Summary Analysis**
- School as a Whole Meeting Report(s)**
- School Newsletters**

Other \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_

**Please include a list of cadre & steering committee members and their roles at the back of the portfolio.**



## ACCELERATED SCHOOLS PROJECT SCHOOL PORTFOLIO

### Cadre Agenda/Minutes Compilation and Conclusions

**Cadre:** \_\_\_\_\_

Each cadre should compile its agendas and minutes that they have analyzed, and complete this cover sheet. The documents should be passed on to the Steering Committee.

Calendar of Meetings (Note: Every month of the year is included here because some schools do meet even in the summer.) Write in the date of meetings each month.

August	September	October	November	December	January
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.
February	March	April	May	June	July
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.

**Check all that apply:**

- Meetings are held every week.
- Minutes provide enough detail to communicate our work.
- Agendas are based mostly on our inquiry work.
- Most members attended regularly. (Average number: \_\_\_\_\_)
- We accomplished our agendas.
- It is clear what stage of inquiry we are on at each meeting.
- We have made progress.
- In the past year, we have either piloted a solution or had a solution approved by  
SAW.

**Our cadres' strengths:**

In order to function more effectively, our cadre needs to work on:



## ACCELERATED SCHOOLS PROJECT SCHOOL PORTFOLIO

### Steering Committee Agenda/Minutes Compilation and Conclusions

**School:** \_\_\_\_\_

The Steering Committee should compile its agendas and minutes that they have analyzed, and complete this cover sheet.

Calendar of Meetings (Note: Every month is included here because some schools do meet even in the summer.) Write in the date of meetings each month.

August	September	October	November	December	January
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
February	March	April	May	June	July
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.

**Check all that apply:**

- Meetings are held every other week.
- Minutes provide enough detail to communicate our work.
- Agendas always include reports from cadres.
- Most members attended regularly. (Average number: \_\_\_\_\_)
- We accomplished our agendas.
- We have made progress.
- Our meetings produce results.
- In the past year, we have sent a solution to the SAW for approval.
- We assure that the challenges being addressed by cadres are high-impact areas that focus on student learning or conditions for learning.





## **ACCELERATED SCHOOLS PROJECT SCHOOL PORTFOLIO**

### **School Improvement Plan Link to Implementation**

**School:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**If you have a district or state mandated improvement plan, attach it to this cover sheet.**

**Detail the links between your improvement plan and the work of the cadres.**

**Detail any links between your improvement plan and improvements needed in implementation of the Accelerated Schools Project model.**

**Explain any areas included in the improvement plan, which are not being addressed by cadres.**

**Conclusions:**



## ACCELERATED SCHOOLS PROJECT SCHOOL PORTFOLIO

### Students' Work Samples – Analysis and Conclusions

The Steering Committee may include in the portfolio student work that demonstrates how well cadre solutions are working. The cadre can assemble and analyze the student work and provide this to the Steering Committee for its study and inclusion in the portfolio. Attach additional pages if necessary.

List the work samples included:

Type of work	Grade	Subject Area(s)

What does this student work tell you about the implementation of powerful learning in your school?

*Student Work, continued.*

Does this work represent improvements in student work as the result of cadre inquiry and approval of the SAW? Explain.

Yes       No

What solution had been implemented as a result of cadre inquiry and a decision of the SAW?

How long has the solution been in place?

What does this collection of student work tell you about how well the solution is working?

Conclusions:

## ACCELERATED SCHOOLS PROJECT SUMMARY & ANALYSIS OF STUDENT ACHIEVEMENT

The measures of student achievement used at each school, district, and state vary. School Steering Committees, with the help of their districts, state, and Satellite Center, have to analyze tests and student work to determine if progress is being made, what strengths the school exhibits, and what challenges must be addressed.

School \_\_\_\_\_ School Year \_\_\_\_\_  
\_\_\_\_\_

1. Attach to this form any school (not individual student) test results from local or state administered tests.

State test results for grade(s) \_\_\_\_\_ are attached.

District test results for grade(s) \_\_\_\_\_ are attached.

The test(s) administered was/were:

---



---

2. Attach other measures of student learning such as school-wide writing assessment results, performance assessment results, etc.

Results are attached.

No results are attached.

What types of school-based assessments have been done? (e.g., school-wide analysis of student writing using a rubric.)

*Summary and Analysis of Student Achievement, continued.*

### ***School Analysis of Student Achievement Test Result***

1. Students' learning strengths (Asterisk each area that had been addressed by a decision of the SAW, and subsequently improved. Indicate the amount of improvement.)
  
2. Areas of low achievement and how cadres are addressing them
  
3. Note areas of improvement over previous years' testing, including overall increases or decreases in student performance. Make note of any charts, graphs, or narrative that are attached.
  
4. If the same group has been tested over the course of 2 or more years, note the groups' level of improvement (cohort growth) from year to year. Make note if any charts, graphs, or narrative are attached.
  
5. Analysis Conclusions. What does your Steering Committee conclude from studying your students' achievement as measured by these tests? (Attach additional sheets as necessary.)



## ACCELERATED SCHOOLS PROJECT SCHOOL PORTFOLIO AND QUESTIONNAIRE

### SUMMARY ANALYSIS

As a result of Steering Committee analysis of the portfolio contents and questionnaire results, implementation levels are agreed upon in the committee and indicated below by checking the appropriate box. *Attach additional sheets as necessary.*

<b>Demonstrated</b>	Both powerful learning and the Accelerated Schools process are readily seen throughout the school/classrooms. Ample evidence is available to demonstrate implementation.
<b>Developing</b>	All aspects of Accelerated Schools are seen but not consistently. Some areas may be gaining in strength but others may yet be weak.
<b>Stalled</b>	Aspects of Accelerated Schools are seen sporadically and inconsistently. The school has stalled at a level in which implementation overall is weak.
<b>Insufficient Evidence</b>	There is scant, weak, or no evidence that the school is implementing all aspects of the Accelerated Schools model.

#### Functioning of the Governance Structure

Demonstrated	
Developing	
Stalled	
Insufficient Evidence	

Evidence:

#### Integration of the Principles and Values

Demonstrated	
Developing	
Stalled	
Insufficient Evidence	

Evidence:

#### Powerful Learning

Demonstrated	
Developing	
Stalled	
Insufficient Evidence	

Evidence:



# ACCELERATED SCHOOLS PROJECT

## SCHOOL ACTION PLAN

School:	Date:	
*Goal (addressing an area of low implementation):		
Tasks	Completion Date	By Whom
Who will oversee and monitor?	How will this be monitored?	

*Use as many Action Plans forms as you have improvement goals.*



## INTRODUCTION TO CLASSROOM OBSERVATION NOTES

Classroom observations are one of several assessment tasks used to build an accurate understanding of powerful learning framework implementation in the school. Evidence and insights gained through the observations are combined with data from the Powerful Learning Questionnaire, School Observation Notes, and interviews. Together, the school staff and the external evaluators synthesize the data gathered and evaluate the schools progress in this area.

All listed items will not be seen in any one observation. The observations of all observed classrooms will be used cumulatively for the observation assessment. Even across three or more classrooms, every aspect will not be seen in one day. The observation data combined with the other data collected will give a more complete picture.

Confidentiality is extremely important. The classroom observations are not for use in teacher evaluations and it is important to make that clear to the staff and the principal. Names of individual teachers and what was observed in any particular classroom may not be shared. The data gathered from the observations is compiled for use rather than focusing upon each individual teacher. The Satellite Center should retain copies of the observation notes with all other data that is gathered with no notes that specify particular classrooms.

Many teachers welcome feedback. Some request copies of the evaluation notes, which may be photocopied for them. If time allows and observed teachers request it, a post-conference visit may be held to confidentially discuss the observation with them.

Students should be told the specific purpose of your visit (or especially in elementary classrooms, you will likely to be re-explaining what you are doing for many curious youngsters!) and that you will be taking notes about the classroom learning activity and not on the students. They will also need to be told you will be very busy trying to listen, watch, and take notes and so may not have time to talk.

### *Directions*

At least three classrooms should be visited for an entire lesson or class period in all schools, with more observations necessary in larger schools for a more accurate picture. (More than that is certainly better but are not required due to the time necessary for completion.) The classrooms selected for observation should be spread out across grade levels. The number of classes observed is based upon the student population. Use the following chart to determine the number of classrooms to observe:

Up to 450	at least 3 observations
From 451 to 600	at least 4 observations
From 601 to 750	at least 5 observations
From 750 to 900	at least 6 observations
From 901-1050	at least 7 observations
More than 1050	at least 8 observations

It is highly advisable to pre-conference with the teacher who will be observed to find out about the instruction preceding the observation, the goals of the instruction, and any other information that will make the observation more meaningful. With advance planning, a pre-conference of 15-30 minutes can be scheduled so that the larger context can be clarified for the observer.

Observers may script the class on separate sheets of paper, noting in one column as much of the classroom dialogue and instruction as possible, and noting in the other column background information, notes about student activity, etc. Or, the observer may prefer to spread out the four pages of observation notes on a desk and jot down notes as they are observed under the relevant categories.

Use a copy of Classroom Observation Notes form to summarize each of three classroom visits. Check  if an item is observed or  if the observation clearly and convincingly suggests an absence of the item in the classroom. Make notes about specific evidence below each section, at the end, or on separate pages.

A separate Classroom Observation Summary Form, which follows the same order as the Notes form, is used to compile all observations. The summary form also includes space to indicate the overall level of Powerful Learning implementation as evidenced by classroom observations.

## ACCELERATED SCHOOLS PROJECT CLASSROOM OBSERVATION NOTES

Classroom \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Pre-Conf. Date \_\_\_\_\_

Check any items that are observed and make note of the specific evidence for those that are checked. Check  when strongly observed or  if the observation clearly and convincingly suggests an absence of the item.

