Texas Study of the
High School Redesign and Restructuring Grant Program (Cycles 1 and 2)

Final Report | February 2008

Prepared for the Texas Education Agency by

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Texas Study of the High School Redesign and Restructuring (HSRR) Grant Program (Cycles 1 and 2)

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Resources for Learning

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Resources for Learning (RFL) specializes in the development, implementation, and evaluation of standards-based reforms in education. RFL works with state and regional education agencies; universities, districts, and campuses; and other entities engaged in the education of young people.

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Background

Over the past decades, the federal government, states, and the private sector have initiated numerous efforts to affect change in policy and practice in secondary education. These efforts are in response to growing concern that far too many students leave traditional American high schools, which have been characterized as obsolete, unprepared to succeed in college or the workplace (Wagner, 2001). Consequently, high schools across the nation are engaged in reforms that include secondary and postsecondary curricular alignment, smaller learning communities, alternative schools, enhanced career and technical education, middle college high schools, and competency-based promotion efforts (Plucker, Zapf, & Spradlin, 2004).

State Context

The Texas High School Project (THSP) is a $261 million public-private initiative dedicated to increasing high school graduation and college enrollment rates across the state. The four focus areas of the THSP are creating new models for high school reform, working with school districts to implement student programs that increase academic opportunities, supporting educator training programs, and establishing a T-STEM initiative to focus on mathematics and science in integrated real world applications.

In 2005, as part of the THSP, the Texas Education Agency (TEA) implemented the Texas High School Redesign and Restructuring Grant Program (HSRR). This program is open to high schools that have been rated Academically Unacceptable for one year under the Texas Accountability Rating System. Texas Education Code (TEC) §39.132 imposes sanctions on campuses that have been designated as Academically Unacceptable. The Commissioner of Education may permit campuses that have been designated as Academically Unacceptable to participate in innovative redesign of the campus to improve campus performance. High schools that meet the criteria for sanctions under TEC §39.132 are eligible to apply for Texas HSRR grants to assist them with the redesign process. These grants require schools to develop and put into place a comprehensive design for effective school functioning. The redesign must align the school's curriculum, technology, and professional development into a school-wide reform plan.

The HSRR grant program was funded, respectively, through Rider 67, High School Completion and Success, of the General Appropriations Act, 78th Legislature Regular Session, and Rider 59, Texas High School Initiative, 79th Legislature Regular Session.

Schools eligible to apply for HSRR grants were identified in the Request for Applications (RFA) distributed by TEA. In Cycle 1 of the HSRR grant program, TEA awarded $3,897,164 in grants to 12 school districts with Academically Unacceptable high schools to build capacity for implementing school-wide improvement strategies. Cycle 1 grants were awarded April 1, 2005, with an end date of February 28, 2007. Awards ranged from $204,180 to $400,000, with an average award size for the group of $301,551.

In Cycle 2, TEA awarded $4,449,899 in grant funding to support 17 Academically

Unacceptable high school campuses. The grant period for Cycle 2 awards was February 1, 2006–February 28, 2008. Awards to Cycle 2 campuses ranged from $104,500 to $300,000 with an average award size of $261,837.

In March 2007, TEA awarded funding for a third cycle of redesign grants to 15 Academically Unacceptable high school campuses with a grant period of March 1, 2007–February 28, 2009.

The focus of this evaluation report is Cycle 1 and Cycle 2 grantees. Evaluation of the Cycle 3 program is being conducted through a larger, multi-year statewide evaluation of the THSP.

HSRR Program Goals and Objectives

The Texas HSRR grant requires that high school campuses receiving funding implement a comprehensive design for effective school functioning. The redesign is not intended to supplement existing programming and is intended to avoid a piecemeal or fragmented approach. The goal is to meld the school's curriculum, technology, and professional development into a coherent school-wide reform plan. The specific program goals for the Texas HSRR grant are to:

- Correct the specific areas of unacceptable performance identified in the campus accountability rating;
- Increase overall student achievement;
- Raise academic standards and expectations for all students;
- Demonstrate innovative management and instructional practices;
- Ensure that every student is taught by a highly qualified, effective teacher;
- Develop leadership capacity in principals and other school leaders; and
- Engage parents and the community in school activities.

While state law requires all campuses rated Academically Unacceptable to implement targeted improvement plans, school districts or charter schools that receive grant funding from the Texas HSRR grant must engage in long-term, comprehensive reform efforts. High schools are expected to implement programs and activities that result in a redesigned school that is fundamentally different from the existing one.

Evaluation Design

TEA requested an evaluation of the HSRR Cycle 1 and Cycle 2 grant programs, including a descriptive analysis of the program (case studies and a cross-site analysis) and preliminary results of quantitative statistical analysis of student outcomes and other program outcomes.

Research indicates that due to the complexity of school reform it could take many years for intervention strategies to impact student performance (U.S. Department of Education, 2003). Thus, evaluations that study intermediate points and the process of whole-school reform are of value. A broad base of research using diverse methodologies indicates that successful school reforms include change in areas that can be collapsed into a theoretical model involving five constructs: school capacity, external support, internal focus, pedagogical change, and restructuring outcomes (Nunnery, Ross, & Sterbinsky, 2005). Finding impacts in these areas may positively impact longer term outcomes such as student achievement.

Evaluation Objectives

This evaluation had two goals: 1) to document grant implementation; and 2) to extract

preliminary indications of effective school HSRR programs across both cycles. Evaluation objectives were the following:

- Objective 1: Describe grantee campuses;
- Objective 2: Compare student outcomes between HSRR schools and comparable non-participating campuses; and
- Objective 3: Measure student outcomes within grantee campuses.

Objective 1 was addressed in case studies and school profiles that described grant implementation through an assessment of school context and elements important to the process of school change, such as capacity, support, focus, pedagogy, outcomes, and school climate. Objective 2 required comparison of HSRR campuses with matched campuses that did not participate in the HSRR grant programs. Objective 3 compared schools within the same grant cycle. Comparisons across grant cycles were inappropriate for a variety of reasons described in this report.

The evaluation was based on the following questions:

1. How did grantee schools differ in their implementation of the HSRR grants, including:
   a. use of grant funds,
   b. degree of implementation,
   c. level of external technical assistance,
   d. teacher buy-in, and
   e. leadership qualities?
2. What barriers and successes did schools experience in implementing redesign plans?
3. What was the climate of each school, and how did it change over the course of the grant?
4. What methods and objectives were associated with positive change in school climate?
5. How did student-level outcomes at grantee schools (within cycles) compare to those of similar students at similar schools that did not participate in the program?
6. How did student-level outcomes at grantee schools (within cycles) vary with the degree of implementation of the reform strategies?

An interim report published in January 2007 included case studies of each school in the Cycle 1 evaluation and a cross-site analysis of all Cycle 1 qualitative data collected.[1] Case studies of implementation at Cycle 2 schools were developed and submitted to TEA program staff. This final report includes profiles of Cycle 1 and Cycle 2 schools and quantitative analysis of outcomes for Cycle 1 and Cycle 2 schools featuring within-group comparisons as well as comparisons to similar schools that did not receive grant funds.

HSRR Grantees (Cycle 1 and Cycle 2)

Districts or open enrollment charter schools that were eligible to apply for Cycle 1 HSRR grants were identified in the RFA for Cycle 1[2] and had:

1 To view the interim report, please see the TEA website: http://www.tea.state.tx.us/opge/progeval/HighSchoolCollege/HSRR_Interim_Report.pdf

2 http://www.tea.state.tx.us/opge/disc/hsrr/index.html

(1) one or more high schools that, under the Texas Accountability Rating System, have been rated Academically Unacceptable in 2004; or
(2) one or more high schools that, under the Texas Accountability Rating System, have been rated Academically Unacceptable in 2004 and in one or more consecutive previous years.

Campuses applied for a maximum of $400,000 for the 22-month project period.

The RFA for Cycle 2[3] grants included the same program description, purpose, and goals as the Cycle 1 grant but had different eligibility criteria and funding levels. Eligible districts or open enrollment charter schools had:

(1) a school serving students in two or more of the following grades: 9, 10, 11, or 12; and,
(2) a school with at least 50% of its student population in grades 9 or higher; and,
(3) a school serving at least 100 students in grades 9 through 12; and,
(4) a school that, under the Texas Accountability Rating System, had been rated Academically Unacceptable in 2005; and,
(5) a school that is not a recipient of funds through the Texas High School Redesign and Restructuring Cycle 1 Grant or any other grant from TEA for innovative redesign of a high school campus.

Additional eligibility requirements focused on charter school eligibility related to financial viability, compliance with requirements of the Division of Program Monitoring and Interventions at TEA, and the status of the charter.

Depending on the size, needs of the high school, and the scope of the proposed project, Cycle 2 campuses were allowed to apply for a maximum of $300,000, or $750 per student enrolled on the campus, whichever was the lesser amount, for a 24-month project period.

Characteristics of Grantee Schools

Size and Demographics

The 12 Texas schools that received competitive Cycle 1 HSRR grants in April 2005 ranged from small public (regular and alternative education) and charter schools serving under 100 students each to large high schools with enrollments of over 1,000 students. Note that an additional school was included in the Cycle 1 evaluation for a total of 13 schools. This school was non-competitively funded by TEA as part of a multi-school THSP redesign project in a major urban district. The majority of Cycle 1 schools served large numbers of economically disadvantaged and at-risk students.

A total of 17 schools received Cycle 2 awards in February 2006, and 14 of these schools were included in the evaluation.[4] Size of grantee schools ranged from small public or charter schools serving between 100–500 students to large urban high schools serving over 1,000

3 http://www.tea.state.tx.us/opge/disc/thsrr_06/index.html

4 Three schools were not included due to the total evaluation budget. The three schools not included were randomly chosen to be dropped from the study.

students. Several of the Cycle 2 schools served less than 50% economically disadvantaged students, though most served high numbers of students identified as at risk.

Accountability Data

To be eligible for Cycle 1 grants, schools had to be rated as Academically Unacceptable in the state accountability system in 2004. Mathematics performance was the most commonly identified reason for the Unacceptable ratings, and four schools had low mathematics performance for all student groups. It is of note that by 2005 and the award of the Cycle 1 grants, seven of the 12 Cycle 1 schools had improved their accountability ratings to Acceptable, suggesting that these schools were able to address some deficiencies prior to grant implementation.

To be eligible for Cycle 2 grants, schools had to have received an Unacceptable accountability rating in 2005. As with Cycle 1 schools, mathematics performance was the most commonly identified reason for Unacceptable ratings in campus accountability data tables for Cycle 2 schools. By 2006, nine of the 14 Cycle 2 schools included in the evaluation received Acceptable accountability ratings based on state tests administered approximately three months after the grant was awarded in February 2006, suggesting that these schools were able to address some deficiencies prior to grant implementation.

Given the diversity of grantee sites in terms of size, demographics, and accountability history, the redesign models and strategies employed by the Cycle 1 and Cycle 2 schools and the specific activities implemented varied widely. An overview of site implementation at each school is available in the School Profiles chapters of this report.

Methods

Data collection involved three primary methods: surveys, site visits, and compilation of student performance data.

Surveys

Staff surveys were conducted to collect information related to implementation, staff buy-in, barriers to and early indicators of success, and school climate. Instruments included the School-Wide Program Teacher Questionnaire (SWPTQ) developed by researchers at the Center for Research in Educational Policy (CREP) at the University of Memphis (Ross & Alberg, 1999) and the School Climate Inventory (SCI) (Butler & Alberg, 1989). Additional surveys were developed for the external Technical Assistance Providers (TAPs). Cycle 1 surveys were administered online in fall 2006. Cycle 2 surveys were conducted in spring 2007.

Site Visits

Two-member teams consisting of an educational specialist and a methods specialist conducted site visits to grantee schools. Site visit activities included interviews and focus groups with principals, redesign coordinators, teachers and counselors, parents, and students. Instruments were adapted from protocols developed by CREP at the University of Memphis to collect information about perceptions related to redesign implementation, school climate, and perceived improvement in student outcomes. One two-day site visit was conducted at all 13 Cycle 1 schools in fall 2006. A one-day site visit was conducted at the 14 Cycle 2 schools included in the evaluation in fall 2006, followed by a second two-day site visit in spring 2007.

Analyses

Survey and Site Visit Data Analysis

Based on survey and site visit data as well as site documents, evaluators assigned an implementation score to each school using an instrument designed to assess HSRR-required components, including school-wide innovations as well as activities targeting areas of deficiency. An overall implementation score was assigned and schools were categorized into three implementation levels:

- High-Level Implementation category schools in the "Implementing" phase;
- Middle-Level Implementation category schools in the "Piloting" stage; or
- Low-Level Implementation category schools in the "Planning" stage.

School profiles of Cycle 1 and Cycle 2 grantees were adapted from case studies developed through analysis of survey data, site visit data, and document review. These profiles are included in chapters 2 and 3 of this report and provide descriptive summaries of Cycle 1 and Cycle 2 school context and implementation of HSRR.

Student Outcomes Analysis

Due to data availability constraints, and because the two grant cycles were implemented at different times (Cycle 1 in April 2005, Cycle 2 in February 2006) and for different lengths of time (22 months for Cycle 1 and 24 months for Cycle 2), student outcomes analyses varied by grant cycle.

Two sets of analyses were conducted for Cycle 1 and Cycle 2 schools. The first set compared grantee campuses to matched non-grantee campuses. Matched comparison campuses were selected from the Texas population based on the following:

- Campus type was either regular or alternative instruction;
- Campus had students in 9th, 10th, 11th, and 12th grades in 2005, 2006, and 2007; and
- Campus did not have any missing data on matching variables (2005 TAKS reading % met, mathematics % met, campus size, % economically disadvantaged, % White, and % at risk).

From these grantee and non-grantee campuses, two groups of students were identified for use in a cohort analysis of Cycle 1 outcomes, and two cohorts of students were identified for use in the cohort analysis of Cycle 2 outcomes. Cohorts were chosen based on the grade level of students who attended HSRR schools for the longest period of grant implementation and who thus had maximum exposure to grant strategies. Between-group (HSRR and comparison) student cohort analyses looked at differences in TAKS performance for Cycles 1 and 2 and attendance (for Cycle 1 only). School completion analyses at the campus level were also conducted for comparison of graduation data between Cycle 1 HSRR and comparison schools.

A second set of analyses involved within-group differences in student outcomes between grantee schools.

Multilevel models were used in the comparison of student cohort outcomes between HSRR and comparison campuses, as well as between HSRR schools. Comparisons of outcomes aggregated to the campus level for HSRR and comparison campuses were conducted through the use of single-level analyses.

Findings

The primary focus of this final evaluation report was a quantitative analysis of student

outcomes at schools participating in Cycle 1 and Cycle 2 of TEA's HSRR grant program. In considering results of this study of early effects of HSRR programs on student outcomes, it is important to consider that it is likely that existing challenges, school size, and student groups served would have some impact on implementation and effectiveness of HSRR programs, especially in the short term. Further, the timeframe of the grant period and the evaluation period likely influenced early findings.

Redesign Approaches

- **As a group, approaches to redesign and use of reform models in Cycle 1 were more diverse and often more comprehensive than the approaches initiated by Cycle 2 schools.**

As seen in the school profiles, Cycle 1 schools implemented a wide variety of redesign approaches characterized by implementation of national reform models or district-wide school-within-school initiatives supported by private foundations. Overall, models and reforms employed by many Cycle 1 schools involved substantive and complex restructuring efforts that required a longer timeframe than the grant period for complete implementation.

As a group, Cycle 2 schools tended to use the same model developed by a Texas-based Technical Assistance Provider (TAP). Site visit data indicated that the reform plans at most of the schools using this model without supplemental activities were less comprehensive by design, often involving one-year plans targeting specific areas of change. It should also be noted that many Cycle 2 schools modified their redesign plans after grant award, resulting in implementation delays at some schools.

Implementation

- **Implementation levels (high-, middle-, or low-implementing), which were assessed during grant implementation, measured comprehensiveness and alignment of reform plans with grant program goals.**

Due to the timeframe for data collection, implementation levels reflect HSRR reform plans rather than completed levels of implementation. High-implementing schools in both cycles demonstrated initial implementation of comprehensive redesign and restructuring plans as well as targeted activities in areas of deficiency that reflected the intent of the grant program as defined in the Request for Applications (RFA). Many of the middle-implementing schools initiated less substantial redesign efforts that did not address all aspects of school operations but still faced implementation challenges associated with context or logistics and coordination of HSRR plans. With some exceptions, most of the low-implementing schools did not engage in the same level of redesign and innovation, focusing on changes to one or a few aspects of school operations, often curriculum and instruction with intensive TAKS remediation activities.

Student Outcomes

- **Analyses of differences between HSRR and comparison campuses showed some possible links between attending an HSRR school and early positive effects on student achievement.**
  - **In Cycle 1 schools, there were no statistically significant differences between student**

outcomes at HSRR and comparison campuses.

- **In Cycle 2 schools, improved student mathematics performance was related to attending an HSRR school.**

Between-school analyses indicated that Cycle 2 students were more likely to meet the TAKS passing standard in mathematics in 10th grade if they attended an HSRR school than if they did not attend an HSRR school. These results were not apparent in the ELA analyses for Cycle 2 schools. On the surface, Cycle 2 findings were more positive than the results of the analyses of Cycle 1 schools where differences between HSRR and comparison schools were not statistically significant. However, when comparing Cycle 2 results to Cycle 1 results, consideration should be given to the fact that more schools in the Cycle 1 group had longer histories of low performance and associated existing challenges and were attempting to implement more comprehensive redesign efforts.

- **Analyses of differences between HSRR campuses on student achievement outcomes based on survey and site visit data showed no differences in student outcomes. These results are likely related to the timeframe for data collection and the early stage of implementation.**
  - **Cycle 1 and Cycle 2 campuses showed no relation between TAKS passing and School-Wide Program Teacher Questionnaire (SWPTQ) results.**
  - **Cycle 1 and Cycle 2 campuses showed no relation between TAKS passing and school climate.**
  - **Cycle 1 and 2 campuses showed no relation between implementation score and TAKS passing in 2007.**

In general, measures based on survey and site visit data were more meaningful for qualitative cross-site analysis of early implementation than for analysis of student outcomes. It is important to consider that the timing of data collection coincided in many schools with a period of transition associated with early implementation of school reforms. Implementation score measured to what extent a school had begun or planned to implement a comprehensive set of activities to fundamentally change and improve the campus and was not indicative of implementation completion or success. Change often introduces disruption, and the larger and more substantive the changes initiated, the more intense the disruption, especially in the early stages. This finding is highly likely to have been affected by the timing of the evaluation.

Recommendations

- **Continue to refine application requirements and processes.** TEA should continue to refine application requirements and processes as it did with the Cycle 2 per-student amount requirement and other criteria. For example, grant requirements might target schools with multiple years of low performance in order to direct support to those most appropriate for particular types of funding.

- **Provide support to schools in selecting and implementing school reform programs.**

The agency should continue to refine the support provided to schools in selecting and implementing school reform programs, such as it did with Cycle 2 and subsequent Cycle 3 HSRR awards. Schools appear to choose divergent models with different approaches to reform, which may conflict with intended grant goals.

- **Interpret quantitative findings with caution.**
  While analysis indicates some positive quantitative findings associated with attending a Cycle 2 HSRR school, findings may have resulted from activities that were unrelated or that predated the HSRR grant at individual schools. Further, many of these schools did not implement comprehensive redesign efforts that addressed all aspects of school operations as outlined in the grant guidelines but rather targeted activities to improve deficiencies in specific subject areas.

- **Consider how grant timelines support grant goals.**
  While limited by legislative constraints, the agency should continue to be aware of the limitations imposed by short grant timelines coupled with far-reaching grant goals on the possibility of accurately measuring program impacts, particularly when evaluations are required prior to grant completion.