### **PART I. Organizing Instruction with the PL Triangle: How, What, and Context**

- The purpose of the lesson is well defined.
- A variety of instructional approaches are employed in the lesson.
- Resources are used to support student learning. (Time, materials, classroom management, flexible classroom organization)
- Student strengths are identified and built upon.
- Opportunities are available for students to follow up on interests.
- Students' strengths and interests are identified.
- Students learn through independent investigations and research.
- Students reflect, critique, revise their work.
- Students learn through discovery, experimentation, and communication (writing, speaking, art, and movement).
- Instructional goals are linked to state, district, and/or school standards.
- Assessment is multi-faceted, clear and specific, and involves the student.
- Technology is integrated into instruction.
- The family and community cultural traditions are built into instruction.
- Resources of the community are used in instruction.

**Notes:**

## **PART II. THE FIVE COMPONENTS**

### **A. AUTHENTIC**

- Instruction includes application to real life situations or issues.
- Students use the vocabulary, methods, and/or activities of adults in the work world or in the discipline.
- Students demonstrate learning through authentic performances and the creation of authentic products.

**Notes:**

### **B. INTERACTIVE**

- Students collaborate in pairs and small groups sharing knowledge and expertise, completing projects, and critiquing each other's work.
- Students and teachers engage in dialogue one-on-one, in small groups, and in large groups.
- Students' and teachers' dialogue builds knowledge, develops critical thinking, and assists students' reflection upon and assessment of their work.
- Students interact with ideas, peoples, and time periods in varied ways: text, film, art, dialogue ,and movement.
- Students interact with each other to demonstrate their learning in a variety of ways.
- Students interact in the constructive critique of each other's work as part of the learning and assessment process.
- Students interact with t he world outside the school through field-based experiences and/or technology.
- Parent-student interaction is built into the learning and assessment process.

**Notes:**

**C. LEARNER-CENTERED**

- Curriculum is built upon genuine student needs, interests, and strengths.
- Students are involved in the planning of instruction.
- Students have opportunities to be creators, thinkers, and problem-solvers.
- Students independently access and use materials, books, equipment, and reference materials.
- Most displays in the classroom are of student work.
- Displays of student work show originality, creativity, and thinking.

**Notes:****D. INCLUSIVE**

- All students, (including children who are LEP or have special needs) are actively involved by exploring, reading, collaborating, listening, touching, and moving.
- Instruction is differentiated so that each student has differentiated, meaningful, and challenging instruction.
- Every student has opportunities to contribute.
- The classroom routines are structured to assure access for all students.
- Students encounter few obstacles to full participation and access to the curriculum..

**Notes:****E. CONTINUOUS**

- Connections are made in lessons to previous learning; prior knowledge is accessed and built upon.
- Instruction connects previous learning and different content areas.
- Transfer of learning is made between one subject and another.

**Notes:**

## ACCELERATED SCHOOLS PROJECT CLASSROOM OBSERVATION SUMMARY

School \_\_\_\_\_  
\_\_\_\_\_

Number of Classes Observed \_\_\_\_\_ Date(s) \_\_\_\_\_  
\_\_\_\_\_

Observer(s) \_\_\_\_\_  
\_\_\_\_\_

**Demonstrated implementation of Powerful Learning:**

Demonstrated       Developing       Stalled       Insufficient  
Evidence

Check any items that were observed and make note of the specific evidence for those that are checked. Check  when observed at least once,  if observed consistently or strongly (a school strength), or  if the observations clearly and convincingly suggest an absence of the item. Leave blank any item that was not seen during any observations.

### PART I. Organizing Instruction with the PL Triangle: How, What, and Context

- The purpose of the lessons is well defined.
- A variety of instructional approaches are employed in the lesson.
- Resources are used to support student learning. (Time, materials, classroom management, flexible classroom organization)
- Student strengths are identified and built upon.
- Opportunities are available for students to follow up on interests.
- Students' strengths and interests are identified.
- Students learn through independent investigations and research.
- Students reflect, critique, revise their work.
- Students learn through discovery, experimentation, and communication (writing, speaking, art, and movement).

- Instructional goals are linked to state, district, and/or school standards.
- Assessment is multi-faceted, clear and specific, and involves the student.
- Technology is integrated into instruction.
- The family and community cultural traditions are built into instruction.
- Resources of the community are used in instruction.

**Notes:**

## **PART II. THE FIVE COMPONENTS**

### **A. AUTHENTIC**

- Instruction includes application to real life situations or issues.
- Students use the vocabulary, methods, and/or activities of adults in the work world or in the discipline.
- Students demonstrate learning through authentic performances and the creation of authentic products.

**Notes:**

### **B. INTERACTIVE**

- Students collaborate in pairs and small groups sharing knowledge and expertise, completing projects, and critiquing each other's work.
- Students and teachers engage in dialogue one-on-one, in small groups, and in large groups.
- Students' and teachers' dialogue builds knowledge, develops critical thinking, and assists students' reflection upon and assessment of their work.
- Students interact with ideas, peoples, and time periods in varied ways: text, film, art, dialogue ,and movement.
- Students interact with each other to demonstrate their learning in a variety of ways.



- Students interact in the constructive critique of each other's work as part of the learning and assessment process.
- Students interact with the world outside the school through field-based experiences and/or technology.
- Parent-student interaction is built into the learning and assessment process.

**Notes:**

### C. LEARNER-CENTERED

- Curriculum is built upon genuine student needs, interests, and strengths.
- Students are involved in the planning of instruction.
- Students have opportunities to be creators, thinkers, and problem-solvers.
- Students independently access and use materials, books, equipment, and reference materials.
- Most displays in the classroom are of student work.
- Displays of student work show originality, creativity, and thinking.

**Notes:**

### D. INCLUSIVE

- All students, (including children who are LEP or have special needs) are actively involved by exploring, reading, collaborating, listening, touching, and moving.
- Instruction is differentiated so that each student has differentiated, meaningful, and challenging instruction.
- Every student has opportunities to contribute.
- The classroom routines are structured to assure access for all students.
- Students encounter few obstacles to full participation and access to the curriculum..

**Notes:**

### E. CONTINUOUS

- Connections are made in lessons to previous learning; prior knowledge is accessed and built upon.
- Instruction connects previous learning and different content areas.



Transfer of learning is made between one subject and another.

**Notes:**

## **Introduction to School Observation Notes**

The School Observation Notes are meant to help the evaluator capture impressions and specifics during a walk through of the school during such times as lunch, recess, during bus unloading, dismissal, or change of classes, and in places such as the library or other non-classroom space, as well as classrooms. These observations are walk-throughs— brief stops of not more than 5 minutes—rather than lengthy stops.

The School Observation Notes include checklists but the observations notes are not meant to be limited to just the checklists. Notes containing specifics should be added at the bottom of some pages, on separate sheets, or on the back. A box at the bottom of each page can be checked to indicate additional notes.

We suggest that if notes pertain to a particular checklist item, that a superscript number be used to indicate a note that is numbered to match. That will allow the observer to easily link the checklist with the notes.

Not every item on the checklist will be seen on any one walk-through. Some items may be seen only once or a few times. Make note of where you see particular items so that you have details to share during your conference with the school leadership team. There is one exception to the specific feedback: specific teachers names should not be revealed during the conference to preserve anonymity, and to avoid teacher evaluation issues that are contractual.

## ACCELERATED SCHOOLS PROJECT

### SCHOOL OBSERVATION NOTES

School \_\_\_\_\_ Grades \_\_\_\_\_

Observer \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Areas Observed:

- Hallways       Classrooms    Library/Media       Cafeteria  
 Recess       Office       Gym       Other \_\_\_\_\_

Directions: Use this form to summarize your school walk-through observation of hallways, cafeteria, library/media center, recess area, and classrooms. Observe the strengths that the school exhibits in displays of student work around the school, displays related to the school's vision, ASP values or principles, or inquiry; the quality of interactions between students and between students and adults, the purposefulness of movement around the school. Make a check in the boxes and add specifics in your notes.

Check  when consistently observed or  when observed inconsistently or in a few instances in different areas of the school. Jot notes on specifics below.

- |  |   |
|--|---|
| <input type="checkbox"/> <input type="radio"/> Welcoming                           | <input type="checkbox"/> <input type="radio"/> Flat                         |
| <input type="checkbox"/> <input type="radio"/> Happy                               | <input type="checkbox"/> <input type="radio"/> Unresponsive                 |
| <input type="checkbox"/> <input type="radio"/> Warm, respectful interactions       | <input type="checkbox"/> <input type="radio"/> Dull or disinterested        |
| interactions   |   |
| <input type="checkbox"/> <input type="radio"/> Smiles                              | <input type="checkbox"/> <input type="radio"/> Disrespectful interactions   |
| <input type="checkbox"/> <input type="radio"/> Engaged and purposeful              | <input type="checkbox"/> <input type="radio"/> Bored or blank               |
| <input type="checkbox"/> <input type="radio"/> Productive hum                      | <input type="checkbox"/> <input type="radio"/> Quiet except for teachers'   |
| voices   |   |
| <input type="checkbox"/> <input type="radio"/> Many and varied student activities  | <input type="checkbox"/> <input type="radio"/> Non-productive               |
| noise/unfocused  |   |
| <input type="checkbox"/> <input type="radio"/> Focus on learning/learners          | <input type="checkbox"/> <input type="radio"/> Focus on teachers            |
| <input type="checkbox"/> <input type="radio"/> Variety of instructional approaches | <input type="checkbox"/> <input type="radio"/> Few instructional approaches |
| <input type="checkbox"/> <input type="radio"/> Appealing, attractive environment   | <input type="checkbox"/> <input type="radio"/> Unappealing/ institutional   |

Inquiry embedded

No evidence of inquiry

Evidence of ASP

Few/no indications ASP

#### NOTES:

Check  if strongly and consistently observed and  if weakly or inconsistently observed. Do not check if not observed at all.

#### HOW, WHAT, AND CONTEXT

A variety of instructional approaches are employed.

Many resources of the school and community are used to support student learning (community agencies, volunteers, etc.).