Conclusion

The purpose of the HSRR grant program is to support comprehensive redesign and restructuring reform plans affecting every area of school operations as well as areas of deficiency indicated by Unacceptable accountability ratings. Broadly speaking, caution should be used in comparing the HSRR impacts presented in this evaluation or generalizing across the grant program with consideration of the fact that grantee schools and reform efforts were extremely diverse coupled with the timeframe of the evaluation. Many of the HSRR grantee schools that faced the greatest challenges at the outset initiated more substantive and more complex redesign efforts, and it should be expected that positive student outcomes could take longer to realize in these contexts. In contrast, many of the HSRR grantee schools that did not have a track record of low performance or history of contextual challenges did not tend to engage in as intensive or innovative redesign efforts although effects might appear more quickly. In conclusion, given the scope of the grant program goals and objectives, existing challenges faced by many of the grantee schools, and the research base on school reform, it is to be expected that it might take longer to fully implement programs and impact long-term student outcomes at HSRR schools.

Chapter 1

Introduction and Methodology

Background

Efforts to promote innovation and change in high school education have received considerable national attention in recent years. Structured as they have been since the 1950s, American high schools have been characterized as obsolete (Wagner, 2001). Far too many students, it has been argued, leave high school unprepared to succeed in college or the workplace (Plucker, Zapf, & Spradlin, 2004). Over the past decades, the federal government, states, and the private sector have all responded with numerous efforts to affect change in policy and practice in secondary education.

For example, the U.S. Department of Education (USDE) developed the Preparing America's Future High School Initiative to support educators, policymakers, and leaders committed to ensuring that all high school graduates have the academic grounding and the necessary skills for postsecondary education, an apprenticeship, and/or a career. Initiative goals were:

- Equip state and local education leaders with current knowledge about high schools through special forums, print and electronic materials, and targeted technical assistance;
- Develop the expertise and structures within USDE to provide coordinated support and outreach to state and local education systems to help improve high school and youth outcomes; and
- Facilitate a national dialogue to raise awareness about the need for significant reform in American high schools (U.S. Department of Education, n.d.).

The federal government's current Smaller Learning Communities grant program is an outgrowth of this focus on high school improvement.

At the state level, the nation's governors partnered with business leaders to create Achieve, Inc., to raise academic standards and achievement so that all students graduate ready for "college, work, and citizenship." Working with The Education Trust and the Thomas B. Fordham Foundation, Achieve launched the American Diploma Project (ADP), an initiative that has grown into a network of 30 states, including Texas, that seek to align K–12 curriculum, standards, assessments, and accountability practices with the demands of college and the workplace (Achieve, Inc., n.d.). In 2004, the ADP published benchmarks that delineate high school graduation expectations.

The National Governors Association (NGA) also developed a comprehensive state action plan for improving high schools focused on promoting rigorous curricula, expanding college-level learning opportunities in high school, improving school performance, and examining high school graduation and dropout rates (National Governors Association, 2005). The NGA's High School Honor States Program, an initiative funded by the Bill & Melinda Gates Foundation, continued this work to improve high school graduation rates and college-readiness.

The Partnership for 21st Century Skills is another group contributing to high school reform efforts. The Partnership is comprised of 35 organizations and businesses, including the American Federation of Teachers,

Microsoft, the Ford Motor Company Fund, and the Educational Testing Service. The Partnership's vision for learning highlights core subjects, 21st century content, life skills, learning and innovation skills, and 21st century assessments. In its report, *Results That Matter: 21st Century Skills and High School Reform* (2006), the Partnership calls for a redefinition of "rigor" that includes identification of new outcomes and results to guide reform that goes beyond current assessment metrics and encompasses the skills and knowledge necessary for success in modern society.

Finally, private foundations such as the Carnegie Corporation, the Open Society Institute of the Soros Foundations Network, and the Bill & Melinda Gates Foundation have been funding school-, district-, and state-based redesign efforts that have received much public attention. These programs are designed to restructure large urban high schools into smaller learning communities that provide the kinds of learning environments that offer personalized, high-quality instruction for underserved students.

As a result, high schools across the nation are engaged in reform efforts using a wide variety of models and strategies. The USDE provides a list of some commonly used high school reform models,[5] many of which focus on secondary and postsecondary curricular alignment, smaller learning communities, alternative schools, career and technical education, middle college high schools, and competency-based promotion (Plucker, Zapf, & Spradlin, 2004).

State Context

The Texas High School Project (THSP) is a $261 million public-private initiative dedicated to increasing high school graduation and college enrollment rates across the state. THSP partners include the Texas Education Agency (TEA), Office of the Governor and Texas Legislature, the Bill & Melinda Gates Foundation, the Michael & Susan Dell Foundation, and the Communities Foundation of Texas. The THSP was begun out of recognition that the traditional American high school is based on a model that is becoming outdated in the context of a knowledge economy. The assumption of the traditional model is that education for most students ends with high school graduation. The new reality is that an increasing proportion of jobs require at least some postsecondary education. THSP aims to raise expectations and improve the academic achievement of students so that they will graduate from high school highly skilled and ready to meet the increasing demands of the workforce or postsecondary education. The four focus areas of the THSP are creating new models for high school reform, working with school districts to implement student programs that increase academic opportunities, supporting educator training programs, and establishing a T-STEM initiative to focus on mathematics and science in integrated real world applications (Texas High School Project, n.d.).

In 2005, as part of the THSP, TEA implemented the Texas High School Redesign and Restructuring Grant Program (HSRR). This program is open to high schools that have been rated Academically Unacceptable for one year in the Texas Accountability Rating System. The Commissioner of Education may

5 http://www.ed.gov/about/offices/list/ovae/pi/hs/reform.html

permit campuses that have been designated as Academically Unacceptable to participate in innovative redesign of the campus to improve campus performance. High schools that meet the criteria for sanctions under TEC §39.132 are eligible to apply for Texas HSRR grants to assist them with the redesign process. These grants require schools to develop and put into place a comprehensive design for effective school functioning. The redesign must align the school's curriculum, technology, and professional development into a school-wide reform plan.

The HSRR grant program was funded, respectively, through Rider 67, High School Completion and Success, of the General Appropriations Act, 78th Legislature Regular Session, and Rider 59, Texas High School Initiative, 79th Legislature Regular Session.

Schools eligible to apply for HSRR grants were identified in the Request for Applications (RFA) distributed by TEA. (See the Grantees section of this chapter for more information on eligibility.)

In Cycle 1 of the HSRR grant program, TEA awarded $3,897,164 in grants to 12 school districts with Academically Unacceptable high schools to build capacity for implementing school-wide improvement strategies. Cycle 1 grants were awarded April 1, 2005, with an end date of February 28, 2007. Awards ranged from $204,180 to $400,000, with an average award size for the group of $301,551.[6]

In Cycle 2, TEA awarded $4,449,899 in grant funding to support 17 Academically Unacceptable high school campuses. The grant period for Cycle 2 awards was February 1, 2006–February 28, 2008. Awards to Cycle 2 campuses ranged from $104,500 to $300,000 with an average award size of $261,837.

In March 2007, TEA awarded funding for a third cycle of redesign grants to 15 Academically Unacceptable high school campuses. Cycle 3 planning began during the 2006–07 school year, and grantees were to implement plans during the 2007–08 and 2008–09 school years (March 1, 2007–February 28, 2009).

The focus of this evaluation report is Cycle 1 and Cycle 2 grantees. Evaluation of the Cycle 3 program is being conducted through a larger, multi-year statewide evaluation of the THSP.

HSRR Program Goals and Objectives

The Texas HSRR Grant Program meets the goals of Rider 67 and Rider 59 by providing low-performing high school campuses with the resources to build capacity for implementing innovative, school-wide improvement strategies to increase student achievement and graduation rates. Additionally, this grant program was created as a demonstration project to provide case studies and models for successful practices in turning around low-performing high schools.

The Texas HSRR grant requires that high school campuses receiving funding implement a comprehensive design for effective school functioning. The redesign is not intended to supplement existing programming and is

6 Actual amounts expended by the end of the Cycle 1 grant period in February 2007 ranged from $87,254 to $360,000 with an average of $256,061. Actual expenditures for Cycle 2 grants will not be available until after the grant period ends in February 2008.

intended to avoid a piecemeal or fragmented approach. The goal is to meld the school's curriculum, technology, and professional development into a coherent school-wide reform plan. The Texas HSRR grant also requires that high school campuses receiving funding have measurable goals for student performance tied to the state's content standards and student performance standards. High schools are required to have benchmarks for meeting these goals.

The specific program goals for the Texas HSRR grant are to:

- Correct the specific areas of unacceptable performance identified in the campus accountability rating;
- Increase overall student achievement;
- Raise academic standards and expectations for all students;
- Demonstrate innovative management and instructional practices;
- Ensure that every student is taught by a highly qualified, effective teacher;
- Develop leadership capacity in principals and other school leaders; and
- Engage parents and the community in school activities.

Innovative redesign involves comprehensive school-wide improvements based on careful assessment of campus needs that cover all aspects of a high school's operations—curricular and instructional changes, structural and managerial innovations, sustained professional development, and enhanced involvement of parents and community. While state law requires all campuses rated Academically Unacceptable to implement targeted improvement plans, school districts or charter schools that receive grant funding from the Texas HSRR grant must engage in long-term, comprehensive reform efforts. High schools are expected to implement programs and activities that result in a redesigned school that is fundamentally different from the existing one.

Evaluation Design

The Request for Proposals for the evaluation of Cycle 1 and Cycle 2 of the HSRR grant program (RFP No: 701-06-004) called for "qualitative and quantitative data collections, including a descriptive analysis of the students served, preliminary results of quantitative statistical analysis of student outcomes and other program outcomes, and case studies (including a cross-site analysis)" (pg. 3). The RFP further indicated that the evaluation must include "a statistical analysis to compare student-level outcomes from students at schools participating in the program with those of similar students at similar schools that did not participate in the program to determine if participation in the program had a significant impact on student achievement" (pg. 8).

Research indicates that due to the complexity of school reform it could take many years for intervention strategies to impact student performance (USDE, 2003). Thus, evaluations that study intermediate points and the process of whole-school reform are of value. A broad base of research using diverse methodologies indicates that successful school reforms include change in areas that can be collapsed into a theoretical model involving five constructs: school capacity, external support, internal focus, pedagogical change, and restructuring outcomes (Nunnery, Ross, & Sterbinsky, 2005). Finding impacts in these areas may positively impact longer term outcomes such as student achievement. The constructs are defined in the following paragraphs.

School Capacity

School capacity refers to the infrastructure that schools need to implement and maintain a restructuring effort. Infrastructure implies access to appropriate materials, sufficient staffing and planning time, and adequate fiscal resources to support staff, materials, and technical assistance (Datnow & Stringfield, 2000).

External Support

External support indicates the quality and amount of assistance provided by entities outside of the school, including support provided through design-based assistance organizations (DBAO) and the district. Research on DBAO support focuses mainly on the importance of professional development for helping teachers understand and implement the instructional practices promoted by reform models (Bodilly, 2001). Additionally, recent research suggests that integrating district support in reform efforts is imperative to successful implementation and sustainability of a reform model at the school level (Borman, Carter, Aladjem, & LeFloch, 2004).

Internal Focus

Internal focus refers to the degree to which the essence of reform efforts becomes embedded in the daily practices of school staff. Prior research groups several factors as essential to focus, including teacher buy-in and support for reform efforts, alignment of reform with existing mandates, integration of reform with existing school programs or efforts, and formal attention to monitoring the progress of reform efforts (Rowan, Camburn, & Barnes, 2004).

Pedagogical Change

This construct refers to the degree to which instructional practices align with the goals of the chosen reform strategy. While different reform models advocate a variety of instructional approaches, some models tend to share a reduced emphasis on workbooks, worksheets, and individual work and more focus on technology, cooperative learning, and project-based work (Stringfield, Ross, & Smith, 1996).

Restructuring Outcomes

Restructuring outcomes refers to the results that go beyond student achievement to the other areas reform efforts are intended to impact, such as teacher support and parental involvement (USDE, 2002).

Investigation of the five constructs involved in successful school reform sets the stage for examination of other impacts related to student achievement. In order to understand the effectiveness of the grant strategies and activities, it also is important that the study of implementation of redesign and restructuring initiatives consider site-specific starting points and context.

Borman, Hewes, Overman, and Brown (2002) examined the association between school reforms and student achievement. They showed that the impact of school reforms may be due to "unmeasured program-specific and school-specific differences in implementation" (p. 36) rather than to the model itself or the model's specific components. Implementation issues that contribute to differences may involve specific obstacles at individual sites, such as turnover in leadership, limited staff buy-in, and the phase of implementation.

School reform research indicates that the time necessary to impact student achievement is more than was allotted for the HSRR grant periods and the timeframe for the evaluation. The Cycle 1 grant period was 22 months, the Cycle 2 grant period encompassed 24

months, and the evaluation was conducted simultaneously with implementation. Thus, the evaluation examined several student performance-related outcomes to see if any early, unexpected impacts had occurred. Analysis focused on whether students met the passing standard in place at the time on the state-required English language arts (ELA) and mathematics sections of the Texas Assessment of Knowledge and Skills (TAKS). Also examined were student attendance, high school graduation rate, and type of diploma.

Evaluation Objectives

This evaluation had two goals: 1) to document grant implementation; and 2) to extract preliminary indications of effective school HSRR programs across both cycles. Evaluation objectives were the following:

- Objective 1: Describe grantee campuses;
- Objective 2: Compare student outcomes between HSRR schools and comparable non-participating campuses; and
- Objective 3: Measure student outcomes within grantee campuses.

Objective 1 was addressed in case studies and school profiles that described grant implementation through an assessment of school context and elements important to the process of school change, such as capacity, support, focus, pedagogy, outcomes, and school climate. Objective 2 required comparison of HSRR campuses with matched campuses that did not participate in the HSRR grant programs. Objective 3 compared schools within the same grant cycle. Comparisons across grant cycles were inappropriate for a variety of reasons described later in this chapter.

The evaluation was based on the following questions:

1. How did grantee schools differ in their implementation of the HSRR grants, including:
   a. use of grant funds,
   b. degree of implementation,
   c. level of external technical assistance,
   d. teacher buy-in, and
   e. leadership qualities?
2. What barriers and successes did schools experience in implementing redesign plans?
3. What was the climate of each school, and how did it change over the course of the grant?
4. What methods and objectives were associated with positive change in school climate?
5. How did student-level outcomes at grantee schools (within cycles) compare to those of similar students at similar schools that did not participate in the program?
6. How did student-level outcomes at grantee schools (within cycles) vary with the degree of implementation of the reform strategies?

An interim report published in January 2007 included case studies of each school in the Cycle 1 evaluation and a cross-site analysis of all Cycle 1 qualitative data collected.[7] Case studies of implementation at Cycle 2 schools were developed and submitted to TEA program staff. This final report

7 To view the interim report, please see the TEA website: http://www.tea.state.tx.us/opge/progeval/HighSchoolCollege/HSRR_Interim_Report.pdf

includes abbreviated profiles of Cycle 1 and Cycle 2 schools and quantitative analysis of outcomes for Cycle 1 and Cycle 2 schools featuring within-group comparisons as well as comparisons to similar schools that did not receive grant funds.

Evaluation Question 1 was addressed through case studies and the cross-case analysis on Cycle 1 schools included in the interim report and in case studies of Cycle 2 schools provided to TEA. Evaluation Question 2 was addressed in case studies and also summarized in the school profile chapters of this final report. Evaluation Question 3 was addressed in three ways: 1) in case studies for both cycles of grantee schools in which change in school climate was discussed generally in terms of change in campus environment, morale, and relationships as reported by school staff, students, and parents; 2) in abbreviated school profiles in the final report in which school-level survey data on the School Climate Inventory (SCI) are discussed in relation to national norms; and 3) in the quantitative analysis in which the relation between school climate and student outcomes is investigated. Evaluation Question 4 was addressed to the extent possible in case studies; the timeframe for the evaluation did not allow for a thorough examination of this question. Evaluation Questions 5 and 6 were addressed in the student outcomes analysis included in this final report. (See Methods section that follows for more information.)

HSRR Grantees (Cycle 1 and Cycle 2)

Districts or open enrollment charter schools that were eligible to apply for Cycle 1 HSRR grants were identified in the RFA for Cycle 1[8] and had:

(1) one or more high schools that, under the Texas Accountability Rating System, have been rated Academically Unacceptable in 2004; or
(2) one or more high schools that, under the Texas Accountability Rating System, have been rated Academically Unacceptable in 2004 and in one or more consecutive previous years.

Campuses applied for a maximum of $400,000 for the 22-month project period.

The RFA for Cycle 2[9] grants included the same program description, purpose, and goals as the Cycle 1 grant but had different eligibility criteria and funding levels. Eligible districts or open enrollment charter schools had:

(1) a school serving students in two or more of the following grades: 9, 10, 11, or 12; and,
(2) a school with at least 50% of its student population in grades 9 or higher; and,
(3) a school serving at least 100 students in grades 9 through 12; and,
(4) a school that, under the Texas Accountability Rating System, had been rated Academically Unacceptable in 2005; and,
(5) a school that is not a recipient of funds through the Texas High School Redesign and Restructuring Cycle 1 Grant or any other grant from TEA for innovative redesign of a high school campus.

8 http://www.tea.state.tx.us/opge/disc/hsrr/index.html

9 http://www.tea.state.tx.us/opge/disc/thsrr_06/index.html

Additional eligibility requirements focused on charter school eligibility related to financial viability, compliance with requirements of the Division of Program Monitoring and Interventions at TEA, and the status of the charter.

Depending on the size, needs of the high school, and the scope of the proposed project, Cycle 2 campuses were allowed to apply for a maximum of $300,000, or $750 per student enrolled on the campus, whichever was the lesser amount, for a 24-month period. Table 1.1 summarizes the timeline for Cycle 1 and Cycle 2 grants.

Characteristics of Grantee Schools

Size and Demographics

The 12 Texas schools that received competitive Cycle 1 grants in April 2005 ranged from small public (regular and alternative education) and charter schools serving under 100 students each to large high schools with enrollments of over 1,000 students and one with an enrollment of 2,678.[10] Note that an additional school was included in the Cycle 1 evaluation for a total of 13 schools. This school (School 1-5[11] in Table 1.4) was non-competitively funded by TEA as part of a multi-school THSP redesign project in a major urban district. The majority of Cycle 1 schools served large numbers of economically disadvantaged and at-risk students. (See Tables 1.2 and 1.4 for more information on Cycle 1 schools and the populations they serve.)

A total of 17 schools received Cycle 2 awards in February 2006, and 14 of these schools were included in the evaluation.[12] Size of grantee schools ranged from small public or charter schools serving between 100–500 students to large urban high schools serving over 1,000 students. Several of the Cycle 2 schools served less than 50% economically disadvantaged students, though most served high numbers of students identified as at risk. (See Tables 1.3 and 1.5 for more information on Cycle 2 schools and the populations they serve.)

Accountability Data

To be eligible for Cycle 1 grants, schools had to be rated Academically Unacceptable in 2004. (Note that School 1-5, the non-competitive grant site included in the Cycle 1 evaluation, did not have to meet the same eligibility requirements as schools funded through the Cycle 1 competition and had an Acceptable accountability rating in 2004.) Mathematics performance was the most commonly identified reason for Unacceptable ratings in campus accountability. Four schools had low mathematics performance across all student groups.

Also note that by 2005 and the award of the Cycle 1 grants, seven of the 12 competitively funded schools included in the Cycle 1 evaluation had improved their accountability ratings to Acceptable, suggesting that some of these schools were able to address deficiencies prior to grant implementation. (See Accountability History tables in Appendix A for more information.)

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10 Unless otherwise noted, all enrollment and demographic data in text is based on 2005–06 AEIS reports.

11 Schools are masked and numbered based on a system associated with implementation level and school type described later in this chapter.

12 Three schools were not included due to the total evaluation budget. The three schools not included were randomly chosen to be dropped from the study.

To be eligible for Cycle 2 grants, schools had to have received an Unacceptable accountability rating in 2005. As with Cycle 1 schools, mathematics performance was the most commonly identified reason for Unacceptable ratings in campus accountability data tables for Cycle 2 schools.

Note that by 2006, nine of the 14 Cycle 2 schools included in the evaluation received Acceptable accountability ratings based on state tests administered approximately three months after the grant was awarded in February 2006, suggesting that some of these schools were able to address deficiencies prior to grant implementation. (See Accountability History tables in Appendix A for more information.)

Given the diversity of grantee sites in terms of size, demographics, and accountability history, the redesign models and strategies employed by the Cycle 1 and Cycle 2 schools and the specific activities implemented varied widely. For more discussion of models and implementation, see the School Profiles in chapters 2 and 3.

Methods

Data collection involved three primary activities: surveys, site visits, and compilation of student performance data.

This final report includes abbreviated school profiles of Cycle 1 and Cycle 2 grantees adapted from case studies developed through surveys of school staff and Technical Assistance Providers (TAPs), site visit data including interviews and focus groups, and document review. Information about student outcomes was based on quantitative analyses of student performance data and student data linked to the research framework.

Survey

Survey Instruments

The purpose of the staff survey was to collect information related to implementation, staff buy-in, barriers to and early indicators of success, and school climate. RFL and TEA combined and adapted two reliable and valid instruments designed specifically for evaluating staff perceptions of school reform. The first instrument was the School-Wide Program Teacher Questionnaire (SWPTQ), which has been adapted by Goldfeder and Ross (2003) for evaluation of redesign efforts

Table 1.1. Grant Timeline

Cycle	*School Year of Accountability Rating Determining Eligibility*	*Grant Start Date*	*Grant End Date*	*Length of Grant Period*
1	2003–04	April 1, 2005	February 27, 2007	22 months
2	2004–05	February 1, 2006	February 28, 2008	24 months

Source: Requests for Applications

from the Comprehensive School Reform Teacher Questionnaire (CSRTQ) developed by researchers at the Center for Research in Educational Policy (CREP) at the University of Memphis (Ross & Alberg, 1999). Its 28 items are designed and reported to measure the five constructs underlying school reform: external support, school capacity, internal focus, pedagogical change, and outcomes. Teachers respond using a 5–point Likert-type scale ranging from "Strongly Disagree" to "Strongly Agree." Construct validation and scale reliability coefficients can be found in Nunnery, Ross, and Sterbinsky (2003).

The second instrument measured school climate using the School Climate Inventory (SCI) (Butler & Alberg, 1989). The SCI consists of seven dimensions, or scales, logically and empirically linked with the five constructs associated with successful school reform efforts. The seven dimensions of the instrument are order, leadership, environment, involvement, instruction, expectations, and collaboration. Each scale contains seven items, with 49 statements comprising the inventory. School staff respond using a 5–point Likert-type scale ranging from "Strongly Disagree" to "Strongly Agree." Each scale yields a mean ranging from 1 to 5 with higher scores being more positive. The instruments were combined to create teacher and principal surveys. (See Appendix B for teacher and principal survey protocols.) Scale descriptions and current internal reliability coefficients can be accessed at http://crep.memphis.edu/web/instruments/sci.php. (See Appendix C for scale description.)

Additional online surveys were conducted with the external TAPs. Surveys were developed in conjunction with TEA to assess stages of

Table 1.2. Cycle 1 School Type and Size

	School Type		*Number of Students*			
	Regular	Alternative Ed	Under 100	100–500	500–1000	1000+
No. of Schools	9	4	5	2	1	5

Source. Texas Education Agency, Academic Excellence Indicator System (AEIS)

Table 1.3. Cycle 2 School Type and Size

	School Type		*Number of Students*			
	Regular	Alternative Ed	Under 100	100–500	500–1000	1000+
No. of Schools	11	3	0	7	1	6

Source. Texas Education Agency (AEIS)

Table 1.4. Cycle 1 School Demographic Information (2005–06)

School	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility (2004–05)*	*Limited English Proficient*
1-1	330	62%	29%	9%	0%	76%	63%	15%	5%
1-2	2,678	6%	91%	3%	1%	89%	82%	24%	15%
1-3	735	18%	81%	2%	0%	83%	87%	40%	19%
1-4	668	88%	12%	1%	0%	85%	85%	39%	3%
1-5	1,408	1%	99%	1%	0%	99%	77%	34%	9%
1-6	1,359	91%	8%	1%	1%	74%	79%	35%	2%
1-7	76	91%	7%	3%	0%	93%	86%	18%	0%
1-8*	69	31%	31%	38%	1%	66%	53%	20%	9%
1-9	1,251	73%	26%	1%	1%	96%	55%	28%	3%
1-10*	50	35%	12%	52%	1%	100%	93%	80%	0%
1-11*	78	12%	78%	10%	0%	79%	58%	22%	4%
1-12*	111	6%	78%	16%	0%	96%	100%	56%	0%
1-13	223	19%	73%	7%	1%	40%	100%	71%	38%

Source. Texas Education Agency, AEIS
* Total students based on number reported in Grades 9–12; demographic data based on total school enrollment in all grades served.

Table 1.5. Cycle 2 School Demographic Information (2005–06)

School	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility (2004–05)*	*Limited English Proficient*
2-1	1,395	83%	15%	2%	1%	76%	75%	30%	5%
2-2	1,762	3%	89%	7%	1%	73%	47%	23%	12%
2-3	1,462	1%	12%	86%	1%	25%	56%	21%	5%
2-4	373	35%	41%	24%	1%	47%	67%	15%	10%
2-5	2,109	8%	83%	9%	1%	89%	75%	31%	6%
2-6	681	1%	97%	3%	0%	88%	66%	18%	1%
2-7	207	1%	84%	16%	0%	68%	75%	21%	6%
2-8	1,025	23%	74%	3%	1%	86%	81%	34%	12%
2-9	361	37%	22%	41%	1%	51%	57%	27%	4%
2-10	1,011	66%	33%	1%	1%	78%	83%	30%	7%
2-11	233	14%	21%	64%	1%	34%	42%	10%	3%
2-12	144	2%	67%	27%	4%	22%	13%	44%	1%
2-13	352	45%	37%	17%	2%	48%	96%	78%	9%
2-14	297	97%	3%	0%	0%	100%	99%	52%	0%

Source. Texas Education Agency, AEIS

implementation, implementation fidelity, and barriers to implementation for grantee schools. (See Appendix B for TAP survey protocols.)

Survey Administration

Surveys were programmed for online administration. A local survey contact from each campus was identified to help administer the online surveys. Evaluators communicated with each survey contact about the data collection schedule and described the assistance needed from the survey contacts. The evaluators provided survey contacts with information about the surveys and step-by-step instructions. The evaluators also provided an e-mail address for technical assistance for respondents who needed help in accessing or submitting the questionnaire. The evaluators monitored the response rates on a weekly basis and worked with the local survey contacts to remind staff to complete the surveys.

The online teacher and principal surveys were active September 6–October 6, 2006, for Cycle 1 grantees. For Cycle 2 grantees, the staff surveys were active February 26–May 15, 2007.

In administering surveys for Cycle 1 TAPs, the URL for accessing the online questionnaire and step-by-step instructions were sent to school contacts with requests to forward the information to the school's TAP. In some cases, no TAP survey responses were received. Therefore, TAP survey administration procedures were changed slightly for Cycle 2 grantees. Cycle 2 survey contacts were asked to provide contact information for the school's TAP, and the evaluators contacted the TAP directly to provide information, instructions, and follow-up reminders for survey participation. All Cycle 2 TAPs responded to the survey.

The Cycle 1 online TAP surveys were active September 15–October 6, 2006. The Cycle 2 online TAP surveys were active from March 1–May 15, 2007.

Site Visits

Site Visit Protocols

Staff interview and focus group instruments were adapted from protocols also developed by CREP at the University of Memphis. These instruments were designed to report information about staff perceptions related to context, redesign involvement, capacity, support, focus, pedagogy, outcomes, and facilitators and barriers to redesign implementation. Parent and student focus group instruments were designed to capture information about school climate, involvement/engagement in schools, school services, and perceived improvement in student outcomes. (See Appendix B for interview and focus group protocols.)

Conducting Site Visits

Two-member teams conducted site visits to grantee schools. Teams consisted of an educational specialist and a methods specialist. RFL staff provided training to site visit team members in the goals of the evaluation, a review of site profiles, site visit activities and protocols, and creation of a site visit summary. The RFL team identified a school contact to help schedule and coordinate the visit, provided the school with agendas and protocols prior to the site visit, and worked with the school contact to provide any additional necessary information to participants.

Site visit activities included interviews and focus groups. Interviews were conducted with principals, redesign coordinators when different from the principal, teachers (usually four who were randomly selected), and

counselors. Focus groups were conducted with another group of randomly selected teachers, parents, and students. Evaluators relied on campus staff to help select participants in the parent and student focus groups. Evaluators requested that selected parent and community members reflect a variety of levels of school involvement and that students represent a variety of performance levels. It should be noted that these requirements were not always met. Typically, it was the evaluators' impression that parents invited to participate in focus groups overrepresented highly involved parents and students overrepresented high-performing students.

Some evaluation activities were eliminated at smaller schools. For example, if a school had a teaching staff of seven, evaluators conducted a focus group including all seven teachers but no individual teacher interviews.

One two-day site visit was conducted at all 13 Cycle 1 schools in fall 2006. A preliminary one-day site visit was conducted at the 14 Cycle 2 schools included in the evaluation in fall 2006. A second two-day site visit was conducted at the same 14 schools in spring 2007.

Document Review

Document review included grant applications, Academic Excellence Indicator System (AEIS) reports, Campus Accountability reports, progress reports, expenditure reports, web research on HSRR models used, and additional documentation provided by the site.

Student Performance Data

The evaluation was designed to compare: 1) student performance outcomes for grantee schools to matched comparison campuses that did not receive HSRR grants, and 2) student performance outcomes within the groups of schools implementing HSRR programs.

Identification of Matched Comparison Schools

Candidates for the comparison campuses were selected from the Texas population based on the following criteria:

- Campus type was either regular or alternative instruction;
- Campus had students in 9th, 10th, 11th, and 12th grades in 2005, 2006, and 2007; and
- Campus did not have any missing data on matching variables (2005 TAKS reading % met, mathematics % met, campus size, % economically disadvantaged, % White, and % at risk).

Mahalanobis distance was calculated between each grantee campus and all comparison campus candidates based on the correlation among the six matching variables listed above. To ensure the exact matching for the community type and campus instruction type, the campuses were then divided into eight subsets based on four community types (other central city, other central city suburban; non-metropolitan fast growing, non-metropolitan stable; charters; and major urban) and two campus instruction types (alternative and regular). For each grantee campus, a comparison campus candidate with the shortest Mahalanobis distance was selected as the final comparison campus. The ratio of grantee to comparison campus was 1:1. Thus, 13 comparison campuses were selected for Cycle 1 grantee campuses, and 14 were selected for Cycle 2 grantee campuses.

Student Outcome Data Collection

Student performance data were compiled for both Cycle 1 and Cycle 2 schools and a set of matched comparison schools that did not participate in the grant program. Data were requested from TEA for two types of analyses.

The first was a cohort analysis of students who were in the 10th (Cycle 2) or 11th (Cycle 1) grade in HSRR and comparison schools in 2007. This approach was designed to examine preliminary outcomes for students who had entered the school in the first year of HSRR grant implementation and who had maximum opportunity for exposure to grant-related changes. Demographic and assessment data for this set of students were collected for 2006 or 2007, depending on availability of data, and back to their 8th grade year (2005 for Cycle 2, 2004 for Cycle 1) for each year that the student attended a public school in Texas. The second set of data requested was for a campus-level analysis of achievement in 2004 compared to 2006 or 2007, depending on availability of data, and data were collected for all students attending the Cycle 1 and comparison campuses for the years 2004 through 2007.

All data requested were at the student level and included student identifier, county-district-campus number, ethnicity, economically disadvantaged status, Title 1 eligibility, limited English proficiency (LEP) status, and at-risk status from the Public Education Information Management (PEIMS) dataset. Also requested were student identifier, county-district-campus number, reading and mathematics score code, and reading and mathematics met standard status from the Texas Assessment of Knowledge and Skills (TAKS) dataset.

Survey Data Analysis

Survey data were analyzed to supplement site visit findings. Response rates from the schools were variable from school to school and generally above 40% (with the exception of one Cycle 1 campus with a particularly low response rate and one Cycle 2 campus that did not complete surveys). However, small sample sizes, even when response rates were high, limit interpretation. Follow up to detect non-random differences between respondents and nonrespondents was beyond the scope of this evaluation. (See Tables 1.6 and 1.7 for more response rate information.)

For the SWPTQ and the SCI, missing data ranged from 0 to 3%. Missing responses were eliminated from percent calculations. Percentages only include those choosing a response linked to a value on the Likert scale. This approach represents a proportion of the total number of survey respondents but is reflective of all responses providing a Likert-scale rating. Elimination of missing data from calculations provides an adjusted frequency that minimizes any potential distortion in interpretations caused by including missing data (Rea & Parker, 1997).

To create summary statistics for the survey scales, missing responses were assigned the school mean on individual questions. Imputations were used to create a complete dataset for the construction of scales. This approach meant that questions across the scales had the same number of usable responses. Single imputations were a reasonable choice in this case because the rate of missing information was below 20% (Schenker, Reghunathan, Chiu, Makue, Zhang, & Cohen, 2004). Additionally the number of respondents at the school level was judged too low to use multiple imputation (Rubin & Schenker, 1986) based on predicting missing responses from prior responses.

Survey results were not used in student outcomes analysis for schools with fewer than five staff members responding. When interpreting results, it is important to keep in mind that a small staff size, even with a high response rate, generally limits interpretation

of results. Summary statistics of survey data and comparisons with national norms for secondary schools were included in the individual case studies (Cycle 1) and school profiles (Cycles 1 and 2).

Site Visit Data Analysis

This portion of the evaluation involved multiple analysis steps that began prior to site entry and continued through project completion. After completion of site visits, team members summarized each school's data and submitted summary memos aligned with the research framework. Evaluators cleaned, reviewed, and supplemented information, combining all data points to develop comprehensive case studies.

After reviewing grant applications, budgets, schools' documents, school-submitted progress reports required by TEA, site visit data, and survey data, evaluators assigned an implementation score to each school using an instrument designed to assess the strength of implementation of reform efforts (USDE, 2003b). This instrument was adapted to assess HSRR-required components, including school-wide innovations as well as activities targeting areas of deficiency. (See Appendix B for protocol.) The implementation scale taps components of school reform by breaking each component into sections that focus on measurable standards. For example, the professional development component is broken into four sections—strong content focus; evidence of collective participation of groups of teachers; evidence of some training taking place in a teacher's classroom; and explicit guidance to align training with standards, curriculum, or assessment tools.

Table 1.6. Cycle 1 Survey Response Rates

School	*Staff Responded*	*Total Staff*	*Response Rate*
School 1-1	22	31	71%
School 1-2	88	156	56%
School 1-3	36	76	47%
School 1-4	38	47	81%
School 1-5	74	105	70%
School 1-6	32	77	42%
School 1-7	7	9	78%
School 1-8	8	9	89%
School 1-9	85	85	100%
School 1-10	2	11	18%
School 1-11	7	7	100%
School 1-12	8	9	89%
School 1-13	24	25	96%

Note. Total staff data was school reported.

Where appropriate, each section is then marked yes or no and given one point for yes and zero points for no. So, if a school provides HSRR-related professional development with a strong content focus, it would receive a score of 1 for item 3.1. An excerpt from the scale is shown.

Scores on each of the components were then summed, and an overall implementation score was assigned to each school that corresponds with one of five school reform implementation levels listed below (Bodilly, 1998).

1) **Not Implementing.** No evidence of the strategy.
2) **Planning.** The school is planning or preparing to implement.
3) **Piloting.** The strategy is being partially implemented with only a small group of teachers or students involved.
4) **Implementing.** The majority of teachers are implementing the strategy, and the strategy is fully developed in accordance with descriptions by the model designers.
5) **Fulfilling.** The strategy is evident across the school and is fully developed in accordance with the model specifications, and signs of "institutionalization" are evident.

Schools were then categorized into three implementation-level groups through analysis of site visit data, survey data, and the overall implementation instrument:

- High-Level Implementation category schools in the "Implementing" phase;
- Middle-Level Implementation category schools in the "Piloting" stage; or
- Low-Level Implementation category schools in the "Planning" stage.

No schools in either cycle were assessed to be

Excerpt of Implementation Scale

Component	*Measure*		*Score*
3. Professional Development:			
3.1 Strong content focus	yes	no	1
3.2 Evidence of collective participation of groups of teachers from the same school	yes	no	1
3.3 Evidence of some PD taking place in the teacher's classroom, e.g., mentoring	yes	no	0
3.4 Explicit guidance to align PD with standards, curriculum, or assessment tools	yes	no	1

Source. U.S. Department of Education, 2003b

at the highest implementation level "Fulfilling" or the lowest, "Not Implementing."

For each cycle of grantees (Cycle 1 and Cycle 2), regular education schools were identified within an implementation level (high, middle, low), ordered alphabetically within the category, and assigned a number. Alternative education schools, regardless of implementation score and level, were alphabetically assigned numbers following the low implementation category. The rationale for separating the alternative education schools was three-fold. First, several of the alternative education schools included in the evaluation were small charter schools or alternative education campuses within districts that were quantitatively and qualitatively different than the regular education campuses, serving small enrollments (below 100 students) and distinct student populations. Staff size at the alternative education schools also was significantly smaller than staff size at other schools included in the study, often involving no more than 10 teachers. Further, several of these schools were assessed under the state's Alternative Education Accountability (AEA) system. For these reasons, it was determined that implementation scores between the regular education high schools and the alternative education campuses were not comparable, so the latter were separated in the numbering system used in the study. This same process was followed for Cycle 2 schools. (See Tables 1.8 and 1.9 for more information about implementation scores and levels.)

In reviewing implementation levels and scores, it is important to note differences

Table 1.7. Cycle 2 Survey Response Rates

School	*Staff Responded*	*Total Staff*	*Response Rate*
School 2-1	1	149	.007%
School 2-2	87	158	55%
School 2-3	58	113	51%
School 2-4	29	47	62%
School 2-5	102	136	75%
School 2-6	43	54	80%
School 2-7	20	29	69%
School 2-8	54	65	83%
School 2-9	32	33	97%
School 2-10	53	57	93%
School 2-11	19	26	73%
School 2-12	8	12	67%
School 2-13	20	20	100%
School 2-14	14	14	100%

Note. Total staff data provided by TEA.

in data collection and analysis between the cycles. Many of these differences influenced implementation scoring in direct and indirect ways, and, thus, implementation levels and scores should not be compared across cycles.

Specifically, the data used in calculating implementation scores included data collected at different times in the implementation process for Cycle 1 and Cycle 2 schools. Site visits were conducted once for Cycle 1 schools, about 19 months into the 22-month grant period or after 86% of the grant period had elapsed. Site visits were conducted at Cycle 2 schools twice, about eight months into the two-year grant period, and again at about month 14 of grant implementation, a little over half way (58%) through the grant period. Surveys were conducted at month 19 for Cycle 1 schools and month 14 for Cycle 2 schools.

Further, the only available progress report data for Cycle 1 at the time implementation scores were calculated in fall 2006 were from early in the implementation process (early fall 2005), which was approximately six months into grant implementation but included the summer months when few activities for all school staff occurred. Because the grant award was late in the school year, implementation may have been affected. School-reported implementation levels for Cycle 1 included in implementation scores were thus significantly lower than those reported and used for calculation of implementation scores for Cycle 2 schools, which were based on progress report data from January 2007, almost a year into implementation.

Other variables impacting implementation scores were lack of progress report or TAP survey data. At the time of implementation scoring, no progress report data were available for five of the 13 schools in Cycle 1 and five TAPs did not complete surveys. For Cycle 2, three schools did not submit progress reports, but all TAPs completed surveys.

In conclusion, for the reasons described above, Cycle 1 and Cycle 2 are not comparable in terms of the implementation scores and implementation levels used in this report. A Cycle 1 school designated as a high implementing school with a score of 30 or above on the 53-point implementation scale should not be compared with a Cycle 2 school with a score of 30 or above on the same scale.