Students extend learning in areas around the building such as a library/media center or technology lab.

Special areas in the school are used to support student learning (e.g., outdoor classroom, shop, cooking lab.)

Students use technology as a tool for learning.

Students critique and/or assist each other in revising work.

Classrooms have lots of resources for students to use.

Community resources are used in instruction.

#### AUTHENTIC

Instruction includes application to real life situations or issues.

Students use the vocabulary, methods, and/or activities of adults in the work world or disciplines.

Students demonstrate knowledge through authentic performances and the creation of authentic products.

The curriculum and instruction draws upon varied cultural traditions.

Instruction utilizes the resources available in the community.

#### INTERACTIVE

Students work in pairs and small groups.

Students and teachers engage in dialogue one-on-one, in small groups, and in large groups.

Students interact with the world outside the school through field-based experiences and/or technology.

Students interact with ideas through text, film, art, and dialogue.

Students demonstrate their learning to others.

Students seek critical feedback as part of the learning and assessment process.

Students interact with parents or volunteers.

Interactions are warm and respectful.

#### LEARNER-CENTERED

Students work in areas of personal interest and appear engaged.

Students address each other as they work.

Students are involved in the planning of instruction.

Students create, think, and problem-solve.

- Students access appropriate materials, books, equipment, and references easily and independently.
- Student work is displayed.
- Displays of student work that show originality, individual creativity, and thinking.

**INCLUSIVE**

- All students are actively involved exploring, reading, collaborating, listening, touching, and moving.
- Students are seated in mixed gender and racial groups in classrooms and cafeteria.
- Instruction is differentiated; students are engaged in different tasks.
- The classroom and routines are structured to assure access for all students.
- There are no obstacles to full student participation in the curriculum.

**CONTINUOUS**

- Students experiment, write, speak, construct, and create artistic representations.
- Students carry out independent investigations/research.
- Learners reflect upon, critique, and revise their work.
- Teachers and learners make connections between disciplines and other lessons.

NOTES:

# ACCELERATED SCHOOLS PROJECT

## CADRE OBSERVATION NOTES

**School:**

**Date:**

**Observer:**

**Challenge Area:**

**Observing the cadre shows:**

- The purpose/goal of the meeting was clear:
- Minutes of the previous meeting were reviewed.
- Minutes were taken.
- The cadre used the inquiry process.
- The stage of inquiry was clear and understood by members.
- Inquiry was focused on the challenge area.
- Cadre members were engaged in the meeting.
- The cadre accomplished its agenda.
- The cadre kept to its agreed meeting time.
- The meeting proceeded smoothly.
- There were both parents and staff on the cadre.
- There were adequate numbers of members to conduct business.
- Members were prepared.
- The cadre planned the agenda for the next meeting.

- The cadre has a mini vision for its challenge area.
- The cadre meets once weekly.
- Research both inside and outside the school is done to test hypotheses and determine possible solutions.
- The cadre focuses on the challenge area.
- The challenge area is a high-impact area that is focused on student learning or the conditions for learning.
- Inquiry is moving along; the cadre is not stalled at any one stage.

*Notes: (attach additional pages if necessary.)*



## **ACCELERATED SCHOOLS PROJECT**

### **STEERING COMMITTEE OBSERVATION NOTES**

**School:**

**Date:**

**Observer:**

**Observing the steering committee shows:**

- The purpose/goal of the meeting was clear:  
     There was a printed agenda.  
     The goal was stated.
- Roles of facilitator, recorder/secretary, and others are carried out efficiently.
- Minutes of the previous meeting were reviewed.
- Minutes were taken.
- All or a majority of members attended.
- There were both parents and staff on the committee.
- All committee members were engaged in the meeting.
- Everyone participated with no one person dominating.
  
- Cadres reported their work to the committee and sought constructive feedback.
- The committee gave constructive feedback to the cadre representatives
- The meeting proceeded smoothly.
- Members were prepared.
- The committee accomplished its agenda.
- The committee planned the agenda for the next meeting.
- The committee kept to its agreed meeting time.

**Studying the minutes shows:**

- The committee meets every other week.

- The minutes are clear, easily understandable, and contain enough explanatory material to communicate all the important content of the meeting.
- Cadres report out at each meeting.
- Feedback provided to the cadres is constructive.
- The committee has recommended some solutions to the SAW within the past year.
- The committee monitors the pilots or implementation of solutions that have been approved by the SAW.
- All challenge areas are high-impact areas that are focused on student learning or the conditions for learning.
- The meetings usually have all or a majority of members participating.
- Meetings produce results.

***Notes: (attach additional pages if necessary.)***

### **Glossary of Questionnaire Terms For Parents and Staff**

Assessment	A process of collecting information and organizing it to allow a judgment (the evaluation) to be made afterwards. In the ASP process, the assessment is carried out through assessment tasks, such as completing the questionnaires or interviewing. Assessment comes before the evaluation and happens throughout the year.
Data	The information that is gathered from the assessment tasks. The information may be student achievement levels, the questionnaire responses, or meeting minutes, for example.
Deficits	This refers to what is missing, or weaknesses. In Accelerated Schools, we concentrate on strengths rather than weaknesses.
External Evaluator	Personnel from the Accelerated Schools center who assist the school in assessing its progress. The evaluator also completes an evaluation report.
Evaluate	The process of making a judgment about the assessment data that has been gathered.
Evaluation	The decision-making process during which a judgment is made about the strengths and challenges of the school's implementation of the Accelerated Schools Project. In the evaluation, the assessment data is judged to reach conclusions about what it means. The evaluation is expressed as one of four levels on the rubric but also in a written report. Evaluation, unlike assessment, happens once during a year.
Implementation	The process where the school puts something new into practice, such as using the governance process. Implementation levels refer to how well the school puts the process into use. These levels are determined during assessment and expressed on the evaluation.
Portfolio	A collection of material that provides evidence of implementation. Schools can put such documents as meeting minutes or student achievement data in their portfolio.
Remedial	Instruction for certain students that is generally slower paced and repetitious for students who have been identified as having a deficit. In an Accelerated School, we concentrate on identifying and building upon strengths rather than on remedial work.
Rubric	An assessment scale that describes increasing levels of skill or implementation. There are four levels of implementation on the rubric included in this assessment and evaluation process, ranging from high to low, "demonstrated," "developing," "stalled," and "no evidence."
School Community	All the students, staff (principal, teachers, secretary, custodian, lunchroom staff, etc.), parents, and involved community members.

APPENDIX B

SUMMARY REPORT ON ASP MODEL PRINCIPLES AND PROCESSES

**TOOL FOR ASSESSMENT OF SCHOOL PROGRESS**

**EVALUATOR SUMMARY SHEET**

School: Columbus Park Preparatory Academy School Year: 2003-04 Launch Yr: 1998

District: Worcester Public Schools Satellite Center: New England Center

Evaluator(s): \*\*\*\*\* Date: June 2, 2004

<b>Evidence on Principles and Processes of the Model</b>
--

*The Evaluator's evaluation of the principles and values includes data from the school observations, classroom observations, portfolio study, and interviews.*

**STRENGTHS:**

- The values of acceleration are clearly demonstrated and are embedded in the daily workings of the school.
- The entire school community collaboratively works toward a shared purpose by meeting, talking, and learning from each other's experiences (communication and collaboration).
- The staff, parents and students are unified in their focus and work together to accelerate learning for all students.
- The school community understands and uses ASP terminology as a working language.
- The atmosphere reflects joy, enthusiasm, and passion for learning that is evident at all levels.
- Members of the school community are empowered to make inquiry-based decisions that promote an environment of acceleration.
- The principal actively supports and encourages members of the school community to make and carry out inquiry-based decisions and action plans.

**CHALLENGES**

- Encourage parents to become active stakeholders in the decision making process; serving as cadre members.
- Continue to train new staff or community members as they join the Columbus Park community.

☒  Demonstrated

APPENDIX C

SUMMARY REPORT ON ASP POWERFUL LEARNING

## TOOL FOR ASSESSMENT OF SCHOOL PROGRESS

### EVALUATOR SUMMARY SHEET

School: Columbus Park Preparatory Academy School Year: 2003-04 Launch Yr: 1998

District: Worcester Public Schools Satellite Center: New England Center

Evaluator(s): \*\*\*\*\*

Date: June 2, 2004

<b>Powerful Learning</b>
--------------------------

*The evaluator's evaluation of powerful learning includes data from the school observations, classroom observations, portfolio study, and interviews.*

#### **STRENGTHS:**

- Students demonstrate their learning through the creation of authentic products and performances.
- Teachers take advantage of teachable moments.
- Students interact with a learning community that exists in and outside the school through field-based experiences and /or technology.
- Textbooks are used as an additional reference tool - they do not drive instruction.
- Instructional content, process and products are differentiated to meet individual student's needs.
- Teachers integrate state, district and/or school standards to plan curriculum.
- The school demonstrates consistent progress toward targeted growth as defined by state and district requirements.
- Evidence of learning through inquiry was evident in some classrooms (science, computer lab).
- Most of the displays around the school are student work that shows originality, creativity, and higher order thinking.
- Classrooms are set up so that each learner can independently access and use materials, books, equipment, and reference materials.
- The school exhibits and celebrates student learning with the community.

#### **CHALLENGES:**

- Students should be involved in the planning of instruction; creating more opportunities for students to follow up on their individual interests and pursue independent study (differentiating instruction based on needs and interests).