Case Studies

Case studies combined all data points and were organized to provide the following information about schools:

- **Local Context**
  Starting points, demographic data, and accountability and Texas Assessment of Knowledge and Skills (TAKS) performance history
- **HSRR Implementation**
  Model selection process, implementation activities, and factors impacting implementation (capacity, external support, internal focus, pedagogy, and restructuring outcomes)
- **Implementation Summary**
  Key points, assessment of implementation level, facilitators, barriers, and sustainability

Cycle 1 case study data collection was conducted in fall 2006 near the end of the 22-month grant period. Cycle 2 case study data collection was collected over two site visits, one in fall 2006, approximately six months into the grant period, and in spring 2007, just over a year into implementation. Cycle 2 site visit data were presented in terms of reported

activities as of the first site visit and additional implementation activities conducted by the time of the second site visit in spring 2007.

School staff reviewed case studies to ensure validity of findings. Cycle 1 case studies were published in the interim evaluation report to TEA. Cycle 2 case studies were provided to TEA program staff.

School Profiles

School profiles for both Cycle 1 and Cycle 2 schools are included in this final report. Profiles were developed from general site data and evaluation data collected through site visits, progress reports, and surveys. The profiles include the following information:

- Award Data and Amount (including a per-student award calculation)
- Site Visit Dates
- HSRR Model/TAP
- Implementation Level and Assessments
- Demographic Data
- Starting Points
- Implementation Summary
- Survey Data
- Reported Facilitators and Barriers

Student Data Analysis

Two types of analysis were conducted: a student-level analysis and a campus-level analysis. The first student-level analysis consisted of a comparison of student cohorts from the grantee campuses and matched comparison schools that did not participate in the grant. This analysis was conducted separately for Cycle 1 and Cycle 2 schools. The student-level analysis also included a

Table 1.8. Cycle 1 Implementation Score and Level and School Type

School	*Implementation Score (0–53)*	*Implementation Level (Low–High)*	*Type (Regular/Alternative)*
School 1-1	33.12	High	Regular
School 1-2	37.25	High	Regular
School 1-3	38.74	High	Regular
School 1-4	23.50	Mid	Regular
School 1-5	29.50	Mid	Regular
School 1-6	26.96	Mid	Regular
School 1-7	14.23	Low	Regular
School 1-8	21.70	Low	Regular
School 1-9	17.67	Low	Regular
School 1-10	27.67	Mid	Alternative
School 1-11	41.44	High	Alternative
School 1-12	32.62	High	Alternative
School 1-13	26.26	Mid	Alternative

within-group analysis of differences in student outcomes between grantee schools. The school completion analysis was a comparison of outcomes for Cycle 1 grantee and matched comparison schools. This analysis was performed for the Cycle 1 campuses using data from 2007 (the second year of the grant) and 2004, the year prior to receiving grant funds.

A summary of results of the student outcomes analysis are presented in chapter 4 with technical descriptions provided in Appendix D.

Limitations

The evaluation occurred simultaneously with implementation of HSRR strategies; therefore, grantee schools were in the process of implementation during data collection. In addition, the timeframe for the evaluation was insufficient to assess student outcomes. Eligibility for the grant was based on one year of Academically Unacceptable accountability ratings. Consequently, the context and starting points for implementation at grantees schools, between cycles and within cycles, varied dramatically. Comparisons across the HSRR grant program or between schools could thus be misleading.

Report Organization

The following chapters provide profiles of Cycle 1 schools (chapter 2) and Cycle 2 schools (chapter 3), followed by the student outcomes analysis (chapter 4), and findings and recommendations (chapter 5). Appendices include accountability rating tables for Cycle 1 and Cycle 2 schools (Appendix A), protocols of instruments used in the evaluation (Appendix

Table 1.9. Cycle 2 Implementation Score and Level and School Type

School	*Implementation Score (0–53)*	*Implementation Level (Low–High)*	*Type (Regular/ Alternative)*
School 2-1	31.50	High	Regular
School 2-2	36.30	High	Regular
School 2-3	33.04	High	Regular
School 2-4	38.04	High	Regular
School 2-5	31.34	Mid	Regular
School 2-6	25.79	Mid	Regular
School 2-7	24.11	Low	Regular
School 2-8	25.50	Low	Regular
School 2-9	20.07	Low	Regular
School 2-10	23.40	Low	Regular
School 2-11	23.50	Low	Regular
School 2-12	29.10	Mid	Alternative
School 2-13	32.88	High	Alternative
School 2-14	18.93	Low	Alternative

B), survey scale descriptions (Appendix C), and technical information on the student outcomes analysis (Appendix D).

Chapter 2

Cycle 1 - School Profiles

Overview

This chapter includes descriptive summaries of Cycle 1 schools. The information included for each school provides a brief overview of the school context and implementation of the High School Redesign and Restructuring (HSRR) grants. Each profile opens with basic information about grant award, data collection period, HSRR model and Technical Assistance Provider (TAP), and implementation level and assessments. Additional information for each school includes the following:

- Contextual Data—school size, demographic data, and starting points
- Implementation Summary—description of key strategies of chosen model and major implementation activities
- Survey Data—school-level results from the School-Wide Program Teacher Questionnaire (SWPTQ) and School Climate Inventory (SCI)
- Facilitators and Barriers—information on facilitators and barriers to implementation as reported by school staff

Table 2.1. Overview of Cycle 1 Grants

School	*School Type*	*Awarded Grant Funds*	*Total Students (2004–05)*	*Grant Funds Per Student*	*Model/TAP*	*Expended Grant Funds by 12/31/06*
1-1	Regular	$337,360	329	$1,025	Accelerated Schools	$303,624
1-2	Regular	$400,000	2788	$144	Schools for a New Society	$314,075
1-3	Regular	$400,000	1028	$389	High Schools That Work	$360,000
1-4	Regular	$400,000	790	$506	Schools for a New Society	$332,962
1-5	Regular	$400,000	1473	$272	High Schools That Work	$197,382
1-6	Regular	$400,000	1302	$307	Schools for a New Society	$342,864
1-7	Regular	$288,720	73	$3,955	High Schools That Work	$257,326
1-8	Regular	$204,180	76 *	$2,687	UT Dana Center	$87,254
1-9	Regular	$400,000	1402	$285	Local Model	$234,597
1-10	Alt Ed	$226,900	49 *	$4,631	Expeditionary Learning/ Outward Bound	$204,210
1-11	Alt Ed	$234,141	74 *	$3,164	International Center for Leadership in Education	$202,176
1-12	Alt Ed	$295,950	70 *	$4,228	Accelerated Schools	$266,355
1-13	Alt Ed	$309,913	247	$1,255	High Schools That Work	$238,970

Note. Grant funds per student are based on total award and total student enrollment at the school the year of grant award. Figures are approximate.

* Number of students enrolled in Grades 9–12 for schools that include additional grades

Chapter 2
Cycle 1 - School Profiles

Cycle 1 schools included 12 schools that received grants as part of the first cycle of the HSRR grant program and one school (School 1-5) that received a non-competitive grant as part of a related public-private initiative. (See Table 2.1 for more information on Cycle 1 grantees.)

School 1-1

Grant Cycle: 1
Grant Period: April 1, 2005–December 31, 2006
Grant Amount: $337,360[13] *($1,025.41 per student based on 2004–05 enrollment)*
Site Visit Dates: September 6–7, 2006
HSRR Model/TAP: High Schools That Work
Implementation Level/Score: High—33.12
School-Reported Implementation Assessment: 4.33 on a 5-point scale
TAP Implementation Assessment: 4.79 on a 5-point scale

School 1-1 is located in a rural school district. The campus experienced a slight increase in enrollment over the past several years and served 330 students in 2005–06. The majority of the student population was African American (62%) with Hispanic students composing the next largest ethnic group (29%). Seventy-six percent of the students were classified as economically disadvantaged in 2005–06; mobility was 15%. (See Table 2.2 for more demographic information.)

Starting Points

Accountability ratings were not assigned in 2002–03, the year prior to eligibility for the grant; however, School 1-1 was rated as Acceptable in 2001–02 under the previous accountability system. In 2003–04, the school was rated Unacceptable for performance in reading and mathematics. In 2004–05, the school received an Acceptable rating. (See Appendix A for more accountability information.)

School 1-1 faced many challenges related to a history of low academic performance, a negative school environment, and high levels of administrator and staff turnover. For example, the school had six principals over a recent three-year period. According to the school's grant

Table 2.2. School 1-1 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	285	59%	26%	14%	0%	77%	*	21%	5%
2004–05	329	62%	28%	10%	0%	81%	71%	18%	4%
2005–06	330	62%	29%	9%	0%	76%	63%	15%	5%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

13 Amount expended by end of grant period: $303,624

application, student discipline was also an area of concern with over 300 incidents reported in the 2003–04 school year. In spring 2005, the district's former superintendent came out of retirement to assume the position of principal.

Implementation Summary

With support from the school's Accelerated Schools Technical Assistance Provider (TAP), School 1-1 staff focused on changing the negative school environment. In accordance with the Accelerated Schools model process, the first portion of the grant period (2005–06) was used to take stock of the school's situation and develop an action plan for change. This was accomplished through early release days and site visits to other campuses implementing Accelerated Schools.

According to staff reports, a significant number of veteran teachers were opposed to change, so the administration encouraged those who were not on board to resign voluntarily or did not renew their contracts. Thus, in 2006–07, approximately 15 of the school's 30 teaching staff were new to the school. School 1-1 highlighted the Accelerated Schools model in the hiring process, even involving the TAP in interviews.

Two School 1-1 teachers were identified to serve as Accelerated Schools internal facilitators. In summer 2006, all teachers attended an Accelerated Schools Powerful Learning Institute to introduce all staff to the model and build group identity. This 30-hour training was followed by an in-service training. In addition, two weekly meetings focused on model strategies were held throughout the year—one for new faculty members and one for all faculty members.

Additional activities included teacher-led studies of areas for change. For example, based on teacher research on the effective use of teachers' time, assignments were changed so that instead of 4–5 preparations, teachers were only required to make 1–2 preparations. The TAP also reported that the staff developed a rubric to be used in considering the adoption of new initiatives to ensure the alignment and integration of future academic programs with the Accelerated Schools model.

Accelerated Schools

Accelerated Schools is based on the concept of providing gifted and talented level instruction for "at risk" students through "powerful learning."

Key Strategies

- Full needs assessments and exploration of the model philosophy
- Creation of school-wide sense of purpose
- Staff participation in governance and decision-making
- Increased expectations, emphasis on student strengths, and enhancement of curriculum to stimulate academic growth
- Extensive support from coaches

Source. Accelerated Schools website, http://www.acceleratedschools.net/

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in fall 2006, measures school change across the five constructs of the research framework. A total 22 of 31 professional staff members responded to the survey for a response rate of 71%. Survey data indicated School 1-1's ratings across all constructs were above the national norm for

secondary schools. Figure 2.1 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in fall 2006 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 1-1 was 4.24 on a 5-point scale, which was higher than the national average for secondary schools of 3.73. (See Figure 2.2.)

Reported Facilitators and Barriers

Facilitators

- Experienced leadership and commitment to changes as evidenced by scheduling to allow dedicated time for collaborative teacher learning and planning
- Implementation of major staffing changes and hiring practices around the HSRR model communicated a clear message about the school's commitment to reforms
- Regular presence of the TAP on the campus for meetings and classroom visits

Barriers

- Time and effort needed to address the school culture and staffing changes
- HSRR model based on a three-year implementation schedule
- Need to rebuild relationships with students and their parents

Figure 2.1. School 1-1 School-Wide Program Teacher Questionnaire (*N* = 22)

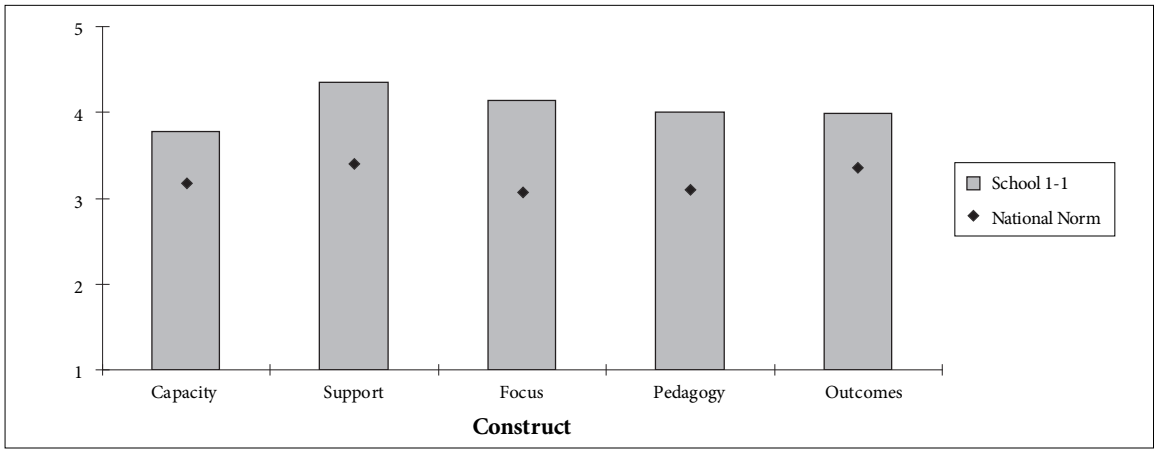
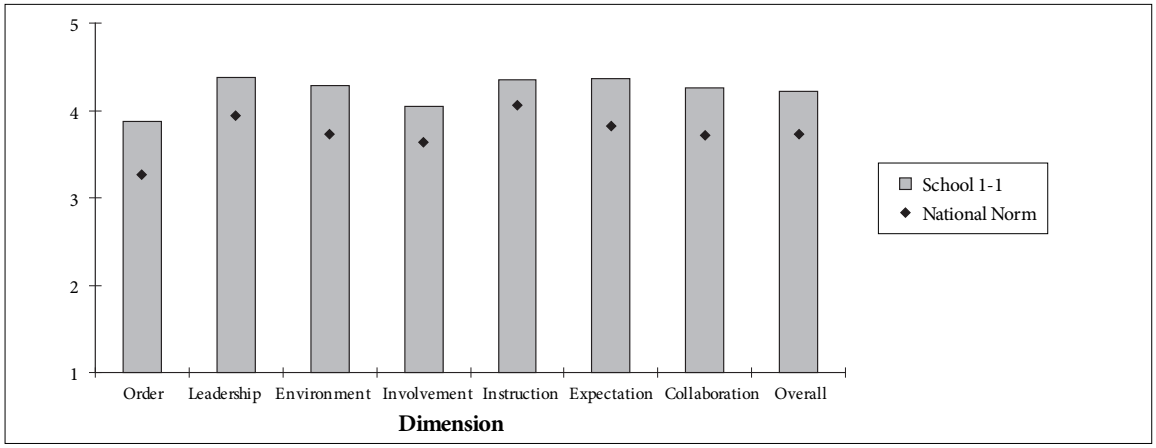


Figure 2.2. School 1-1 School Climate Inventory (*N* = 22)



School 1-2

Grant Cycle: 1
Grant Period: April 1, 2005–December 31, 2006
Grant Amount: $400,000[14] *($143.47 per student based on 2004–05 enrollment)*
Site Visit Dates: September 27–28, 2006
HSRR Model/TAP: Schools for a New Society
Implementation Level/Score: High—37.25
School-Reported Implementation Assessment: 4.00 on a 5-point scale
TAP Implementation Assessment: TAP did not complete a survey

School 1-2 is located in a large urban school district. Student enrollment at School 1-2 for the 2005–06 school year was 2,678 students. The school serves a predominately Hispanic student body (91%). Eighty-nine percent (89%) of the student population were considered economically disadvantaged, and 82% were considered at risk in 2005–06. Fifteen percent (15%) of students were identified as Limited English Proficient (LEP). (See Table 2.3 for more demographic information.)

Starting Points

Accountability ratings were not assigned in 2002–03, the year prior to eligibility for the grant; however, School 1-2 was rated as Low-Performing in 2001–02 under the previous accountability system. School 1-2 received Academically Unacceptable ratings in 2003–04 and 2004–05. (See Appendix A for more accountability information.)

The current principal arrived at School 1-2 in spring 2004 and implemented steps to address the school's primary challenges-low academic performance and serious safety, conduct, and discipline problems. The district recommended complete reconstitution for the school due to a history of low performance. The new principal re-interviewed all teachers and replaced approximately one-third of the staff. To address safety issues, the new principal brought in police and implemented a dress code. The school also operated multiple grant

Table 2.3. School 1-2 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	2,897	7%	90%	3%	1%	88%	*	22%	21%
2004–05	2,788	5%	91%	4%	1%	91%	82%	22%	18%
2005–06	2,678	6%	91%	3%	1%	89%	82%	24%	15%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

14 Amount expended by end of grant period: $314,075

programs, which one teacher said overwhelmed staff with a "bombardment of programs." The new principal concurred that staff had "things thrown at them left and right."

Implementation Summary

When the current principal came to School 1-2 in 2004, she assembled a committee of approximately 20 stakeholders, including teachers, parents, counselors, and school leadership, to discuss a plan for change. The redesign model integrated into this plan was the Schools for a New Society (SNS), a district-level initiative of the Carnegie Corporation of New York designed to help reinvent and reimagine the high school experience.

Some primary redesign changes included a reconfiguration of the master schedule to create a more personalized environment, common planning time for teachers, a new approach to teaching mathematics, classroom walkthrough training, and increased professional development for teachers. Smaller learning communities were reconfigured to focus on grade-level clusters and smaller class sizes, especially in ninth and tenth grades.

A team-based infrastructure was created to help staff members feel personally responsible for school improvement and to increase use of data as evidence of progress. In addition, three levels of professional development occurred: 1) weekly professional development with early dismissal of students; 2) increased opportunities to attend regional and national conferences; and 3) small group work during cluster and curriculum team meetings.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in fall 2006, measures school change across the five constructs of the research framework. A total 88 of 156 professional staff members responded to the survey for a response rate of 56%. Survey data indicated that focus and pedagogy at School 1-2 were above the national norm for secondary schools. Figure 2.3 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in fall 2006 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 1-2 was 3.39 on a 5-point scale, which was below the national average for secondary schools of 3.73. (See Figure 2.4.)

Schools for a New Society

Schools for a New Society gives all students access to a quality education that will prepare them for college and for participation in a democratic society.