☒  Demonstrated

APPENDIX D

SUMMARY REPORT ON INQUIRY PROCESS AND GOVERNANCE STRUCTURE



**TOOL FOR ASSESSMENT OF SCHOOL PROGRESS**

**EVALUATOR SUMMARY SHEET**

School: Columbus Park Preparatory Academy School Year: 2003-04 Launch Yr: 1998

District: Worcester Public Schools Satellite Center: New England Center

Evaluator(s): \*\*\*\*\* Date: June 2, 2004

<b>Inquiry Process and Governance Structure</b>
---

*The Evaluator's evaluation of the governance includes data from cadre and steering committee observations, portfolio study, and interviews.*

**STRENGTHS:**

- Inquiry is used to make data-driven decisions that promote acceleration.
- The school community routinely addresses each step of the inquiry process as noted on the inquiry wheel.
- The school's governance structure includes three tiers: cadres, a steering committee and the school as a whole.
- The school staff actively participates in the work of various governance bodies within the school.
- Minutes are kept of cadre and steering meetings.
- Steering committee meetings run effectively and focus on acceleration and student achievement.
- The majority of cadre time is consistently spent using inquiry strategies to support powerful learning.

**CHALLENGES:**

- Cadre action plans should be written up with an assessment timeline included in the plan. Cadres should assess effectiveness of decisions implemented and share with staff.
- Encourage parental involvement (and student participation where appropriate) in cadre work.

☒  Demonstrated

APPENDIX E  
LIST OF DATA ELEMENTS

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**School Context Characteristics**

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Grade levels of school

Number of students attending the school

Weighted pupil units

Year the school opened

Year round calendar?

Calendar date of school year

Length of school day

Length of school year

Number of instruction days

Number of non-instructional days

Average daily instruction time

Student teacher ratio

Student teacher ratio by subject area

Student teacher ratio by grade level

Student administrator ratio

Average class size

Average class size by subject area

Is this a charter school?

Has your school gained Blue Ribbon recognition? What year?

Does your school receive Title One assistance?

School's population status – US Census Bureau

Does your school conduct home visits?

Does your school require student uniforms?

Does your school require parental conferences?

Student suspension policies

Student expulsion policies

Student attendance policies

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Limited English Proficiency Policies  
 Gifted and Talented Policies  
 English as a Second Language Policies  
 Special Education Policies

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**Student Context Characteristics**

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Percent of students with Limited English proficiency  
 Percent of students with non-English home language  
 Percent of students receiving AFDC  
 Percent of students receiving free or reduced lunch  
 Number of economically disadvantaged students  
 Fee waivers  
 Percent of students receiving gifted and talented services  
 Percent of students in ESL classes  
 Percent of students that are bilingual  
 Percent of students in special ed classes, IEP  
 Students with disabilities  
 Percent of students in a migrant education program  
 Percent of students in remedial education programs  
 Percent of students in vocational programs  
 Percent of students by race  
 Percent of students by gender

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**Staff Context Characteristics**

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Number of teachers FTE (full time equivalent)  
 Percent of full-time staff  
 Percent of part-time staff  
 Percent of teacher assistants  
 Percent of teacher aides

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Number/percent of special education teachers  
Number/percent of administrators  
Number/percent of assistant principals  
Number/percent of business managers  
Number/percent clerical workers  
Number/percent of counselors  
Number/percent librarians  
Number/percent custodians  
Number/percent of other professional staff  
Number of non instructional support staff  
Percent of non-certified teachers  
Percent of non-certified teachers by subject area  
Percent of certificated staff  
Percent of teachers eligible to teach out of certification area  
Percent of staff by race  
Percent of staff by ethnicity  
Percent of staff by gender  
Rate of staff turnover by instructional level  
Teacher mobility rate  
Teacher mobility rate by subject area  
Teacher mobility rate by instructional level  
Staff attendance rate  
Average number of days teachers absent  
Number of teacher days without student contact  
Number of professional development days  
Types and content of professional development activities  
Experience levels of the teachers – number of years taught  
Age levels of the teachers  
Average age of teachers

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Educational attainment of teachers – bachelors, masters or doctorate

Average teacher salary

Conferences attended by teachers

Number of years principal at this school

Age and experience of principal

Age and experience of superintendent

Type and content of professional development activities

Changes in leadership during the past year? Who?

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### **Enrollment Data**

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Total school enrollment

Enrollment by grade

Student attendance rate

Average daily membership

Average daily attendance

Absenteeism rate for students

Enrollment change

Enrollment change for transfers

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### **Student Outcome Data**

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Student mobility rate

Number of students who enrolled after school started

Number of students who withdrew before school ended

Transfers in

Transfers out

Student retention rate

Student promotion rate

In-school suspension

Out-of-school suspension

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Number of suspensions involving drugs, weapons, alcohol

Police reports

Safety and discipline incidents reported

Student's participation in extra-curricular activities

Types of after school programs

Types of extra-curricular activities

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### **Parental Participation Data**

Parents involved in PTA

Parents participation in school-sponsored functions

Parents participation in extra-curricular activities

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### **Technology Data**

Number of computers for student use

Number of computers for teacher use

Percent of computers available for student use

Number of classrooms with Internet access

Number of classrooms with cable TV access

Number of classrooms with interactive distance learning capabilities

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### **Other Data**

Changes in school funding in the past year

Grants, awards, honors, scholarships received at school

Updates or changes to building structure

Events that have impacted school – positive or negative

Implementation of new programs

Implementation of new policies

Significant fundraisers - bake-offs, car washes, etc.

Schools relationship with the business community

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APPENDIX F  
DATA ELEMENT ELIMINATION PROCESS



	Do data demonstrate the progress and accomplishments of accelerated schools? Or do they place the outcomes of interest into a framework that can help to shed light on the data?	Are data easily accessible?	Are data economical in terms of time needed to answer the question?	Are data understandable by the intended audience?
<b>School Context Characteristics</b>				
Grade levels of school	yes	yes	yes	yes
Number of students attending the school	yes	yes	yes	yes
Weighted pupil units	yes	yes	yes	<b>no</b>
Year the school opened	yes	yes	yes	yes
Year round calendar?	<b>no</b>	yes	yes	yes
Calendar date of school year	yes	yes	yes	yes
Length of school day	<b>no</b>	yes	yes	yes
Length of school year	<b>no</b>	yes	yes	yes
Number of instruction days	yes	yes	<b>no</b>	yes
Number of non-instructional days	yes	yes	<b>no</b>	yes
Average daily instruction time	yes	yes	<b>no</b>	Yes
Student teacher ratio	yes	yes	yes	yes
Student teacher ratio by subject area	yes	<b>no</b>	<b>no</b>	yes

	Do data demonstrate the progress and accomplishments of accelerated schools? Or do they place the outcomes of interest into a framework that can help to shed light on the data?	Are data easily accessible?	Are data economical in terms of time needed to answer the question?	Are data understandable by the intended audience?
Student teacher ratio by grade level	yes	<b>no</b>	<b>no</b>	yes
Student administrator ratio	yes	<b>no</b>	<b>no</b>	yes
Average class size	yes	yes	yes	yes
Average class size by subject area	yes	yes	yes	yes
Is this a charter school?	yes	yes	yes	yes
Has your school gained Blue Ribbon recognition? What year?	yes	yes	yes	yes
Does your school receive Title One assistance?	yes	yes	yes	yes
School's population status – US Census Bureau	yes	<b>no</b>	<b>no</b>	yes
Does your school conduct home visits?	yes	yes	yes	yes
Does your school require student uniforms?	yes	yes	yes	yes
Does your school require parental conferences?	yes	yes	yes	yes
Student suspension policies	yes	yes	yes	yes

	Do data demonstrate the progress and accomplishments of accelerated schools? Or do they place the outcomes of interest into a framework that can help to shed light on the data?	Are data easily accessible?	Are data economical in terms of time needed to answer the question?	Are data understandable by the intended audience?
Student expulsion policies	yes	yes	yes	yes
Student attendance policies	yes	yes	yes	yes
Limited English Proficiency Policies	yes	yes	yes	yes
Gifted and Talented Policies	yes	yes	yes	yes
English as a Second Language Policies	yes	yes	yes	yes
Special Education Policies	yes	yes	yes	yes
<b>Student Context Characteristics</b>				
Percent of students with Limited English proficiency	yes	yes	yes	yes
Percent of students with non-English home language	yes	<b>no</b>	<b>no</b>	yes
Percent of students receiving AFDC	yes	yes	yes	yes
Percent of students receiving free or reduced lunch	yes	yes	yes	yes

	Do data demonstrate the progress and accomplishments of accelerated schools? Or do they place the outcomes of interest into a framework that can help to shed light on the data?	Are data easily accessible?	Are data economical in terms of time needed to answer the question?	Are data understandable by the intended audience?
Number of economically disadvantaged students	yes	<b>no</b>	<b>no</b>	yes
Fee waivers	yes	<b>no</b>	<b>no</b>	<b>no</b>
Percent of students receiving gifted and talented services	yes	yes	yes	yes
Percent of students in ESL classes	yes	yes	yes	yes
Percent of students that are bilingual	yes	<b>no</b>	<b>no</b>	yes
Percent of students in special ed classes, IEP	yes	yes	yes	yes
Students with disabilities	<b>no</b>	yes	yes	yes
Percent of students in a migrant education program	yes	yes	yes	yes
Percent of students in remedial education programs	<b>no</b>	yes	<b>no</b>	<b>no</b>
Percent of students in vocational programs	<b>no</b>	yes	yes	yes

	Do data demonstrate the progress and accomplishments of accelerated schools? Or do they place the outcomes of interest into a framework that can help to shed light on the data?	Are data easily accessible?	Are data economical in terms of time needed to answer the question?	Are data understandable by the intended audience?
Percent of students by race – White, African American, Hispanic, Bi/multi racial, Asian, and Other	yes	yes	yes	yes
Percent of students by gender	yes	yes	yes	yes
<b>Staff Context Characteristics</b>				
Number of teachers FTE (full time equivalent)	yes	yes	yes	yes
Percent of full-time staff	yes	yes	<b>no</b>	yes
Percent of part-time staff	yes	yes	yes	yes
Percent of teacher assistants	yes	yes	yes	yes
Percent of teacher aides	yes	yes	yes	yes
Number/percent of special education teachers	yes	yes	yes	yes
Number/percent of administrators	yes	<b>no</b>	<b>no</b>	yes
Number/percent of assistant principals	<b>no</b>	yes	yes	yes
Number/percent of business managers	<b>no</b>	yes	yes	yes