Key Strategies

- Encourage partnerships between businesses, universities, parent and student groups, and community organizations
- Hold schools accountable
- Prepare students for participation in higher education, the workforce, and 21st century society
- Ensure that all students take rigorous courses
- Create small learning communities
- Provide intensive professional development
- Give teachers time for team planning

Source. Schools for a New Society website, http://www.carnegie.org/sns/

Reported Facilitators and Barriers

Facilitators

- Leadership of the principal and support from school administration and teachers
- Reconfiguration of the master schedule
- Higher expectations for student achievement
- Attempts to minimize confusion about the multiple ongoing programs at the large campus

Barriers

- Multiple ongoing grants
- Many teachers new to the school
- Extensive training without enough time to apply strategies in the classroom
- Challenge of special education inclusion in the context of higher academic expectations
- Lack of parent/community involvement
- Lack of financial resources

Figure 2.3. School 1-2 School-Wide Program Teacher Questionnaire (*N* = 88)

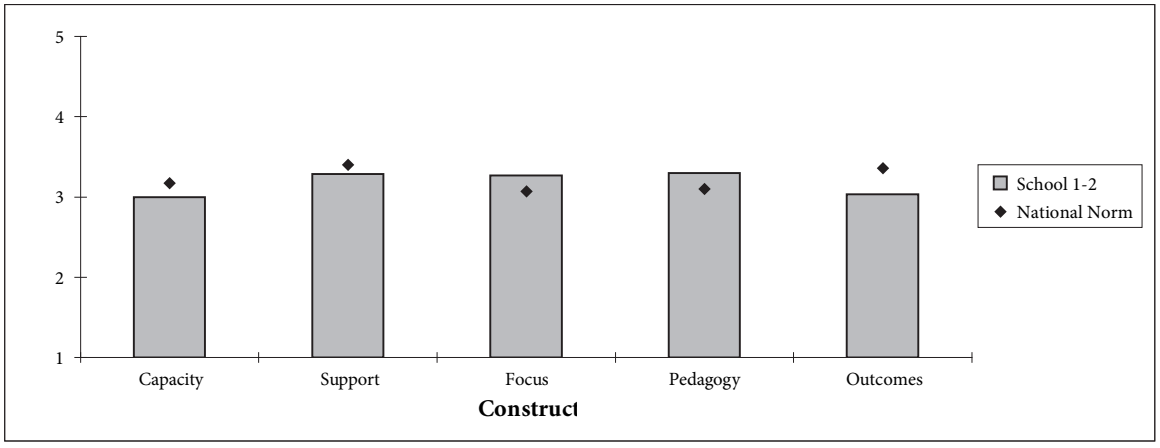
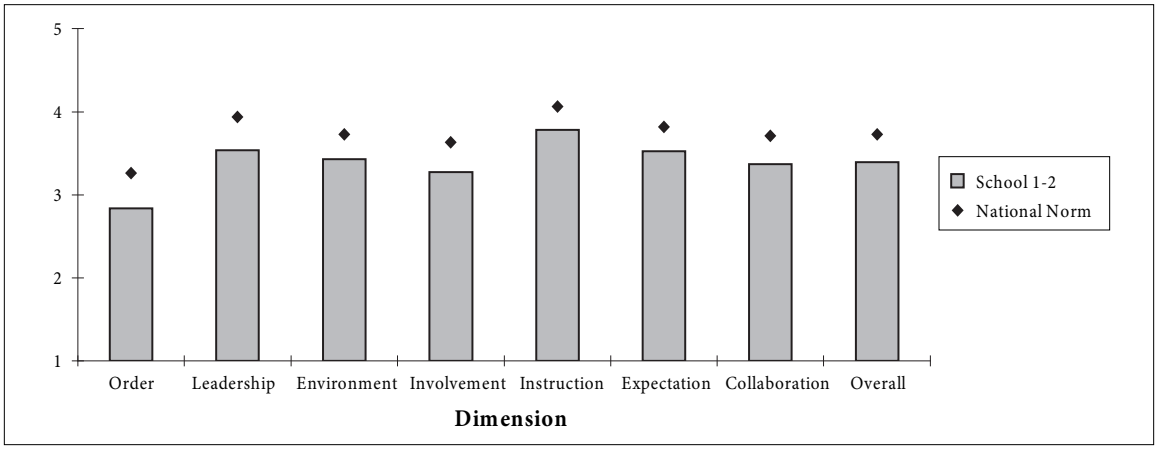


Figure 2.4. School 1-2 School Climate Inventory (*N* = 88)



School 1-3

Grant Cycle: 1
Grant Period: April 1, 2005–December 31, 2006
Grant Amount: $400,000[15] *($389.11 per student based on 2004–05 enrollment)*
Site Visit Dates: August 28–29, 2006
HSRR Model/TAP: High Schools That Work
Implementation Level/Score: High—38.74
School-Reported Implementation Assessment: 3.67 on a 5-point scale
TAP Implementation Assessment: 4.07 on a 5-point scale

School 1-3 is located in Central Texas and is a part of a large urban school district. School 1-3 has had a varied enrollment over the past several years. In the 2005–06 school year, the school served 735 students. The majority of the student population was Hispanic (81%) with African American students composing the next largest ethnic group (18%). Eighty-three percent of students were classified as economically disadvantaged. Mobility was high at 40%. About 20% of students were Limited English Proficient. (See Table 2.4 for more demographic information.)

Starting Points

Accountability ratings were not assigned in 2002–03, the year prior to eligibility for the grant; however, School 1-3 was rated as Acceptable in 2001–02 under the previous accountability system. The school received Unacceptable ratings in 2003–04 for reading and mathematics performance and in 2004–05 for mathematics performance. (See Appendix A for more accountability information.)

School 1-3 faced many challenges related to the cumulative effects of years of struggling with low academic performance, negative media perceptions, and the "revolving door" of administrators and staff. Because of the school's history of low academic performance, the school was under district-ordered

Table 2.4. School 1-3 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	958	18%	80%	3%	0%	74%	*	33%	21%
2004–05	1,028	16%	82%	2%	1%	80%	92%	36%	33%
2005–06	735	18%	81%	2%	0%	83%	87%	40%	19%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

15 Amount expended by end of grant period: $360,000

reconstitution in the areas of mathematics and science. To aid with these efforts, the district brought in a principal who had worked in a low-performing middle school that had also undergone reconstitution. In 2005–06, almost half the staff left due to increased pressure to meet state accountability standards. The 2006–07 school year was the first year in 10 that the principal returned for a second year. The entire administrative staff also returned in 2006–07.

Implementation Summary

The redesign efforts implemented at School 1-3 were part of a larger district effort begun in spring 2005 to redesign the district's comprehensive high schools into smaller learning communities. A major focus was to create career pathways by incorporating career and technology training. High Schools That Work was chosen as the HSRR model. School 1-3 had had a previous Comprehensive School Reform (CSR) grant that was used to support HSTW implementation.

The principal described the school's approach to redesign as consisting of four components: academies, instructional improvement, seminars for building student-teacher relationships, and a positive behavior support system for student management. The school moved into an academy structure, with each academy having a major focus of study. The structure of the academies presented some challenges in terms of staffing and planning time; however, staff also reported increased shared leadership in making professional development and curricular decisions.

The school used the Professional Teaching Model as its primary method for improving instruction. Staff reported work to develop a campus-specific scope and sequence. The school also began a daily seminar as part of its redesign efforts. The goal of the seminar was to create a class time focused on building personalized and continuous relationships between teachers and students. Finally, the school addressed behavior management through the Positive Behavior Support program that encourages positive reinforcement from teachers for positive student behavior.

High Schools That Work

The HSTW model focuses on creating environments in which students master challenging academic and career/technical studies.

Key Strategies

- High expectations
- Program of study
- Academic studies
- Career/technical studies
- Work-based learning
- Teachers working together
- Students actively engaged
- Guidance
- Extra help
- Culture of continuous improvement

Source. High Schools That Work website, http://www.sreb.org/programs/hstw/hstwindex.asp

School 1-3 used the majority of grant funds to support intensive professional development activities. Additionally, a quarter of the redesign budget was used to send staff to visit demonstration schools across the country. Over half the staff participated in these activities. The focus of professional development was on changing traditional approaches to instruction.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in fall 2006, measures school change across the five constructs of the research framework. A total 36 of 76 professional staff members responded to the survey for a response rate of 47%. Survey data indicated that School 1-3's ratings on Support, Focus, and Pedagogy were above the national norm for secondary schools. Figure 2.5 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in fall 2006 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 1-3 was 3.60 on a 5-point scale, which was below the national average for secondary schools of 3.73. (See Figure 2.6.)

Reported Facilitators and Barriers

Facilitators

- Experienced leadership
- Staff supportive of reform efforts
- Professional development opportunities
- School-wide academic focus with three academies

Barriers

- Public scrutiny over the school's academic performance
- Constant threat that the school will be taken over by the state or closed
- Teacher turnover and a general lack of human resources
- Insufficient time due to teaching on a block schedule
- Lack of parental/community involvement

Figure 2.5. School 1-3 School-Wide Program Teacher Questionnaire (*N* = 36)

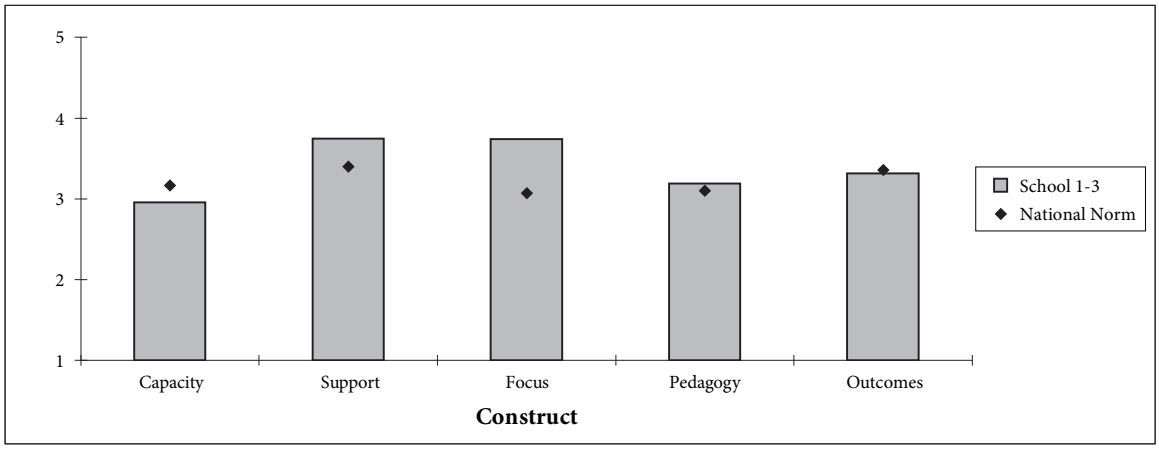
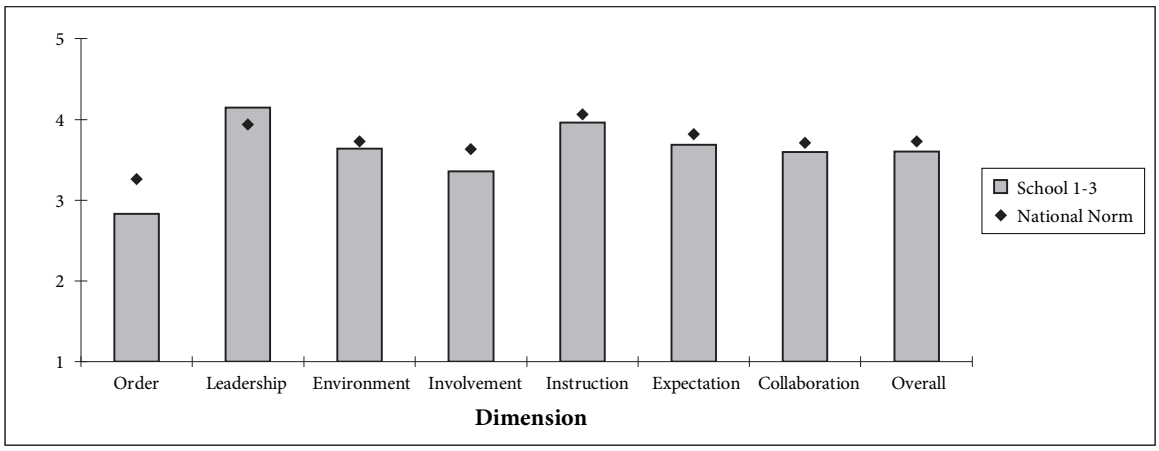


Figure 2.6. School 1-3 School Climate Inventory (*N* = 36)



School 1-4

Grant Cycle: 1
Grant Period: April 1, 2005–December 31, 2006
Grant Amount: $400,000[16] *($506.33 per student based on 2004–05 enrollment)*
Site Visit Dates: September 27–28, 2006
HSRR Model/TAP: Schools for a New Society
Implementation Level/Score: Middle—23.50
School-Reported Implementation Assessment: 4.33 on a 5-point scale
TAP Implementation Assessment: 4.14 on a 5-point scale

School 1-4 is located in eastern central Texas and is a part of a large urban school district. School 1-4 has had a decreasing enrollment over the past several years, serving approximately 668 students in the 2005–06 school year. The majority of the student population was African American (88%) followed by Hispanic students (12%). Eighty-five percent of students were classified as economically disadvantaged. Mobility was high at 39%. (See Table 2.5 for more demographic information.)

Starting Points

Accountability ratings were not assigned in 2002–03, the year prior to eligibility for the grant; however, School 1-4 was rated as Low Performing in 2001–02 under the previous accountability system. The school received an Unacceptable rating in 2003–04 for mathematics performance and in 2004–05 for reading performance. (See Appendix A for more accountability information.)

School 1-4 had been a magnet program for the performing arts since 1995–96 and had a history of academic success. However, over the past decade, the school's academic program had declined. Parents said that parental involvement also began to decline noticeably around 2002. Discipline at the

Table 2.5. School 1-4 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	852	86%	13%	1%	0%	94%	*	39%	3%
2004–05	790	88%	11%	1%	0%	90%	80%	41%	2%
2005–06	668	88%	12%	1%	0%	85%	85%	39%	3%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

16 Amount expended by end of grant period: $332,962

school also was described as an issue. Parents felt many problems were due to inconsistencies in setting, communicating, and enforcing policies by school administrators. A new principal had recently been appointed to the campus.

Implementation Summary

As part of an ongoing district initiative, School 1-4 selected Schools for a New Society (SNS) as its HSRR model, although implementation included many locally designed components designed to specifically address issues of concern at the school. Local priorities included attention to increasing campus resources, reducing student-teacher ratios, improving student behavior, and adding three content specialists in mathematics, science, and English. Initial implementation was delayed while the school identified a Technical Assistance Provider (TAP).

Staff development activities included Marzano High Engagement Strategy Training and the Positive Behavior Support school-wide behavior management system. Some teachers talked about attending co-teach training provided by a Regional Education Service Center, as well as individualized trainings. Professional development also was offered to an Intervention Assistance Team. New approaches were implemented in curriculum, instructional practices, and technology. There was emphasis on teacher awareness of the standards in daily lessons, and attention to monitoring progress increased. Eliminating distractions, such as dress code violations and discipline inconsistencies, led to increased focus staff said. Tutoring was also provided.

Schools for a New Society

Schools for a New Society gives all students access to a quality education that will prepare them for college and for participation in a democratic society.

Key Strategies

- Encourage partnerships between businesses, universities, parent and student groups, and community organizations
- Hold schools accountable
- Prepare students for participation in higher education, the workforce, and 21st century society
- Ensure that all students take rigorous courses
- Create small learning communities
- Provide intensive professional development
- Give teachers time for team planning

Source. Schools for a New Society website, http://www.carnegie.org/sns/

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in fall 2006, measures school change across the five constructs of the research framework. A total 38 of 47 professional staff members responded to the survey for a response rate of 81%. Survey data indicated School 1-4's ratings across all constructs were above the national norm for secondary schools. Figure 2.7 reports means on all five constructs. The School Climate Inventory (SCI) also was administered as part of the staff survey in fall 2006 and measures school climate across seven dimensions associated with effective

school climates. The overall mean SCI rating for School 1-4 was 3.78 on a 5-point scale, which was slightly higher than the national average for secondary schools of 3.73. (See Figure 2.8.)

Reported Facilitators and Barriers

Facilitators

- Leadership and support of the principal
- Influx of instructional resources, including more technology in classrooms, and adequate financial resources
- Improved attitude and behavior of students along with enforced discipline policies
- Ongoing support for staff from content specialists, which led to a strong focus on curriculum at the school

Barriers

- Cumulative disadvantage of years of insufficient resources and lack of attention to student learning
- Inadequate time to address problems at the school, such as changing attitudes and behaviors of students and staff
- Lack of parent and community involvement

Figure 2.7. School 1-4 School-Wide Program Teacher Questionnaire (*N* = 38)

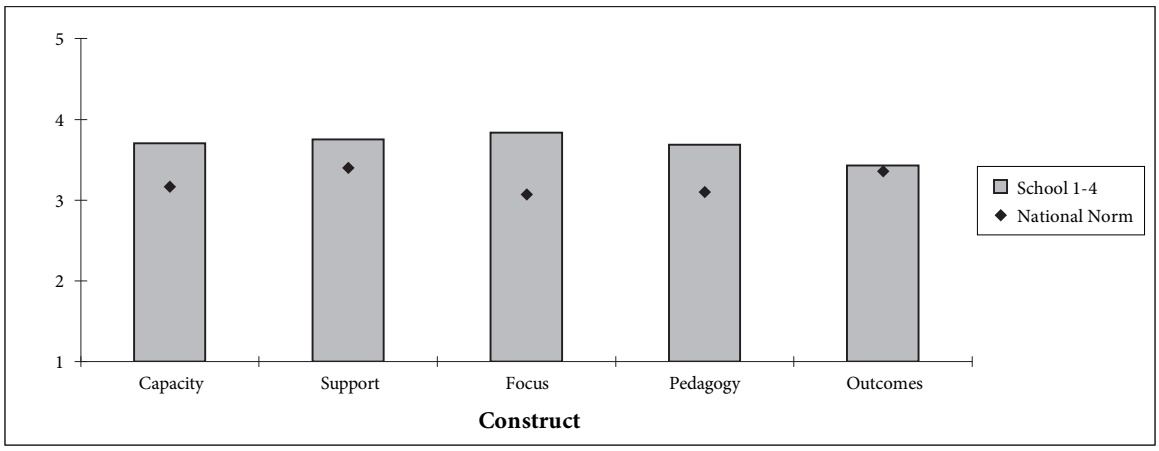
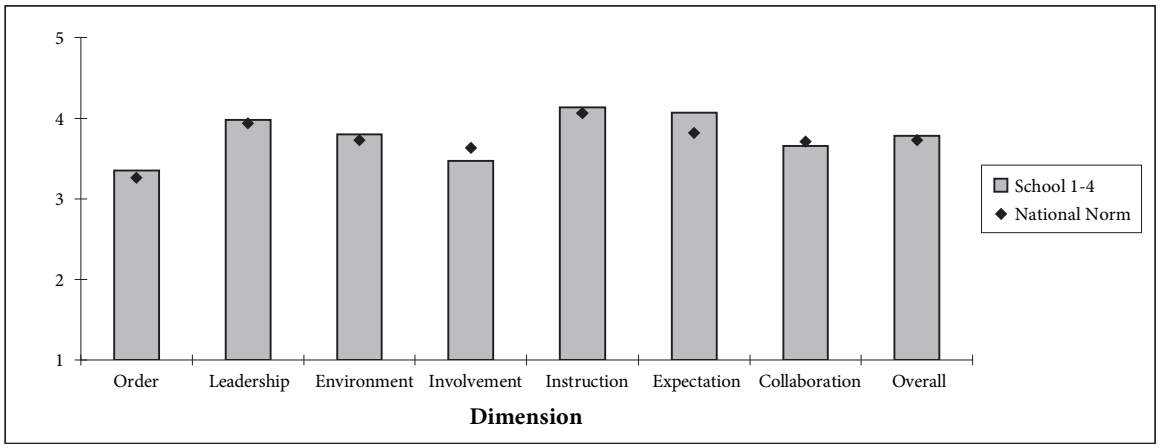


Figure 2.8. School 1-4 School Climate Inventory (*N* = 38)



School 1-5

Grant Cycle: 1
Grant Period: April 1, 2005–December 31, 2006
Grant Amount: $400,000[17] ($271.56 per student based on 2004–05 enrollment)
Site Visit Dates: September 25–26, 2006
HSRR Model/TAP: High Schools That Work
Implementation Level/Score: Middle—29.50
School-Reported Implementation Assessment: 3.50 on a 5-point scale
TAP Implementation Assessment: TAP did not complete survey

Please note: School 1-5 was funded through a non-competitive grant from TEA as part of a multi-campus redesign project in collaboration with the Communities Foundation of Texas. The decision to fund this campus was based on the strategic priorities of the Texas High School Project, a public-private partnership to improve the graduation rate and college readiness of Texas high school students. This campus did not have to the meet the same eligibility requirements related to accountability ratings as did other Cycle 1 schools.

School 1-5 is located in south central Texas and is a part of a large urban school district. The campus had a relatively stable enrollment serving approximately 1,400 students in the 2005–06 school year. The majority of the student population was Hispanic (99%). Ninety-nine percent of students were classified as economically disadvantaged. Mobility was high at 34%. (See Table 2.6 for more demographic information.)

Starting Points

Accountability ratings were not assigned in 2002–03, the year prior to eligibility for the grant; however, School 1-5 was rated as Acceptable in 2001–02 under the previous accountability system. School 1-5 received Academically Acceptable accountability ratings for 2003–04 and 2004–05. (See

Table 2.6. School 1-5 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	1,482	1%	99%	1%	0%	80%	*	34%	11%
2004–05	1,473	1%	99%	1%	0%	98%	76%	34%	10%
2005–06	1,408	1%	99%	1%	0%	99%	77%	34%	9%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

17 Amount expended by end of grant period: $197,382

Appendix A for more information on accountability.)

The school had eight principals in 10 years, and a new principal was appointed in 2006–07. Parents were concerned about the high turnover rate for top administrators. Student behavior was also an issue at School 1-5. Students reported personally experiencing incidents that left them feeling fearful and unsafe on campus. However, they were offended that the press consistently focused on the negative events that happened on campus and in the surrounding area.

High Schools That Work

The HSTW model focuses on creating environments in which students master challenging academic and career/technical studies.

Key Strategies

- High expectations
- Program of study
- Academic studies
- Career/technical studies
- Work-based learning
- Teachers working together
- Students actively engaged
- Guidance
- Extra help
- Culture of continuous improvement

Source. High Schools That Work website, http://www.sreb.org/programs/hstw/hstwindex.asp

The school implemented the Advancement via Individual Determination (AVID) program through a Comprehensive School Reform (CSR) grant. In addition, the Career and Technology Education (CTE) program included coursework in criminal justice, automotive/body shop repair, cosmetology, and culinary arts. A magnet program on banking was offered as well.

Implementation Summary

High Schools That Work (HSTW) was selected as the redesign model for the school before the current principal and associate principal were hired. According to a counselor who was on staff at the time of selection, administrators chose the program because the campus wanted to develop smaller learning communities.

School 1-5 was divided into three smaller learning communities with an administrator/vice principal, a counselor, and a curriculum and instruction coordinator assigned to lead each community. In 2006, a grant administrator was hired to coordinate activities across the three smaller learning communities. Communities were structured to promote shared leadership and provide common planning time for teachers.

Another primary focus of the redesign effort was to address the school's high dropout rate through better preparation for freshmen. Teachers said the intent was to establish strong bonds with the students when they first entered high school, and, in return, student attendance would improve over the long run.

The HSTW TAP provided campus-wide professional development and made numerous site visits. All staff members completed a day of professional development on promoting literacy across the curriculum, and a refresher course was offered for the entire staff in September 2006. Groups of teachers, counselors, and administrators also participated in a variety of other professional development offerings in 2006, including a workshop focused on student work and teacher assignments. Staff planned

to develop a standard rubric for analyzing and grading student work across departments. Some teacher comments indicated that the same group of teachers participated in most trainings.

According to the new principal, laptop computers and LCD projectors were purchased with grant funds for all core teachers in an effort to integrate technology into classrooms. However, teachers indicated that some of the equipment was not yet serviceable.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in fall 2006, measures school change across the five constructs of the research framework. A total 74 of 105 professional staff members responded to the survey for a response rate of 70%. Survey data indicated School 1-5's ratings for the Focus and Pedagogy constructs were above the national norm. Figure 2.9 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in fall 2006 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 1-5 was 3.42 on a 5-point scale, which was lower than the national average for secondary schools of 3.73. (See Figure 2.10.)

Reported Facilitators and Barriers

Facilitators

- Reorganization of the student body into three smaller learning communities with three curriculum coordinators to monitor student achievement and professional development
- Leadership from the associate principal and staff in the face of administrator turnover
- Time for the entire staff to come together and discuss what others were doing
- Strong training and professional development

Barriers

- Continued turnover of administration
- Insufficient time, technology, and resources

Figure 2.9. School 1-5 School-Wide Program Teacher Questionnaire (*N* = 74)

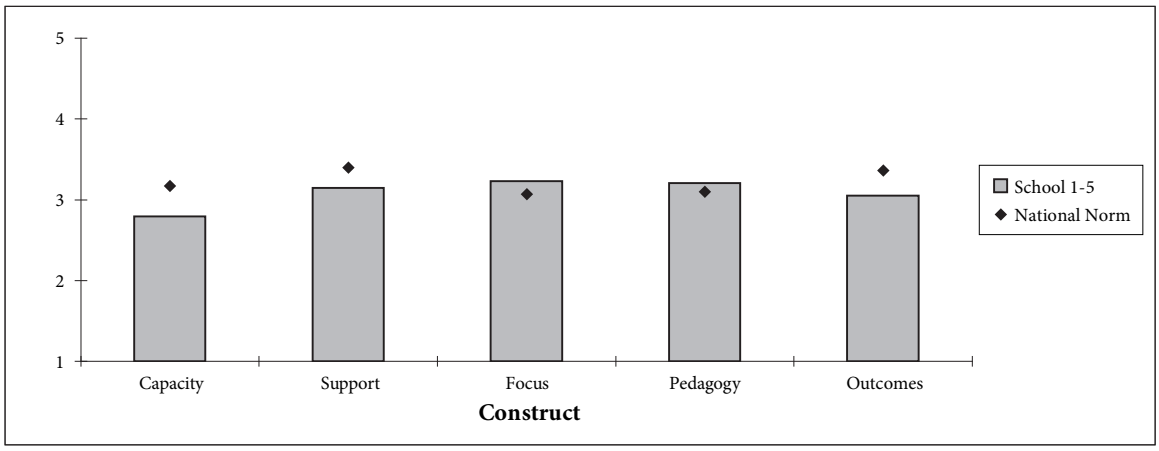
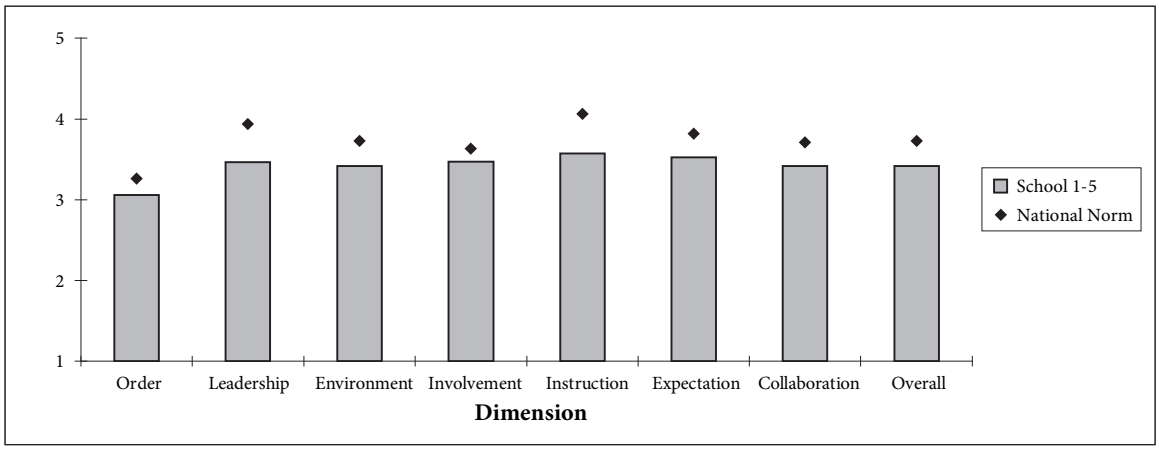


Figure 2.10. School 1-5 School Climate Inventory (*N* = 74)



School 1-6

Grant Cycle: 1
Grant Period: April 1, 2005–December 31, 2006
Grant Amount: $400,000[18] *($307.22 per student based on 2004–05 enrollment)*
Site Visit Dates: September 18–19, 2006
HSRR Model/TAP: Schools for a New Society
Implementation Level/Score: Middle—29.96
School-Reported Implementation Assessment: 2.67 on a 5-point scale
TAP Implementation Assessment: 2.29 on a 5-point scale

School 1-6 is located in a major urban school district in southeast Texas. The campus had a relatively stable enrollment over the past several years, serving approximately 1,350 students in 2005–06. The majority of the students were African American (91%). Seventy-four percent of students were classified as economically disadvantaged. Mobility was high at 35%. (See Table 2.7 for more demographic information.)

Starting Points

Accountability ratings were not assigned in 2002–03, the year prior to eligibility for the grant; however, School 1-6 was rated as Low-Performing in 2001–02 under the previous accountability system. In 2003–04, School 1-6 was rated Academically Unacceptable for mathematics performance. In 2004–05, the school was rated Academically Acceptable. (See Appendix A for more accountability information.)

School 1-6 faced challenges related to low academic performance, inadequate supplies and instructional resources, student discipline issues, poor communication with the district, and a district-ordered reconstitution. As part of reconstitution in 2005, 40% of teachers were not rehired in 2005–06. Science was one area of particular concern at School 1-6. Many

Table 2.7. School 1-6 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	1,379	91%	8%	1%	1%	75%	*	31%	3%
2004–05	1,302	92%	8%	1%	1%	76%	79%	33%	2%
2005–06	1,359	91%	8%	1%	1%	74%	79%	35%	2%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
*2003–04 at-risk data not included in AEIS.

18 Amount expended by end of grant period: $342,864

staff also mentioned that students came from "difficult situations" and that discipline was a problem. Another challenge was an apparent disconnect between the district, the school, and the community.

School 1-6 offered a communications magnet program and had ongoing partnerships with a range of community groups and organizations, including Project GRAD, the Rice Institute, the Charles A. Dana Center at the University of Texas at Austin, Kaplan, Inc., a local community college, a local university, Communities in Schools, and the R4 Group.

Implementation Summary

As part of an ongoing district effort, School 1-6 identified Schools for a New Society (SNS) as its HSRR model to establish smaller learning communities through grade-level academies. The school's redesign plan also focused on mathematics and science instruction, and class size in these subjects was monitored and intentionally kept low.

Core teachers from the school and two other high schools in the district participated in a Master Teacher Training Academy hosted by the R4 Group. Teachers then formed Master Teacher Academy Cohort Groups with teachers from other high schools. These groups met monthly to discuss strategies, best practices, and challenges. Teachers were also encouraged to incorporate more Bloom's Taxonomy and brain-based learning strategies into their lessons. In addition, school staff engaged in a wide variety of external, internal, and district professional development.

Due to multiple ongoing grants and programs at the school, the grant coordinator said the school combined additional support from other programs to build capacity at the school. A portion of grant funds was used to purchase mathematics and science materials and equipment, including a computer lab for the mathematics and science departments. Materials and equipment purchases were also made for other departments and activities, though to a lesser extent. Teachers mentioned more incorporation of technology into lessons.

The school also hired a third counselor, and several new positions were staffed, including a school improvement facilitator and a literacy coach. Weekly departmental meetings were instituted, and collaborative planning time for

Schools for a New Society

Schools for a New Society gives all students access to a quality education that will prepare them for college and for participation in a democratic society.

Key Strategies

- Encourage partnerships between businesses, universities, parent and student groups, and community organizations
- Hold schools accountable
- Prepare students for participation in higher education, the workforce, and 21st century society
- Ensure that all students take rigorous courses
- Create small learning communities
- Provide intensive professional development
- Give teachers time for team planning

Source. Schools for a New Society website, http://www.carnegie.org/sns/

teachers was emphasized with the alignment of core teachers' conference periods.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in fall 2006, measures school change across the five constructs of the research framework. A total 32 of 77 professional staff members responded to the survey for a response rate of 42%. Survey data indicated School 1-6's ratings for the Support, Focus, and Pedagogy constructs were above the national norm for secondary schools. Figure 2.11 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in fall 2006 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 1-6 was 3.59 on a 5-point scale, which was lower than the national average for secondary schools of 3.73. (See Figure 2.12.)

Reported Facilitators and Barriers

Facilitators

- Strong leadership from the principal and campus improvement facilitator
- Community partnerships with local universities, local businesses, and alumni
- Increased availability of materials leading to higher teacher morale and student engagement

Barriers

- Finding sources to support ongoing needs for basic instructional materials
- Difficulties changing students' perspectives about education
- Perceived district bias against School 1-6, as well as limited communication between the district and the school
- Lack of financial resources, time, and technology

Figure 2.11. School 1-6 School-Wide Program Teacher Questionnaire (*N* = 32)

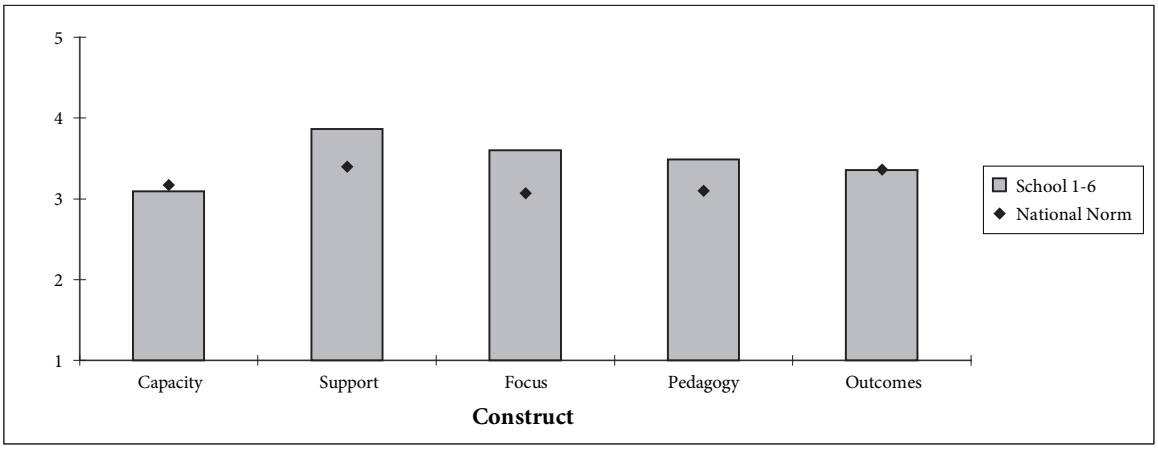
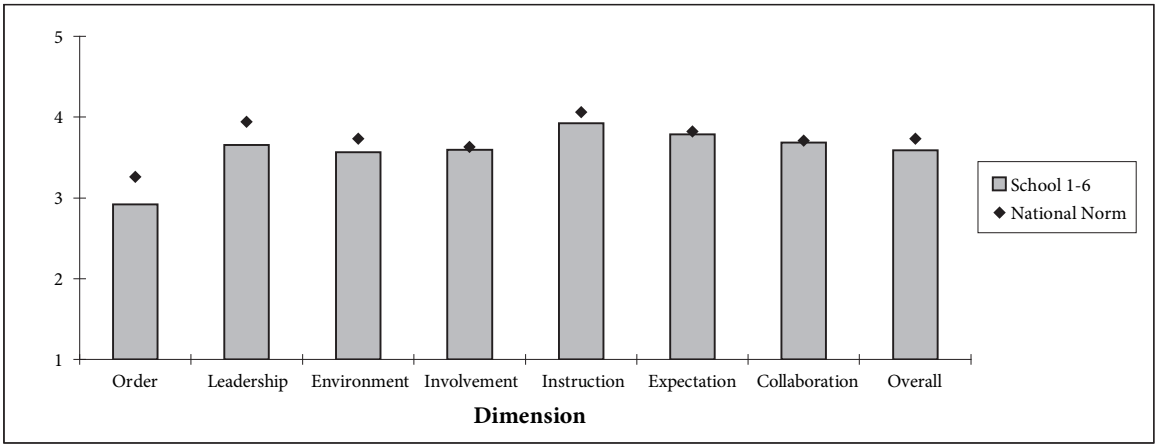


Figure 2.12. School 1-6 School Climate Inventory (*N* = 32)



School 1-7

Grant Cycle: 1
Grant Period: April 1, 2005–December 31, 2006
Grant Amount: $288,720[19] *($3,955.07 per student based on 2004–05 enrollment)*
Site Visit Dates: August 28–29, 2006
HSRR Model/TAP: High Schools That Work
Implementation Level/Score: Low—14.23
School-Reported Implementation Assessment: 3.83 on a 5-point scale
TAP Implementation Assessment: 3.43 on a 5-point scale

School 1-7 is located in east-central Texas in a small rural town. School 1-7 served 76 students in the 2005–06 school year. The majority of the student population was African American (91%). Ninety-three percent of the students were classified as economically disadvantaged. (See Table 2.8 for more demographic information.)

Starting Points

Accountability ratings were not assigned in 2002–03, the year prior to eligibility for the grant; however, School 1-7 was rated as Low-Performing in 2001–02 under the previous accountability system. In 2003–04, School 1-7 received an Academically Unacceptable rating for performance in mathematics. In 2004–05, the campus received an Acceptable rating. (See Appendix A for more accountability information.)

School 1-7 had been under the supervision of eight different principals over an eight-year period, with a new principal hired to lead the school in August 2006. In addition, three superintendents had served the district in the last four years. High teacher turnover and student discipline problems were also cited as challenges faced by the school.

Table 2.8. School 1-7 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	85	89%	5%	6%	0%	86%	*	18%	1%
2004–05	73	90%	6%	4%	0%	92%	96%	23%	1%
2005–06	76	91%	7%	3%	0%	93%	86%	18%	0%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

19 Amount expended by end of grant period: $257,326

Implementation Summary

School 1-7's grant application described a locally designed restructuring plan that incorporated many components of the High Schools That Work (HSTW) model. The grant application also indicated a partnership with KAPLAN education services, with the district joining "a pilot program…of the TAKS-based software called Achievement Planner."

During early implementation, representatives from HSTW traveled to School 1-7 to provide three after-school professional development workshops. In summer 2005, most faculty also attended the HSTW convention in Nashville. Staff reported they felt that the HSTW concepts were too elementary but were willing to try the strategies if they worked. No further training was provided in 2006–07.

Overall, during the data collection period, redesign efforts appeared to be at a standstill due to the newness of the principal and the lack of communication and knowledge transfer from one administration to the next.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in fall 2006, measures school change across the five constructs of the research framework. A total 7 of 9 professional staff members responded to the survey for a response rate of 78%. Survey data indicated School 1-7's ratings for the Focus and Pedagogy constructs were above the national norm for secondary schools. Figure 2.13 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in fall 2006 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 1-7 was 3.56 on a 5-point scale, which was lower than the national average for secondary schools of 3.73. (See Figure 2.14.)

High Schools That Work

The HSTW model focuses on creating environments in which students master challenging academic and career/technical studies.