	Do data demonstrate the progress and accomplishments of accelerated schools? Or do they place the outcomes of interest into a framework that can help to shed light on the data?	Are data easily accessible?	Are data economical in terms of time needed to answer the question?	Are data understandable by the intended audience?
Number/percent clerical workers	<b>no</b>	yes	yes	yes
Number/percent of counselors	<b>no</b>	yes	yes	yes
Number/percent librarians	<b>no</b>	yes	yes	yes
Number/percent custodians	<b>no</b>	yes	yes	yes
Number/percent of other professional staff	<b>no</b>	yes	yes	yes
Number of non instructional support staff	<b>no</b>	yes	yes	yes
Percent of non-certified teachers	<b>no</b>	yes	yes	yes
Percent of non-certified teachers by subject area	yes	<b>no</b>	<b>no</b>	yes
Percent of certificated staff	yes	yes	yes	yes
Percent of teachers eligible to teach out of certification area	yes	yes	<b>no</b>	yes
Percent of staff by race	yes	yes	<b>no</b>	yes
Percent of staff by ethnicity	<b>no</b>	yes	<b>no</b>	yes
Percent of staff by gender	<b>no</b>	yes	<b>no</b>	yes

	Do data demonstrate the progress and accomplishments of accelerated schools? Or do they place the outcomes of interest into a framework that can help to shed light on the data?	Are data easily accessible?	Are data economical in terms of time needed to answer the question?	Are data understandable by the intended audience?
Rate of staff turnover by instructional level	yes	yes	<b>no</b>	yes
Teacher mobility rate	yes	yes	yes	yes
Teacher mobility rate by subject area	yes	<b>no</b>	<b>no</b>	yes
Teacher mobility rate by instructional level	yes	<b>no</b>	<b>no</b>	yes
Staff attendance rate	yes	<b>no</b>	<b>no</b>	yes
Average number of days teachers absent	yes	<b>no</b>	<b>no</b>	yes
Number of teacher days without student contact	<b>no</b>	yes	<b>no</b>	yes
Number of professional development days	yes	yes	yes	yes
Types and content of professional development activities	yes	yes	yes	yes
Experience levels of the teachers – number of years taught	yes	yes	yes	yes
Age levels of the teachers	<b>no</b>	<b>no</b>	<b>no</b>	yes

	Do data demonstrate the progress and accomplishments of accelerated schools? Or do they place the outcomes of interest into a framework that can help to shed light on the data?	Are data easily accessible?	Are data economical in terms of time needed to answer the question?	Are data understandable by the intended audience?
Average age of teachers	<b>no</b>	<b>no</b>	<b>no</b>	yes
Educational attainment of teachers – bachelors, masters or doctorate	yes	<b>no</b>	<b>no</b>	yes
Average teacher salary	<b>no</b>	<b>no</b>	<b>no</b>	yes
Conferences attended by teachers	yes	yes	yes	yes
Number of years principal at this school	yes	yes	yes	yes
Age and experience of principal	yes	yes	<b>no</b>	yes
Age and experience of superintendent	yes	yes	<b>no</b>	yes
Type and content of professional development activities	yes	yes	yes	yes
Changes in leadership during the past year? Who?	yes	yes	yes	yes
<b>Enrollment Data</b>				



	Do data demonstrate the progress and accomplishments of accelerated schools? Or do they place the outcomes of interest into a framework that can help to shed light on the data?	Are data easily accessible?	Are data economical in terms of time needed to answer the question?	Are data understandable by the intended audience?
Total school enrollment	yes	yes	yes	yes
Enrollment by grade	yes	yes	yes	yes
Student attendance rate	yes	yes	yes	yes
Average daily membership	yes	yes	yes	yes
Average daily attendance	yes	<b>no</b>	<b>no</b>	yes
Absenteeism rate for students	yes	<b>no</b>	<b>no</b>	yes
Enrollment change	yes	<b>no</b>	<b>no</b>	yes
Enrollment change for transfers	yes	<b>no</b>	<b>no</b>	yes
<b>Student Outcome Data</b>				
Student mobility rate	yes	yes	yes	yes
Number of students who enrolled after school started	<b>no</b>	yes	<b>no</b>	yes
Number of students who withdrew before school ended	<b>no</b>	yes	<b>no</b>	yes
Transfers in	<b>no</b>	yes	<b>no</b>	yes

	Do data demonstrate the progress and accomplishments of accelerated schools? Or do they place the outcomes of interest into a framework that can help to shed light on the data?	Are data easily accessible?	Are data economical in terms of time needed to answer the question?	Are data understandable by the intended audience?
Transfers out	<b>no</b>	yes	<b>no</b>	yes
Student retention rate	yes	yes	yes	yes
Student promotion rate	yes	yes	yes	yes
In-school suspension	yes	yes	yes	yes
Out-of-school suspension	yes	yes	yes	yes
Number of suspensions involving drugs, weapons, alcohol	<b>no</b>	yes	<b>no</b>	yes
Police reports	<b>no</b>	yes	<b>no</b>	yes
Safety and discipline incidents reported	yes	yes	yes	yes
Student's participation in extra-curricular activities	yes	yes	yes	yes
Types of after school programs	yes	yes	yes	yes
Types of extra-curricular activities	yes	yes	yes	yes

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### Parental Participation

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	Do data demonstrate the progress and accomplishments of accelerated schools? Or do they place the outcomes of interest into a framework that can help to shed light on the data?	Are data easily accessible?	Are data economical in terms of time needed to answer the question?	Are data understandable by the intended audience?
<b>Data</b>				
Parents involved in PTA	yes	yes	yes	yes
Parents participation in school-sponsored functions	yes	yes	yes	yes
Parents participation in extra-curricular activities	yes	yes	yes	yes
Does the school have a relationship with the business community? Describe the nature of the relationship.	yes	yes	yes	yes
<b>Technology Data</b>				
Number of computers for student use	yes	yes	yes	yes
Number of computers for teacher use	yes	yes	yes	yes
Percent of computers available for student use	yes	<b>no</b>	<b>no</b>	yes
Number of classrooms with Internet access	yes	yes	yes	yes
Number of classrooms with	yes	yes	yes	yes

	Do data demonstrate the progress and accomplishments of accelerated schools? Or do they place the outcomes of interest into a framework that can help to shed light on the data?	Are data easily accessible?	Are data economical in terms of time needed to answer the question?	Are data understandable by the intended audience?
cable TV access				
Number of classrooms with interactive distance learning capabilities	yes	yes	yes	yes
<b>Other Data</b>				
Changes in school funding in the past year	yes	yes	yes	yes
Grants, awards, honors, scholarships received at school	yes	yes	yes	yes
Updates or changes to building structure	yes	yes	yes	yes
Events that have impacted school – positive or negative	yes	yes	yes	yes
Implementation of new programs	yes	yes	yes	yes
Implementation of new policies	yes	yes	yes	yes
Significant fundraisers - bake-offs, car washes, etc.	<b>no</b>	yes	yes	yes

APPENDIX G  
PRODUCT PLAN

<b><u>Objective</u></b> Given your mission, what are your objectives?	<b><u>Action Steps</u></b> What action steps are required to meet each objective?	<b><u>Resources Needed</u></b> What resources will you need to take these actions?	<b><u>Obstacles</u></b> What obstacles might prevent you from taking action steps?	<b><u>Evaluation</u></b> How will you know when you've met your objectives?
<b>Build a literature base</b>	Review existing literature to determine state of knowledge  Review evaluation practices of other school reform organizations, government and non-profit agencies	Access to Internet, library, current journals	Lack of a strong research base in the literature  Lack of information from other school reform organizations, government and non-profit agencies	This step will be ongoing and research base will be redefined as the body of research evolves
<b>Pilot test the system in schools</b>	Pilot test the system in selected ASP schools  Refine system and develop method based on feedback from schools, staff, etc.	Time from staff to administer, review and critique, the system	Lack of participation from teachers and schools	Staff will gain awareness as they begin to use the instrument  Staff will support use of the system
<b>Implement the system in schools</b>	Post the outcome reporting system on the Internet	Personnel to set up the system	Lack of funding  Schools that may not have Internet access	Data collection system will be installed  Schools begin to use the system

<b><u>Objective</u></b> Given your mission, what are your objectives?	<b><u>Action Steps</u></b> What action steps are required to meet each objective?	<b><u>Resources Needed</u></b> What resources will you need to take these actions?	<b><u>Obstacles</u></b> What obstacles might prevent you from taking action steps?	<b><u>Evaluation</u></b> How will you know when you've met your objectives?
	Inform schools of the new network		Lack of support from school staff	
<b>Develop a system to train coaches and school personnel to gather and report the data</b>	Develop training materials for coaches  Implement training in all schools	Funding for coaches, training materials, resources  Time off needed for school staff to train	Lack of staff time to train  Lack of resources (money, expertise) to train	Training will be completed at all schools and satellite centers  Schools will be prepared to use system on an annual basis
<b>Utilize outcome data for the evaluation of the program</b>	Use statistical programs to collect and analyze data	Programmers, statisticians	Unsafe scientific practices	The analysis of data will provide information to refine and improve the model

### Objectives of the System

The dissertation will utilize a research and development (R&D) process to develop the reporting system. Accordingly, the following steps will be implemented:

1. Identify outcomes and context characteristics that should be monitored by an ASP reporting system
2. Identify indicators that should be used to measure the outcomes and context characteristics
3. Perform a preliminary field test with an expert panel of educational professionals
4. Develop a preliminary form of the reporting system
5. Perform a main field test of the reporting system to a sample in the ASP network
6. Report field test results
7. Revise the preliminary reporting system based on main field test results
8. Recommend a document to be used for the reporting system of outcomes
9. Provide recommendations for dissemination and implementation of the system

### Intended Target Audience

The target audience for the reporting system data includes interested parties that want to examine the outcomes and context characteristics of Accelerated Schools. This includes: schools, parents, teachers, students, principals, policy makers, researchers, those funding grants, ASP National Center, satellite centers, public, and all other interested parties. The target audience includes other school reform organizations that can benefit from using this study as a model to develop their own reporting system.



### Proposed Applications of Reporting System

1. It will be used as a tool to generate school summary reports to each school summarizing their data (e.g., ASP school report card).
2. The ASP movement will begin building a longitudinal database for schools within the ASP network.
3. The database will serve as a research base for educators, policy makers, researchers and the public, and be used for: (a) the comparison of Accelerated Schools with similar demographics, and (b) linking the data to implementation of the model.
4. The procedure used in this study will serve as a model for other school reform organizations to develop their own reporting systems.

APPENDIX H  
DATA ELEMENT CHARTS

## Context Characteristic

Grade levels of school



List the appropriate grade levels of the school (e.g., K-6, K-3, etc.)

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Number of students attending the school



Provide a count of the number of students that attend the school

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

**Context Characteristic**

Year the school opened



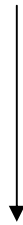
The year that the school began to operate as a school

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Calendar date of school year



List the calendar dates that the school is in session for that year

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Student-teacher ratio



The fall enrollment in a school divided by the full-time equivalent (FTE) number of teachers in that school

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Average class size



The average class size is the number of students enrolled divided by the number of classes.

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way



## Context Characteristic

Average class size by subject area



The average class size is the number of students enrolled divided by the number of classes in each subject area.

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

### Context Characteristic

Is this a charter school?



State *yes* or *no* as to whether the school is governed by charter school membership laws.

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

### Context Characteristic

Has your school received a Blue Ribbon award? If so, what year?



Indicate “yes” or “no” as to whether the school has received a Blue Ribbon award. If yes, list the year.

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

### Context Characteristic

Does your school receive Title One assistance?



Indicate “yes” or “no” as to whether the school receives any type of Title One funding.

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

### Context Characteristic

Does your school conduct home visits?



Indicate “yes” or “no” as to whether the school conducts home visits.

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

### Context Characteristic

Does your school require student uniforms?



Indicate “yes” or “no” as to whether the school requires student uniforms.

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

### Context Characteristic

Does your school require parental conferences?



Indicate “yes” or “no” as to whether the school requires parental conferences.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Student suspension/expulsion/attendance policies



List the school's student suspension/expulsion/attendance policies

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way



### Context Characteristic

LEP (Limited English proficiency), GT (Gifted and talented), ESL (English as a second language), and special educations policies



List the school's LEP, GT, ESL, and special education policies

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

### Context Characteristic

Percent of students with limited English proficiency



Divide the total number of LEP students by the total student enrollment at the end of the school year. Multiply by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Percent of students receiving AFDC



Divide the number of students who receive AFDC by the total student enrollment. Multiply by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Percent of students receiving free or reduced lunch



Divide the number of students eligible for free or reduced lunch by the total student enrollment. Multiply by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

### Context Characteristic

Percent of students receiving gifted and talented services



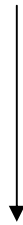
Divide the number of students enrolled in programs for the gifted and talented by the total student enrollment.  
Multiply by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Percent of students in ESL classes



Divide the number of students enrolled in ESL classes by the total student enrollment. Multiply by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Percent of students in special ed classes, IEP



Divide the number of students enrolled in special education classes by the total student enrollment. Multiply by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Percent of students in a migrant education program



Divide the number of students enrolled in a migrant education program by the total student enrollment.  
Multiply by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way



### Context Characteristic

Percent of students by race – White, African-American, Hispanic, Bi/multi-racial, Asian



Divide the number of students belonging to a particular racial group by the total student enrollment. Multiply by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Percent of students by gender



Divide the number of students belonging to a particular gender by the total fall enrollment. Multiply by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Number of teachers FTE (full-time equivalent)



Provide a count of the number of teachers who are full-time equivalent status at the school.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Percent of part-time staff



Divide the number of part-time staff by the total number of teachers at the school. Multiply this number by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Number/percent of special education teachers



Divide the number of special education teachers by the total number of teachers and multiply by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Teacher mobility rate



Divide the number of incoming teachers for that year by the total count of teachers in the school. Multiply this number by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Types and content of professional development activities



Name the types of professional development activities that have already occurred or will occur during the school year. Briefly describe the content of the development activities.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Experience levels of the teachers – average number of years taught



Average teaching experience is the sum of the years of teaching experience for all classroom teachers in the school divided by the total number of classroom teachers

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way



## Context Characteristic

Conferences attended by teachers



Name the conferences that have already been attended or will be attended by teachers during the school year

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

### Context Characteristic

Number of years principal at this school



List the number of years that the principal has served in that role at that particular school

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

### **Context Characteristic**

Have there been any changes of leadership during the past year? Who?



List any major changes in leadership that have occurred during the current or preceding school year

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Total school enrollment



Number of students enrolled at the school as of October 1 of the current year

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Enrollment by grade



Number of students enrolled at the school by each grade as of October 1 of the year.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Student attendance rate



Total number of days of attendance (the days students are present when school is in session) for all students divided by total number of school days in a given period.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Average daily membership



ADM (potential attendance). ADM is the aggregate number of students belonging, whether present or absent each day, divided by the number of days the school is actually in session.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Student mobility rate



Divide the total number of new entries, reentries, and withdrawals during the school year by the total number of students who were enrolled at the start (October 1) of the school year. Multiply this number by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way



## Outcome

Student retention rate



Divide the students who are retained (“held back” a grade) during the school year by the total student enrollment. Multiply this number by 100 to yield a percentage rate.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Student promotion rate



Divide the number of students who are promoted to the next grade level at the end of the school year by the total number of students with an end-of-year record. Multiply this number by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

In-school suspension



Divide the number of students that have been suspended in-school divided by the total school enrollment. Multiply by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Out-of-school suspension



Divide the number of students that have been suspended out of school by the total school enrollment. Multiply by 100 to yield a percentage.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Safety and discipline incidents reported



List the safety and discipline incidents that have been reported during the school year

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Student's participation in extra-curricular activities



The participation rate is the count of students taking part in an extra-curricular area, and the overall or combined rate is the total of the individual rates. Participation may be overestimated if individual students participated in more than one activity. The group or event must not be offered for credit or grade

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Types of after school programs



List the types of after school programs that are available to students in the school

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Types of extra-curricular activities



List the types of extra-curricular activities that are offered in the school. The event must not be offered for credit or contribute to a grade.

The above indicator:

- measures the intended outcome
- has a designation such as *count, number, divide, percentage, rate, average, sum, list, name, indicate, or describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way



## Outcome

Parents involved in PTA



Count the number of parents that regularly attend PTA meetings (more than 2 a year).

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Parent's participation in school-sponsored functions



The participation rate is the count of parents taking part in a school-sponsored function, and the overall or combined rate is the total of the individual rates. Participation may be overestimated if individual parents participate in more than one activity.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Parent's participation in extra-curricular activities



The participation rate is the count of parents taking part in an extra-curricular area, and the overall or combined rate is the total of the individual rates. Participation may be overestimated if individual parents participate in more than one activity.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Parental participation in cadres



The participation rate is the count of parents taking part in cadres meetings.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Parental participation on Steering Committee



The participation rate is the count of parents taking part in steering meetings.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

### Context Characteristic

Does the school have a relationship with the business community? If so, list the businesses and the nature of the relationships.



List the relationships that the school has with the business community.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Number of computers for student use



List the number of computers that students have access to  
in the school building

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Number of computers for teacher use



List the number of computers that the teachers have access to in the school building.

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way



## Context Characteristic

Number of classrooms with Internet access



Provide a count of the number of classrooms that are connected to the Internet

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Number of classrooms with cable television access



Provide a count of the number of classrooms that have access to cable television

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Number of classrooms with interactive distance learning capabilities



Provide a count of the number of classrooms that have interactive distance learning capabilities

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Changes in school funding in the past year



List any significant changes in school funding that have occurred in the school past year

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Grants, awards, honors, scholarships received at school



List the grants, awards, honors, and /or scholarships that have been received at school for the previous year

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Updates or changes to building structure



Provide a list of the updates or changes that have been made to building structure during the previous year

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Context Characteristic

Events that have impacted school - positive or negative



List positive or negative events that may have impacted the school in the previous year

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

## Outcome

Implementation of new programs



List and describe new programs that have been implemented within the past year

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way



## Outcome

Implementation of new policies



List and describe any new policies that have been implemented within the past year

The above indicator:

- measures the intended outcome
- has a designation such as *count*, *number*, *divide*, *percentage*, *rate*, *average*, *sum*, *list*, *name*, *indicate*, or *describe*
- is sufficiently specific in its wording to measure the outcome in a meaningful way

APPENDIX I  
EXPERT PANEL SURVEY

Dear Expert Panel Member,

With the support of the National Center for the Accelerated Schools Project at the University of Connecticut, I am proposing to develop a reporting system to collect data in Accelerated Schools across the nation. The system will serve as a longitudinal database of information to monitor the outcomes of ASP schools, and will provide regular, understandable accounts of each school's progress to inform policymakers, educators, and the public.

The reporting system is currently in its development phase, and you have been chosen as part of an expert panel to provide your feedback on the selection of appropriate outcomes for the instrument. This questionnaire will explore your thoughts on the importance of outcomes in meeting a specific set of criteria. You will also have an opportunity to provide additional input on other important outcomes for tracking the progress of Accelerated Schools.

The purpose of the reporting system is to collect data on the outcomes of ASP schools (i.e., contextual factors of the school, staff data, enrollment data, student achievement, parental participation, etc.). It is important to note that the reporting system will not measure implementation of the ASP process, since this is the responsibility of the *Tools for Assessing Progress*. It is hoped that the reporting system will be utilized in combination with assessment tools that measure implementation of the ASP process to examine the effectiveness of the model.

Thank you for taking time to complete the questionnaire. If you have any questions, please email me at [jennifer-stephens@tamu.edu](mailto:jennifer-stephens@tamu.edu) or call 870-983-2469. You can fax the questionnaire to me at 501-325-4199.