Key Strategies

- High expectations
- Program of study
- Academic studies
- Career/technical studies
- Work-based learning
- Teachers working together
- Students actively engaged
- Guidance
- Extra help
- Culture of continuous improvement

Source. High Schools That Work website, http://www.sreb.org/programs/hstw/hstwindex.asp

Reported Facilitators and Barriers

Facilitators

- Renewed sense of commitment from the new principal
- Small school size and supportive faculty
- Support from the school administration and from other teachers, as well as professional development opportunities

Barriers

- History of teacher and administrator turnover and its impact on student performance

- Demographics of the students at the school were not representative of the community's demographics—many parents from the community had transferred their students
- Feelings of educational abandonment expressed by parents, teachers, and students
- Little parent/community involvement
- Lack of time, financial resources, and human resources

Figure 2.13. School 1-7 School-Wide Program Teacher Questionnaire (*N* = 7)

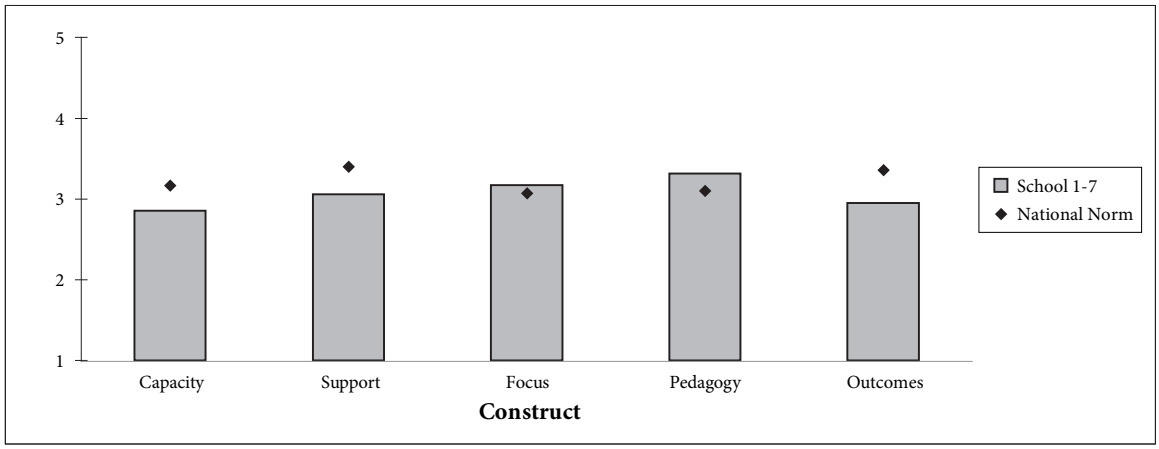
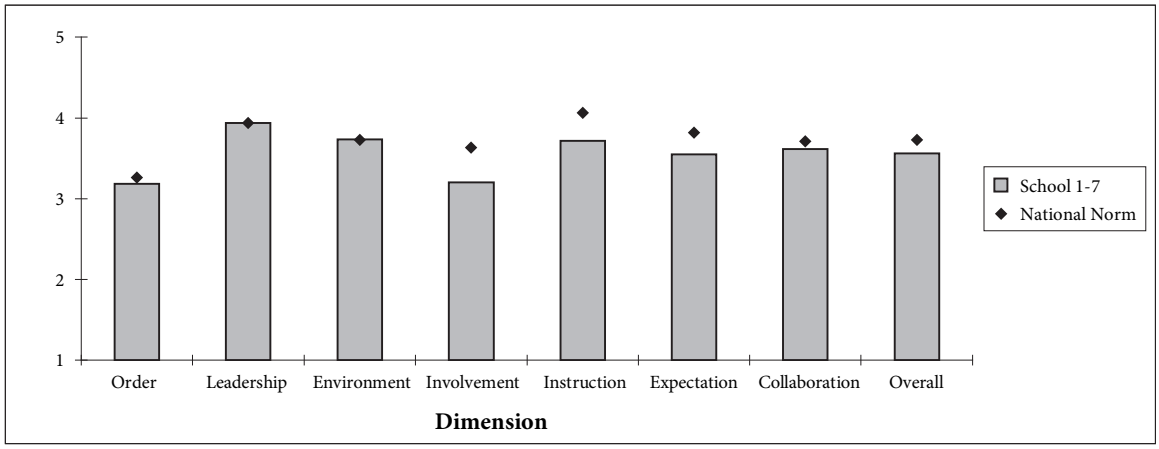


Figure 2.14. School 1-7 School Climate Inventory (*N* = 7)



School 1-8

Grant Cycle: 1
Grant Period: April 1, 2005–December 31, 2006
Grant Amount: $204,180[20] *($2,686.58 per student based on 2004–05 enrollment)*
Site Visit Dates: September 13–14, 2006
HSRR Model/TAP: Dana Center Support and Odyssey Computer Program
Implementation Level/Score: Low—21.70
School-Reported Implementation Assessment: 3.67 on a 5-point scale
TAP Implementation Assessment: 4.86 on a 5-point scale

School 1-8 is located in central Texas and is its own school district serving grades PK–12. School 1-8 had a decreasing enrollment of high school students over the past several years. The school served a total of 69 students in Grades 9–12 the 2005–06 school year. The majority of the student population was White (38%) with African American and Hispanic students composing the next largest ethnic groups (both 31%). Sixty-six percent of the students were classified as economically disadvantaged. Mobility was high at 20%. (See Table 2.9 for more demographic information. Note that demographic data reflects all grade levels served.)

Starting Points

Accountability ratings were not assigned in 2002–03, the year prior to eligibility for the grant; however, School 1-8 was rated as Acceptable in 2001–02 under the previous accountability system. School 1-8 received an Academically Unacceptable rating in 2003–04 due to performance in mathematics. In 2004–05, the school received an Academically Acceptable rating.

Table 2.9. School 1-8 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	82	30%	27%	42%	1%	57%	*	19%	2%
2004–05	76	30%	30%	40%	1%	63%	50%	22%	8%
2005–06	69	31%	31%	38%	1%	66%	53%	20%	9%

Source. Texas Education Agency, AEIS
Note. Total students based on number reported in Grades 9-12; demographic data based on total school enrollment in all grades served.
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

20 Amount expended by end of grant period: $87,254

(See Appendix A for more accountability information.)

The superintendent of School 1-8 led the redesign effort and had been with the school seven years. During this time, there was significant turnover among high school staff with only two teachers remaining from the previous administration. Further, even recently hired teachers had also left the school. With a small teaching staff, class offerings were primarily limited to core classes. Teachers were usually their own "department." Due to the isolated location of the school, there were few substitute teachers available, which made professional development during the school year difficult.

Implementation Summary

School 1-8's restructuring efforts were part of a larger transformation put in place with the arrival of the current superintendent several years previously. The superintendent described holding a forum that included 60–70 people from the community. Participants' concerns were grouped into themes that became the framework for the redesign plan. The superintendent identified the Charles A. Dana Center at the University of Texas at Austin as the TAP to provide data-analysis and data-disaggregation workshops as well as training for the mathematics and science teachers with an emphasis on vertical teams.

The first HSRR activity was a three-day retreat for administrators and faculty, which included a day-long data-disaggregation workshop conducted by the Dana Center, as well as time for team building. In addition to a few high school faculty members, teachers from middle and elementary classes at School 1-8 also attended. The primary ongoing activity consisted of five one-day Dana Center trainings for both mathematics and science teachers. These 10 days of training provided opportunities for School 1-8 to work on vertical teams, building on their K–12 setting. Leadership training for the superintendent (who was the HSRR program coordinator) and principal was postponed and did not occur the first year of the grant.

Dana Center Support Strategies

The Charles A. Dana Center at the University of Texas at Austin provides technical assistance and services using delivery models based on school needs.

Key Strategies

- Professional Teaching Model aimed at changing the traditional approach of instruction—define what students should know, create assessment criteria, and develop TEKS-based lessons
- Classroom walkthrough training
- TEXTEAMS, professional development based on the math and science TEKS

Source. Dana Center website, www.utdanacenter.org

In addition, with funds from another grant, School 1-8 revamped its science lab, had a SMART Board installed, and purchased more resources for lab experiments.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in fall 2006, measures school change across the five constructs of the research framework. A total 8 of 9 professional staff members responded to the survey for a response rate of 89%. Survey data indicated School 1-8's ratings across all

constructs were above the national norm for secondary schools. Figure 2.15 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in fall 2006 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 1-8 was 4.12 on a 5-point scale, which was higher than the national average for secondary schools of 3.73. (See Figure 2.16.)

Reported Facilitators and Barriers

Facilitators

- Leadership from the school and district administration
- Small size of the school and community
- Willingness of staff to participate in reform efforts
- Strong training and professional development opportunities

Barriers

- Teacher turnover
- Few available substitutes
- Lack of parent and community involvement

Figure 2.15. School 1-8 School-Wide Program Teacher Questionnaire (*N* = 8)

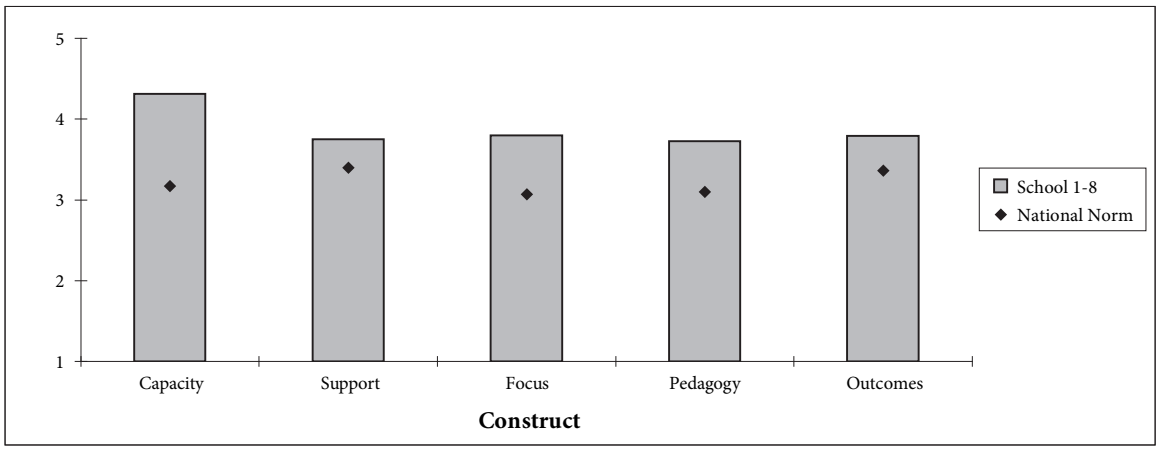
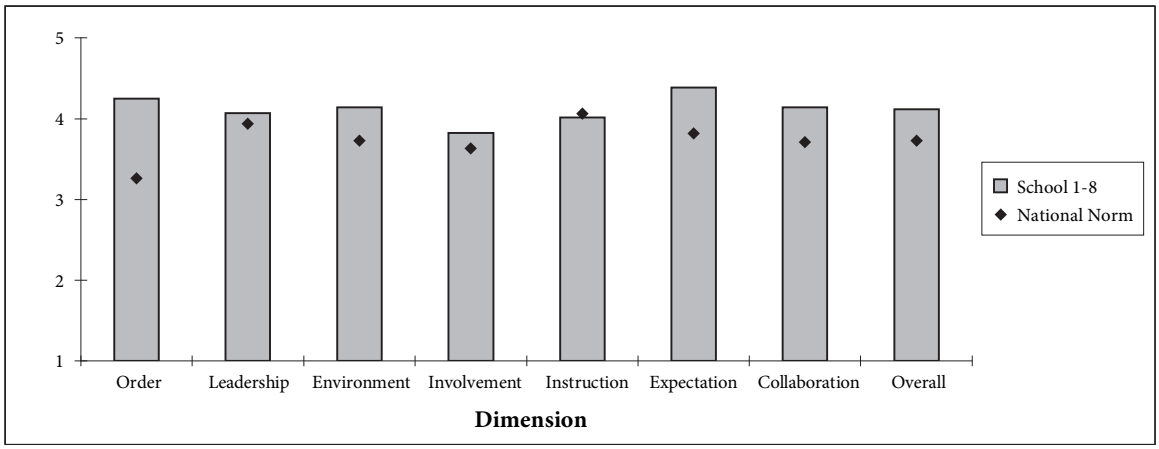


Figure 2.16. School 1-8 School Climate Inventory (*N* = 8)



School 1-9

Grant Cycle: 1
Grant Period: April 1, 2005–December 31, 2006
Grant Amount: $400,000[21] *($285.31 per student based on 2004–05 enrollment)*
Site Visit Dates: October 3–4, 2006
HSRR Model/TAP: Locally Developed Model
Implementation Level/Score: Low—17.67
School-Reported Implementation Assessment: 2.17 on a 5-point scale
TAP Implementation Assessment: TAP did not complete survey

School 1-9 is located in a low-income area in a major urban city. The campus has seen a large decrease in enrollment over the past several years, serving 1,251 students in the 2005–06 school year. The majority of the student population was African American (73%) with Hispanic students composing the next largest ethic group (26%). Ninety-six percent of students were classified as economically disadvantaged; a 21% increase from the 2003–04 school year. Mobility was high at 28%. (See Table 2.10 for more demographic information.)

Starting Points

Accountability ratings were not assigned in 2002–03, the year prior to eligibility for the grant; however, School 1-9 was rated as Low-Performing in 2001–02 under the previous accountability system. In 2003–04, the school was rated Academically Unacceptable for performance in mathematics and science. In 2004–05, the campus was rated Academically Acceptable. (See Appendix A for more accountability information.)

Table 2.10. School 1-9 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	1,550	76%	23%	1%	0%	75%	*	20%	3%
2004–05	1,402	75%	24%	1%	1%	80%	51%	25%	3%
2005–06	1,251	73%	26%	1%	1%	96%	55%	28%	3%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

21 Amount expended by end of grant period: $234,597

School 1-9 first opened in 1953 and is the largest campus in the district. The school had the reputation of being out of control due to vandalism, violence, truancy, and low academic performance. School 1-9 recently underwent a reconstitution and was already implementing a redesign program that was locally developed when the HSRR grants became available.

Local Model

Key Strategies

- Reconstitution of operational, management, and instructional programs
- Smaller learning communities
- Structured professional development to upgrade curriculum and instruction
- Parental involvement activities
- Testing
- Integration with existing tutoring programs
- Work with a variety of Technical Assistance Providers (TAPs)

Source. Grant application

Implementation Summary

The school integrated HSRR activities with a 21st Century Community Learning Center after-school tutoring program and a school improvement grant. Students were organized into smaller learning communities by grade level. Classrooms were clustered by grade levels when possible, and an assistant principal and a counselor were assigned to each group. Each grade was given its own wing of the building. There was a focus on the special needs of 300 incoming 9th grade students in an effort to improve attendance and address dropout rates.

The principal targeted teacher knowledge about the lesson cycle as a focus for professional development. Ongoing training was provided, primarily by the principal, through bi-monthly departmental meetings. Staff also received professional development in a vertically aligned curriculum from the Regional Education Service Center, the County Department of Education, and a teachers' institute. Follow-up training and classroom observations were included in these activities.

Technology also was a significant focus at the school. The principal stated that every classroom had a new computer with a flat screen monitor, and LCD projectors were to be added to each classroom. However, only half of the rooms had Internet access. The principal's goal was that School 1-9 would have the "best" technology in the district by 2007–08.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in fall 2006, measures school change across the five constructs of the research framework. All of the 85 professional staff members responded to the survey for a response rate of 100%. Survey data indicated School 1-9's ratings across most constructs were above the national norm for secondary schools. Figure 2.17 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in fall 2006 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 1-9 was 3.64 on a 5-point scale, which was lower than the national average for secondary schools of 3.73. (See Figure 2.18.)

Reported Facilitators and Barriers

Facilitators

- Reconstitution of the school staff
- Strong leadership and improved management
- Extensive professional development opportunities
- New instructional strategies and a curriculum that was aligned with the TEKS and TAKS
- New technology in the library, classrooms, and computer lab

Barriers

- Problems with the introduction of technology in an out-of-date school building and lack of technology training for teachers
- Campus security issues, including violence, vandalism, and truancy
- Teacher turnover, especially in mathematics
- Lack of parent and community involvement
- Lack of time and financial resources

Figure 2.17. School 1-9 School-Wide Program Teacher Questionnaire (*N* = 85)

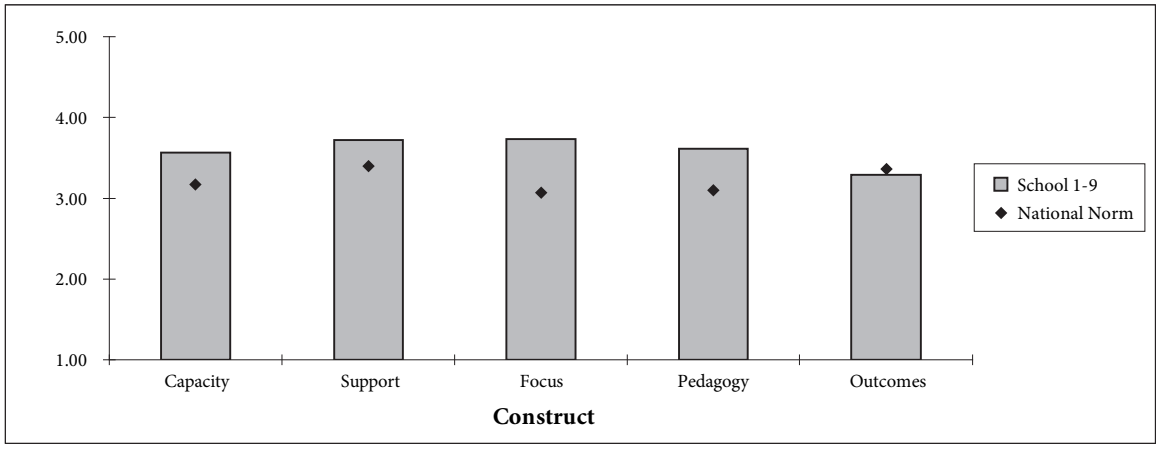
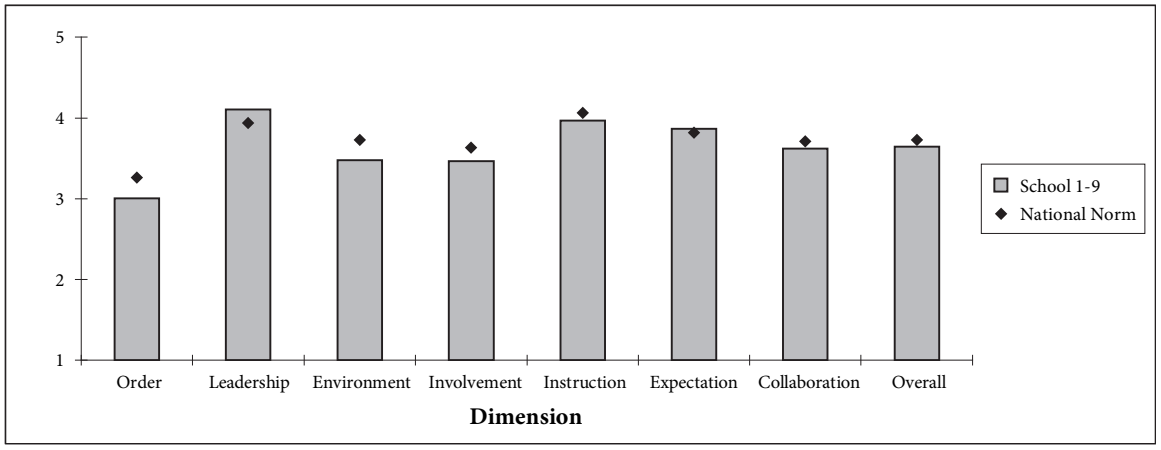


Figure 2.18. School 1-9 School Climate Inventory (*N* = 85)



School 1-10 (Alternative Education)

Grant Cycle: 1
Grant Period: April 1, 2005–December 31, 2006
Grant Amount: $226,900[22] ($4,630.61 per student based on 2004–05 enrollment)
Site Visit Dates: August 22–23, 2006
HSRR Model/TAP: Expeditionary Learning Outward Bound
Implementation Level/Score: Middle—27.67
School-Reported Implementation Assessment: 4.67 on a 5-point scale
TAP Implementation Assessment: 4.79 on a 5-point scale

School 1-10 is a residential facility located in east Texas for at-risk male students assigned by the courts. School 1-10 saw a slightly increasing enrollment of high school students over the past several years, serving 50 students in the 2005–06 school year. The majority of the student population was White (52%) with African American students composing the second largest ethnic group (35%). All students were classified as economically disadvantaged. Mobility was high at 80%. (See Table 2.11 for more demographic information.)

Starting Points

Accountability ratings were not assigned in 2002–03, the year prior to eligibility for the grant, and School 1-10 was not rated in 2001–02 (benchmark year) under the previous accountability system. The school was rated Academically Unacceptable in 2003–04 due to reading and mathematics performance. In 2004–05, under the Alternative Education Accountability system, the school's rating improved to Academically Acceptable. (See Appendix A for more accountability information.)

Table 2.11. School 1-10 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	44	27%	10%	63%	0%	100%	*	85%	0%
2004–05	49	39%	11%	48%	2%	100%	100%	83%	0%
2005–06	50	35%	12%	52%	1%	100%	93%	80%	0%

Source. Texas Education Agency, AEIS
Note. Total students based on number reported in Grades 9-12; demographic data based on total school enrollment in all grades served. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

22 Amount expended by end of grant period: $204,210

School 1-10 serves students who often need additional academic and emotional support prior to attending public school. In past years, staff and students reported that discipline infractions and fights were a common occurrence. While the average stay at the school is a few months, some students have been there for a number of years. After two years of low performance, a new principal was hired, with the stipulation that scores would improve within two years, or the school would be closed by the state. In addition, School 1-10 hired certified teachers to fill positions vacated by uncertified staff. Teachers reported that both higher salaries and small class sizes were the deciding factors in choosing to come to School 1-10. As of August 2006, there was a new superintendent working at School 1-10 in a part-time capacity. The move to a certified, more experienced teaching staff reportedly made significant impacts in many areas of the school, including discipline, instructional practices, student motivation, and student performance.