Sincerely,

Jennifer Stephens  
Texas A&M University

### Reporting System Questionnaire

The following definition of *outcome* will be used for the purposes of this study:

Outcome - The result of interactions between individuals and schooling experiences. They may be direct or indirect, positive or negative, and intended or unintended. For example, parental participation is an outcome used to measure the extent that parents participate in school activities.

It is our goal that the *outcomes* for the reporting system will meet the following criteria:

- The outcomes are consistent with objectives of the ASP model.
- The outcomes can demonstrate the progress and accomplishments (or lack thereof) of Accelerated Schools.
- The outcomes represent data that are easily accessible by schools.
- The outcomes are economical in terms of time and resources needed to provide the data.
- The outcomes are understandable by the intended audience (e.g., educators, public, policymakers, and researchers).

**Given the above criteria, please rate the importance of these data for examining the condition and progress of ASP schools:**

<b>School Context Data</b>					
Grade levels of school	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Number of students	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Year the school opened	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Calendar date of school year	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Student-teacher ratio	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Average class size	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Average class size by subject area	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important

Is this a charter school?	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Has your school received a Blue Ribbon award? If so, what year?	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Does your school receive Title One assistance?	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Does your school conduct home visits?	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Does your school require student uniforms?	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Does your school require parental conferences?	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Student suspension/expulsion/attendance policies	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
LEP, GT, ESL, special ed policies	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
<b>Student Context Data</b>					
Percent of students with limited English proficiency	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Percent of students receiving AFDC	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Percent of students receiving free or reduced lunch	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Percent of students receiving gifted and talented services	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Percent of students in ESL classes	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Percent of students in special ed classes, IEP	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Percent of students in a migrant education program	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important

Percent of students by race – White, African-American, Hispanic, Bi/multi-racial, Asian	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Percent of students by gender	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
<b>Staff Data</b>					
Percent of teachers FTE (full-time equivalent)	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Percent of part-time staff	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Number/percent of teachers, teacher assistants, teacher aides	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Number/percent of special education teachers	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Number/percent of certificated staff	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Teacher mobility rate	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Number of professional development days	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Types and content of professional development activities	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Experience levels of the teachers – number of years taught	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Conferences attended by teachers	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Number of years principal at this school	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Have there been any changes of leadership during the past year? Who?	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
<b>Enrollment Data</b>					
Total school enrollment	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important

Enrollment by grade	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Student attendance rate	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Average daily membership	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
<b>Student Outcome Data</b>					
Student mobility rate	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Student retention rate	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Student promotion rate	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
In-school suspension	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Out-of-school suspension	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Safety and discipline incidents reported	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Student's participation in extra-curricular activities	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Types of after school programs	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Types of extra-curricular activities	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
<b>Parental Participation Data</b>					
Parents involved in PTA	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Parents participation in school-sponsored functions	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Parents participation in extra-curricular activities	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important

Parental participation in cadres	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Parental participation on Steering Committee	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Does the school have a relationship with the business community? Describe the nature of the relationship.	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
<b>Technology Data</b>					
Number of computers for student use	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Number of computers for teacher use	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Number of classrooms with internet access	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Number of classrooms with cable TV access	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Number of classrooms with interactive distance learning capabilities	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
<b>Other Data</b>					
Changes in school funding in the past year	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Grants, awards, honors, scholarships received at school	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Updates or changes to building structure	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Events that have impacted school – positive or negative	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Implementation of new programs	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
Implementation of new policies	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important



Significant fundraisers - bake-offs, car washes, etc.	Extremely important	Very important	Neither important or unimportant	Somewhat unimportant	Not important
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Please name other outcomes not listed above that you consider important for measuring the condition and progress of Accelerated Schools.

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If needed, please provide additional comments for the development of the reporting system.

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What is your current role in the school community?

- Satellite Center Director  
  Principal  
  Teacher  
  ASP Coach

How many years have you been involved with the Accelerated Schools Project?

- 1  
  2-3  
  4-5  
  6-7  
  8+

APPENDIX J  
MAIN FIELD TEST



[Exit this survey >>](#)

Dear ASP Coach/Facilitator,

With the support of the National Center for the Accelerated Schools Project at the University of Connecticut, I am proposing to develop an reporting system to collect data in Accelerated Schools across the nation. The system will serve as a longitudinal database of information to monitor the outcomes and context characteristics of ASP schools, and will provide regular, understandable accounts of each school's data to inform policymakers, educators, and the public.

The reporting system is currently in its development phase, and you have been chosen to provide feedback about the instrument. This information will be held strictly confidential and the findings will in no way identify you or your school, district, or state. Your participation is strictly voluntary and you are free to withdraw from the project at any time without fear of future prejudice. Your participation in the program will have no effect on your relationship with the Accelerated Schools Project. Your name or other identifying characteristics will not be used in conjunction with responses received by the survey, and only the principal investigator will have access to the results from the survey. Please contact the persons listed below if you have any questions.

This research study has been reviewed and approved by the Institutional Review Board – Human Subjects in Research, Texas A&M University. For research related problems or questions regarding subjects' rights, the Institutional Review Board may be contacted through Michael W. Buckley, Director, Research Compliance and Administration, Office of

the Vice President for Research and Associate Provost for Graduate Studies, (979) 845-8585. Be assured that your name will not be associated in any way with the research findings. All notes will be securely stored and destroyed when the project is over. Thank you for your help in this project.

Contact Information:

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[Exit this survey >>](#)

## Survey Directions

IMPORTANT - PLEASE READ THE FOLLOWING DIRECTIONS CAREFULLY:

The purpose of the reporting system is to collect data on the outcomes and contextual characteristics of ASP schools (i.e., school context, student context data, staff context data, enrollment data, student outcome data, parental participation, and technology data). It is important to note that the reporting system will not measure implementation of the ASP process, since this is the responsibility of other ASP evaluation tools. In this survey, you will be asked to: (a) evaluate the relevance of outcomes and context characteristics for the reporting system, and (b) rank the ease of collecting the information in your school on a yearly basis.

While answering these questions, please keep in mind that it is the goal of the reporting system data to meet the following criteria listed below.

1. Data must be consistent with objectives of the ASP model.
2. Data must demonstrate the progress and accomplishments of Accelerated Schools, and/or place the outcomes of interest into a framework that can help to shed light on the data.
3. Data must be easily accessible by schools.
4. Data must be economical in terms of time and resources

needed to provide the data.

5. Data must be understandable by the intended audience (e.g., educators, public, policymakers, and researchers).

YOU WILL NOW BEGIN THE SURVEY

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[Exit this survey >>](#)

## Grade Levels of the School (1 of 40 Questions)

Consider the following information:

List the grade levels in your school (e.g., K-6, K-3, etc.).

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

[<< Prev](#)      [Next >>](#)

[Exit this survey >>](#)

## Number of Students (2 of 40 Questions)

Consider the following question:

**How many students attend your school at the present date?**

**Should this information be included in the reporting system?**

Yes

No

If you answered no, why not?

**How difficult would it be for your school to provide this information on a yearly basis?**

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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[Exit this survey >>](#)

### Implementation Year (3 of 40 Questions)

Consider the following question:

**What year did your school implement the ASP model?**

**Should this information be included in the reporting system?**

Yes

No

If you answered no, why not?

**How difficult would it be for your school to provide this information on a yearly basis?**

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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[Exit this survey >>](#)

### Average class size (4 of 40 Questions)

Consider the following information:

#### AVERAGE CLASS SIZE

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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[Exit this survey >>](#)

## Title One Assistance (5 of 40 Questions)

Consider the following question:

**Does your school receive TITLE ONE ASSISTANCE?**

**Should this information be included in the reporting system?**

Yes

No

If you answered no, why not?

**How difficult would it be for your school to provide this information on a yearly basis?**

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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[Exit this survey >>](#)

## Home Visits (6 of 40 Questions)

Consider the following question:

**Does your school conduct home visits?**

**Should this information be included in the reporting system?**

Yes

No

If you answered no, why not?

**How difficult would it be for your school to provide this information on a yearly basis?**

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Parental Conferences (7 of 40 Questions)

Consider the following question:

**Does your school require PARENTAL CONFERENCES?**

**Should this information be included in the reporting system?**

Yes

No

If you answered no, why not?

**How difficult would it be for your school to provide this information on a yearly basis?**

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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### Limited English Proficiency Students (8 of 40 Questions)

Consider the following information:

Percent of students with LIMITED ENGLISH PROFICIENCY (LEP)

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Students Receiving AFDC Funding (9 of 40 Questions)

Consider the following information:

**Percent of students receiving American Families with Dependent Children (AFDC) funding**

**Should this information be included in the reporting system?**

Yes

No

If you answered no, why not?

**How difficult would it be for your school to provide this information on a yearly basis?**

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Students Receiving Free or Reduced Lunch

(10 of 40 Questions)

Consider the following information:

Percent of students receiving FREE OR REDUCED LUNCH

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Students Receiving Gifted and Talented Services

(11 of 40 Questions)

Consider the following information:

**Percent of students receiving GIFTED AND TALENTED SERVICES**

**Should this information be included in the reporting system?**

No

Yes

If you answered no, why not?

**How difficult would it be for your school to provide this information on a yearly basis?**

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## ESL Students (12 of 40 Questions)

Consider the following information:

Percent of students in ESL classes

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Students in Special Ed Classes

(13 of 40 Questions)

Consider the following information:

Percent of students in SPECIAL ED CLASSES

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Students in a Migrant Education Program

(14 of 40 Questions)

Consider the following information:

**Percent of students in a MIGRANT EDUCATION PROGRAM**

**Should this information be included in the reporting system?**

Yes

No

If you answered no, why not?

**How difficult would it be for your school to provide this information on a yearly basis?**

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Percent of Students by Race (15 of 40 Questions)

Consider the following information:

Percentage of students by race: (White, African-American, Hispanic, Bi/multi-racial, Asian, Other)

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Gender of Students (16 of 40 Questions)

Consider the following information:

**Percent of STUDENTS BY GENDER**

**Should this information be included in the reporting system?**

Yes

No

If you answered no, why not?

**How difficult would it be for your school to provide this information on a yearly basis?**

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Qualified Teachers (17 of 40 Questions)

Consider the following information:

**Percent of QUALIFIED TEACHERS**

**Should this information be included in the reporting system?**

Yes

No

If you answered no, why not?

**How difficult would it be for your school to provide this information on a yearly basis?**

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Teacher Mobility Rate (18 of 40 Questions)

Consider the following information:

### TEACHER MOBILITY RATE

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Number of Years Principal at School

(19 of 40 Questions)

Consider the following information:

Number of years that the principal has served in that role at your school.

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Changes in Leadership (20 of 40 Questions)

Consider the following information:

Changes in leadership that have occurred during the current or preceding school year.

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Student Mobility Rate (21 of 40 Questions)

Consider the following information:

### STUDENT MOBILITY RATE

Should this information be included in the reporting system?

No

Yes

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Student Promotion Rate (22 of 40 Questions)

Consider the following information:

### STUDENT PROMOTION RATE

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## In-school Suspension (23 of 40 Questions)

Consider the following information:

### IN-SCHOOL SUSPENSION RATE

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Out-of-school Suspension (24 of 40 Questions)

Consider the following information:

### OUT-OF-SCHOOL SUSPENSION RATE

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Types of After School Programs (25 of 40 Questions)

Consider the following information:

Types of after school programs available to students in the school.

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Parents Involved in PTA (26 of 40 Questions)

Consider the following information:

Percent of parents that regularly attend PTA meetings

Should this information be included in the reporting system?

No

Yes

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Parental Participation in School-Sponsored Activities

(27 of 40 Questions)

Consider the following information:

Percent of parents that regularly attend school-sponsored functions

Should this information be included in the reporting system?

No

Yes

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Parent's Participation in Extra-curricular Activities

(28 of 40 Questions)

**Consider the following information:**

**Percent of parents that regularly attend extra-curricular activities**

**Should this information be included in the reporting system?**

Yes

No

If you answered no, why not?

**How difficult would it be for your school to provide this information on a yearly basis?**

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Parental Participation in Cadres

(29 of 40 Questions)

Consider the following information:

Percent of parents that regularly attend cadre meetings

Should this information be included in the reporting system?

No

Yes

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Parental Participation in Steering Committee Meetings

(30 of 40 Questions)

Consider the following information:

Percent of parents that regularly attend steering meetings

Should this information be included in the reporting system?

No

Yes

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## School's Relationship with Business Community

(31 of 40 Questions)

Consider the following information:

Relationships that the school has with the business community.

Should this information be included in the reporting system?

No

Yes

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Student's Access to Computers (32 of 40 Questions)

Consider the following information:

Percent of students that have access to computers in the school.

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Teacher's Access to Computers (33 of 40 Questions)

Consider the following information:

Percent of teachers that have access to computers in school.

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Number of Classrooms with Internet Access

(34 of 40 Questions)

Consider the following information:

Percent of classrooms that are connected to the Internet in school.

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Classrooms with Interactive Distance Learning Capabilities

(35 of 40 Questions)

Consider the following information:

Percent of classrooms that have interactive distance learning capabilities.

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Changes in School Funding in the Past Year

(36 of 40 Questions)

Consider the following information:

Significant changes in school funding in the past year.

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Grants, Awards, Honors, and Scholarships Received at School

(37 of 40 Questions)

Consider the following information:

Grants, awards, honors, and/or scholarships that have been awarded to the school.

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Events That Have Impacted School (38 of 40 Questions)

Consider the following information:

Positive or negative events that may have impacted the school.

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Implementation of New Programs (39 of 40 Questions)

Consider the following information:

New programs that have been implemented in the school.

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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## Implementation of New Policies (40 of 40 Questions)

Consider the following information:

New policies that have been implemented in the school.

Should this information be included in the reporting system?

Yes

No

If you answered no, why not?

How difficult would it be for your school to provide this information on a yearly basis?

Very easy

Somewhat easy

Somewhat difficult

Very difficult

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**Thank you for your responses!**

If you have any other questions, please feel free to contact me (Jennifer Stephens) at [jennifer-stephens@tamu.edu](mailto:jennifer-stephens@tamu.edu).

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APPENDIX K

FINAL LIST OF OUTCOMES AND CONTEXT CHARACTERISTICS



Data Element	Indicator
<b>School Context Characteristics</b>	
Grade levels of school	List the appropriate grade levels of the school (e.g., K-6, K-3, etc.)
Total number of students	Provide a count of the number of students that attend the school as of October 1 <sup>st</sup> of the school year.
Average class size	The average class size is the number of students enrolled divided by the number of classes.
Does your school receive Title One assistance?	Indicate <i>yes</i> or <i>no</i> as to whether the school receives any type of Title One funding.
Does your school conduct home visits?	Indicate <i>yes</i> or <i>no</i> as to whether the school conducts home visits.
Does your school require parental conferences?	Indicate <i>yes</i> or <i>no</i> as to whether the school requires parental conferences.
Date of ASP model implementation	Indicate the date that the ASP model was implemented in your school.
<b>Student Context Characteristics</b>	
Percent of students designated as an English language learner (ELL)	Divide the total number of ELL students by the total number of students. Multiply by 100 to yield a percentage.
Percent of students receiving free or reduced lunch	Divide the number of students eligible for free or reduced lunch by the total number of students. Multiply by 100 to yield a percentage.

Data Element	Indicator
Percent of students receiving gifted and talented services	Divide the number of students enrolled in programs for the gifted and talented by the total number of students. Multiply by 100 to yield a percentage.
Percent of students in ESL classes	Divide the number of students enrolled in ESL classes by the total number of students. Multiply by 100 to yield a percentage.
Percent of students in special ed classes	Divide the number of students enrolled in special education classes by the total number of students. Multiply by 100 to yield a percentage.
Percent of students in a migrant education program	Divide the number of students enrolled in a migrant education program by the total number of students. Multiply by 100 to yield a percentage.
Percent of students by race – White, African-American, Hispanic, Bi/multi-racial, Asian	Percent of students by race – White, African-American, Hispanic, Bi/multi-racial, Asian
Percent of students by gender	Divide the number of students belonging to a particular gender by the total number of students. Multiply by 100 to yield a percentage.

Data Element	Indicator
<b>Staff Context Characteristics</b>	
Percent of highly qualified teachers	A highly qualified teacher is defined as a teacher who: (a) holds a minimum of a bachelors degree, (b) has obtained full state certification or licensure, and (c) has demonstrated subject area competence in each of the academic subjects in which the teacher teaches (US Department of Education, 2002). Divide the number of highly qualified staff by the total number of teachers at the school. Multiply this number by 100 to yield a percentage.
Teacher mobility rate	This shows the total FTE count of teachers not employed in the district in the fall of 2004-05 who were employed as teachers in the district in the fall of 2003-2004, divided by the total teacher FTE count for the fall of 2003-2004. Staff who remain employed in the district but not as teachers are counted as teacher turnover.
Number of years principal at this school	List the number of years that the principal has served in that role at that particular school
Have there been any changes of leadership during the past year? Who?	List any major changes in leadership that have occurred during the current or preceding school year

Data Element	Indicator
<b>Student Outcome Data</b>	
Student mobility rate	Divide the total number of new entries, reentries, and withdrawals during the school year by the total number of students. Multiply this number by 100 to yield a percentage.
Student promotion rate	Divide the number of students who are promoted to the next grade level at the end of the school year by the total number of students with an end-of-year record. Multiply this number by 100 to yield a percentage.
In-school suspension	Divide the number of students that have been suspended in-school divided by the total number of students. Multiply by 100 to yield a percentage.
Out-of-school suspension	Divide the number of students that have been suspended out of school by the total school enrollment. Multiply by 100 to yield a percentage.
<b>Parental Participation Data</b>	
Parental participation in cadres	The participation rate is the count of parents taking part in cadres meetings.
Parental participation on Steering Committee	The participation rate is the count of parents taking part in steering meetings.

Data Element	Indicator
Does the school have a relationship with the business community? Describe the nature of the relationship.	List the relationships that the school has with the business community.
<b>Technology Data</b>	
Percentage of computers for student use	Divide the number of computers for student use by the total number of computers. Multiply by 100 to yield a percentage.
Percentage of computers for teacher use	Divide the number of computers for teacher use by the total number of computers. Multiply by 100 to yield a percentage.
Percentage of classrooms with Internet access	Divide the number of classrooms with Internet access by the total number of classrooms. Multiply by 100 to yield a percentage.
Percentage of classrooms with interactive distance learning capabilities	Divide the number of classrooms with interactive distance learning capabilities by the total number of classrooms. Multiply by 100 to yield a percentage.
<b>Other Data</b>	
Grants, awards, honors, scholarships received at school	List the grants, awards, honors, and /or scholarships that have been received at school for the previous year
Events that have impacted school – positive or negative	List positive or negative events that may have impacted the school in the previous year

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<b>Data Element</b>	<b>Indicator</b>
Changes in school funding in the past year	List any changes in school funding that have occurred within the past year
Implementation of new programs and/or policies that have impacted, either positively or negatively, the implementation of the ASP model	List and describe any new programs and/or policies that have impacted the implementation of the ASP model

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## VITA

## JENNIFER ANNE STEPHENS

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## EDUCATION

Ph.D. Educational Psychology	Texas A&M University	December 2004
B.A. Psychology	University of North Texas	May 1995

## PROFESSIONAL EXPERIENCE

1998-1999	Evaluation Associate Accelerated Schools Project, Stanford University, Stanford, California
1997-1998	Instructor Department of Educational Psychology, Texas A&M University, College Station, Texas
1995-1996	Elementary School Teacher Denton Independent School District, Denton, Texas