Implementation Summary

The Expeditionary Learning Outward Bound (ELOB) program was chosen as the primary HSRR model by staff who were no longer at the school at the time of data collection. Teachers reported that the previous principal selected the model after some discussion among the staff. They said ELOB was chosen because of the school's unique setting and needs of the students.

Two representatives from ELOB provided training at the school. Subsequently, groups of teachers attended training sessions, as well as the ELOB national convention. (Several of these teachers had left the school.) ELOB training consisted of a model lesson that would take students 4–6 weeks. Different staff members attended training sessions in other states and then were expected to share the lesson when they returned to the school. Many expressed frustration with the lack of follow-up assistance from ELOB, though staff generally liked the training and described it as rigorous.

Expeditionary Learning Outward Bound

Formed in 1992, Expeditionary Learning Outward Bound (ELOB) is based on the principles of Outward Bound.

Key Strategies

- Focus teaching and learning so that all students meet rigorous academic standards and character goals
- Produce high-quality student work through learning expeditions (long-term, in-depth investigations)
- Institute clear learning goals that are aligned with the standards
- Build a culture of high expectations for all students
- Allow teachers to work collaboratively with common planning time and scheduled reflection
- Place students with the same teachers for more than one year

Source. Expeditionary Learning Outward Bound website, http://www.elschools.org/

In addition to efforts to hire certified, experienced staff, instructional improvements were focused more on using project-based learning, observing students informally as a way of assessment, and finding different ways to teach subjects.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in fall 2006, measures school change across the five constructs of the research framework. A total 2 of 11 professional staff members responded to the survey for a response rate of 18%. Conclusions based on this low response rate should be interpreted with caution, and generalizations to the rest of the school staff are not recommended. School 1-10's ratings across all constructs were above the national norm for secondary schools. Figure 2.19 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in fall 2006 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 1-10 was 4.48 on a 5-point scale, which was higher than the national average for secondary schools of 3.73. (See Figure 2.20.)

Reported Facilitators and Barriers

Facilitators

- ELOB methods were a good match to the needs and learning styles of School 1-10 students
- Support from the school's Board of Directors, administrators, and teachers, as well as from the Texas Education Agency
- Technology and books purchased with HSRR funds

Barriers

- Perceived lack of on-site support from ELOB during program implementation
- Difficulties in getting students to work together
- High turnover of cottage staff (those who serve as house parents for the students)
- Lack of professional development opportunities

Figure 2.19. School 1-10 School-Wide Program Teacher Questionnaire (*N* = 2)

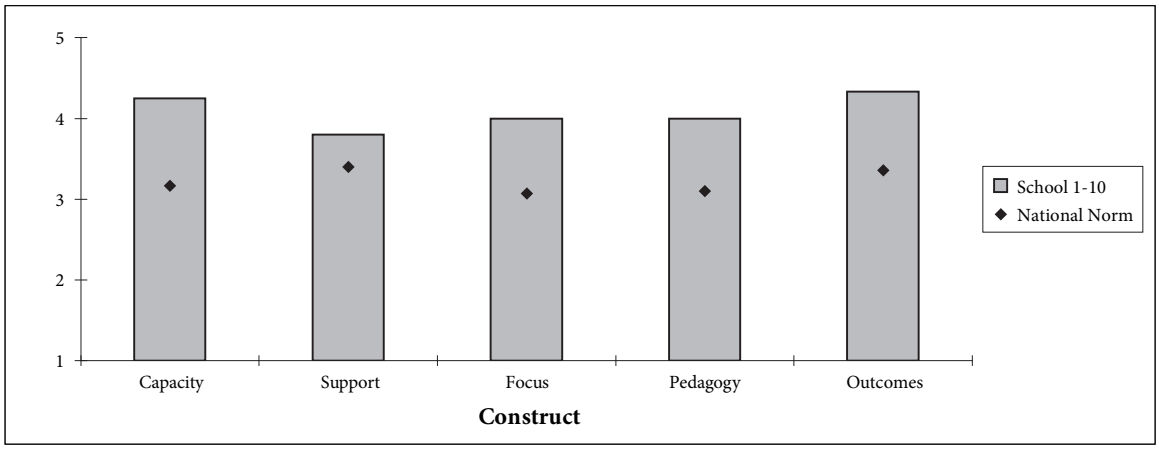
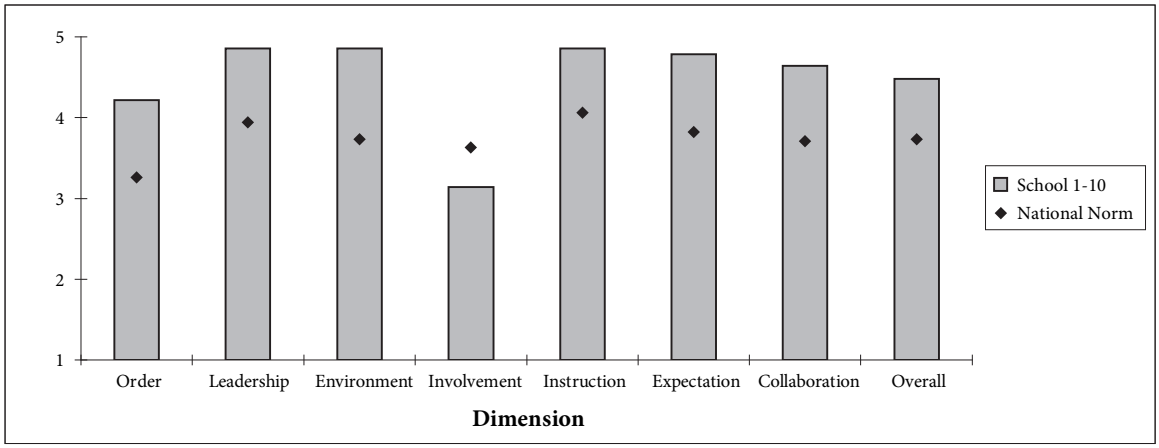


Figure 2.20. School 1-10 School Climate Inventory (*N* = 2)



School 1-11 (Alternative Education)

Grant Cycle: 1
Grant Period: April 1, 2005–December 31, 2006
Grant Amount: $234,141[23] *($3,164.07 per student based on 2004–05 enrollment)*
Site Visit Dates: September 19–20, 2006
HSRR Model/TAP: International Center for Leadership in Education
Implementation Level/Score: High—41.44
School-Reported Implementation Assessment: 2.83 on a 5-point scale
TAP Implementation Assessment: 4.36 on a 5-point scale

School 1-11 is an open enrollment charter school serving Grades PreK–12 located in a major urban city. School 1-11 served 78 students in Grades 9–12 in the 2005–06 school year. The majority of the student population at the school was Hispanic (78%). Seventy-nine percent of students were classified as economically disadvantaged. Mobility was high at 22%. (See Table 2.12 for more information.)

Starting Points

Accountability ratings were not assigned in 2002–03, the year prior to eligibility for the grant; however, School 1-11 was not rated as a new charter school in 2001–02 under the previous accountability system. In 2003–04, the school received an Academically Unacceptable accountability rating for mathematics performance. The school received an Academically Acceptable rating in 2004–05. (See Appendix A for more accountability information.)

School 1-11 was in its fifth year of operation during the data collection period. The school's charter and policies kept discipline and behavioral issues at a minimum but impacted

Table 2.12. School 1-11 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	62	14%	77%	10%	0%	76%	*	27%	2%
2004–05	74	13%	77%	10%	1%	77%	53%	21%	1%
2005–06	78	12%	78%	10%	0%	79%	58%	22%	4%

Source. Texas Education Agency, AEIS
Note. Total students based on number reported in Grades 9-12; demographic data based on total school enrollment in all grades served. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003-04 at-risk data not included in AEIS.

23 Amount expended by end of grant period: $202,176

high school enrollment and retention. The high school teaching staff included six full-time and two part-time teachers. Staff reported a lack of curriculum, poor teacher quality, and administrative and teacher turnover as major challenges. A lack of curricular and instructional resources was acute.

Implementation Summary

School 1-11's chose the International Center for Leadership in Education's (ICLE) Rigor/Relevance Framework as its primary HSRR model. The school also used Capturing Kids' Hearts (CKH) as a classroom management model. The HSRR grant also supported continued implementation of an existing program at the school, Agile Mind, which provides a mathematics curriculum and face-to-face and online support.

Staff received training in the ICLE framework and CKH in fall 2005, requiring teachers to be out of the classroom frequently. The Agile Mind mathematics professional development continued on a regular monthly schedule beginning in summer 2005. Staff attended CKH training individually or in small groups. Professional development continued in 2006–07.

Almost a quarter (22%) of the HSRR budget supported the purchase of curricular and instructional resources, such as library books, sample TAKS tests, lab and classroom computers, and general supplies. All high school teachers reported they had been able to purchase materials for their classrooms, which was not possible in the past. HSRR funds also were used to establish a mathematics laboratory for using the online Agile Mind materials, as well as other technology, to support instruction. The staff were excited about the creation of a school library (2,000 new titles), currently housed in a supply closet in the main high school building. The science classroom was appropriately outfitted for science instruction through another grant.

International Center for Leadership in Education

ICLE approaches school reform through creating a shared vision, building leadership, making data-driven decisions, and supporting change through professional development. The model addresses curriculum and instruction through the Rigor/Relevance Framework.

Key Strategies

- Focus on the application of knowledge in relevant contexts so that students can retain what they learn
- Apply the framework's four quadrants to categorize the level of rigor and relevance of teacher instruction and student work
- Use curriculum, instruction, and assessment in order to foster higher standards for students
- Have students solve complex, real-world problems

Source. International Center for Leadership in Education website, http://www.daggett.com/

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in fall 2006, measures school change across the five constructs of the research framework. A total 7 of 7 professional staff members responded to

the survey for a response rate of 100%. Survey data indicated School 1-11's ratings across all constructs were above the national norm for secondary schools. Figure 2.21 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in fall 2006 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 1-11 was 4.33 on a 5-point scale, which was higher than the national average for secondary schools of 3.73. (See Figure 2.22.)

Reported Facilitators and Barriers

Facilitators

- Core team of dynamic, committed, and skillful leaders
- Positive school climate, despite limited financial resources and minimal services
- Small school size, high level of staff commitment, and growing parental involvement
- Small class size and individualized attention for students, as well as few discipline problems
- Staff professional development with coordinated and goal-focused improvement activities
- Ability to increase elective and extracurricular opportunities

Barriers

- Insufficient time and lack of human and financial resources
- Potential for staff burnout and turnover given the small staff size

Figure 2.21. School 1-11 School-Wide Program Teacher Questionnaire (*N* = 7)

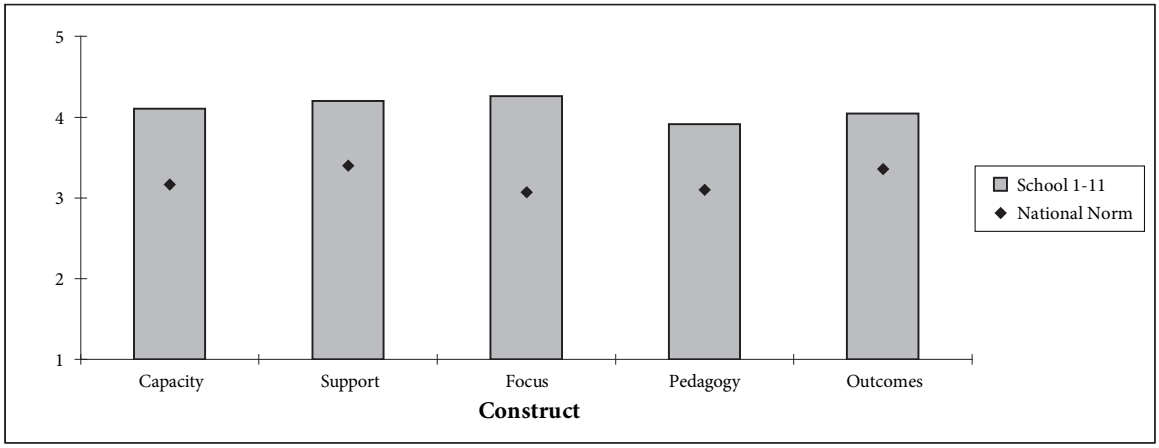
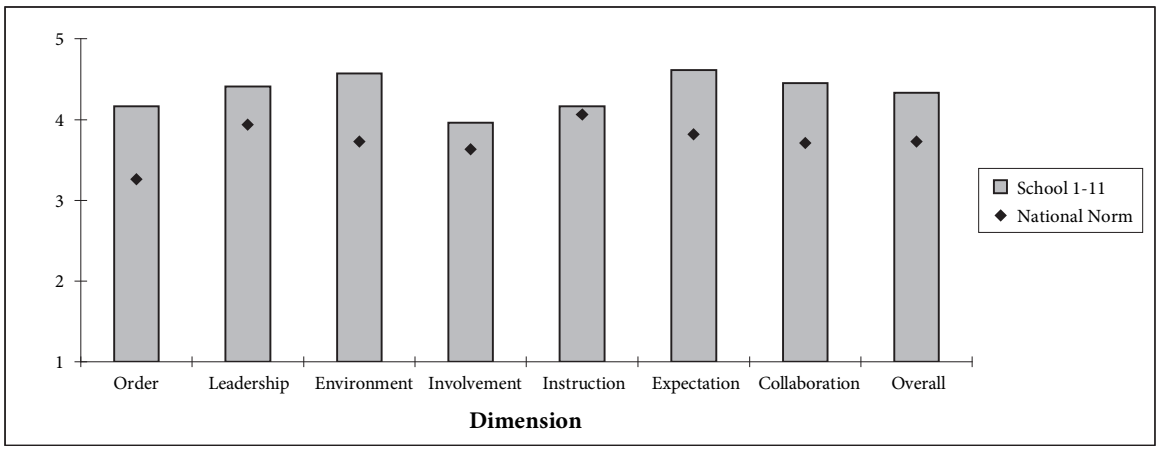


Figure 2.22. School 1-11 School Climate Inventory (*N* = 7)



School 1-12 (Alternative Education)

Grant Cycle: 1
Grant Period: April 1, 2005–December 31, 2006
Grant Amount: $295,950[24] *($4,227.86 per student based on 2004–05 enrollment)*
Site Visit Dates: October 3–4, 2006
HSRR Model/TAP: Accelerated Schools
Implementation Level/Score: High—32.62
School-Reported Implementation Assessment: 3.33 on a 5-point scale
TAP Implementation Assessment: 4.29 on a 5-point scale

School 1-12 is a charter school serving grades K–12 located in a major urban area in central Texas. Staff reported that students attended the school from all over the city and from towns as far as 30 miles away. School 1-12 had an increase in high school enrollment over the past several years, serving 111 students in 2005–06. The majority of the student population was Hispanic (78%). Ninety-six percent of students were classified as economically disadvantaged in 2005–06 compared to 22% in 2004–05. Mobility was high at 56%. (See Table 2.13 for more demographic information.)

Starting Points

Accountability ratings were not assigned in 2002–03, the year prior to eligibility for the grant; however, School 1-12 was rated as Low-Performing in 2001–02 under the previous accountability system. The school received Academically Unacceptable accountability ratings for 2003–04 for mathematics performance and in 2004–05 for reading and mathematics. However, it should be noted that in 2003–04, too few students were enrolled in the upper high school grades for scores to be reported in AEIS. (See Appendix A for more accountability information.)

Table 2.13. School 1-12 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	33	1%	62%	36%	0%	28%	*	70%	2%
2004–05	70	3%	68%	29%	0%	22%	49%	53%	0%
2005–06	111	6%	78%	16%	0%	96%	100%	56%	0%

Source. Texas Education Agency, AEIS
Note. Total students based on number reported in Grades 9-12; demographic data based on total school enrollment in all grades served. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003-04 at-risk data not included in AEIS.

24 Amount expended by end of grant period: $266,355

School 1-12 was in its sixth year of operation at the time of data collection. Staff indicated that most students came from non-traditional families and broken homes with parents in jail and that there were high incidences of student pregnancy. Staff characterized the principal's approach to the school as providing a safe place for extremely "at-risk" students. Many students said they felt the school is their "home." Staff said the teacher turnover rate at the school had been high, with many teachers leaving after a year.

Accelerated Schools

Accelerated Schools is based on the concept of providing gifted and talented level instruction for "at risk" students through "powerful learning."

Key Strategies

- Full needs assessments and exploration of the model philosophy
- Creation of school-wide sense of purpose
- Staff participation in governance and decision-making
- Increased expectations, emphasis on student strengths, and enhancement of curriculum to stimulate academic growth
- Extensive support from coaches

Source. Accelerated Schools website, http://www.acceleratedschools.net/

Implementation Summary

The principal chose the Accelerated Schools model because it was comprehensive and aligned with her vision for the school. Implementation began in the 2005–06 school year when a leadership team of administrators and teachers was established.

A significant portion of HSRR grant funds was used for model professional development for all teachers and technical assistance. Technology was also purchased: enhancements for computer lab, calculators for mathematics, computers for teachers, and big screen televisions and VCRs for every classroom. An additional staff position in mathematics was also funded.

The Accelerated Schools coach was on campus twice a week to observe classroom teaching and to provide feedback. The principal characterized the coach's role as a mentor to teachers. One teacher said initially some staff members resisted the program but that support had increased substantially. School 1-12 was beginning to implement monitoring of student performance and instruction, and weekly leadership team meetings provided a forum for monitoring implementation.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in fall 2006, measures school change across the five constructs of the research framework. A total 8 of 9 professional staff members responded to the survey for a response rate of 89%. Survey data indicated School 1-12's ratings across all constructs were above the national norm for secondary schools. Figure 2.23 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in fall 2006 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 1-12 was 3.78 on a 5-point scale, which was higher than the national average for secondary schools of 3.73. (See Figure 2.24.)

Reported Facilitators and Barriers

Facilitators

- Enhanced communication and collaboration
- Increased professional development opportunities
- Common vision for the school
- Overall improvement in the school climate
- Support from school administration and teachers

Barriers

- Perceived disconnect between school leadership and staff
- Staff turnover
- Insufficient time and lack of financial resources
- Poor parent/community involvement

Figure 2.23. School 1-12 School-Wide Program Teacher Questionnaire (*N* = 8)

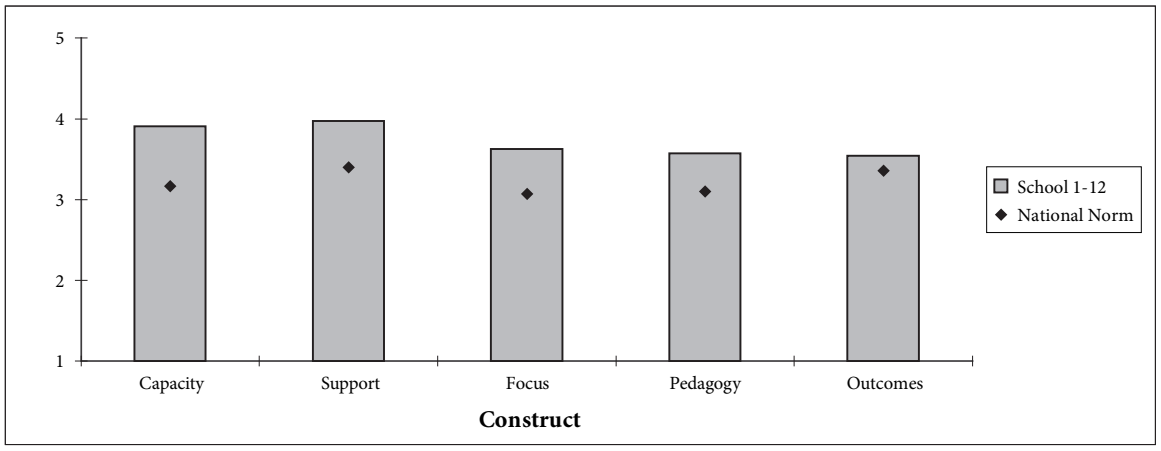
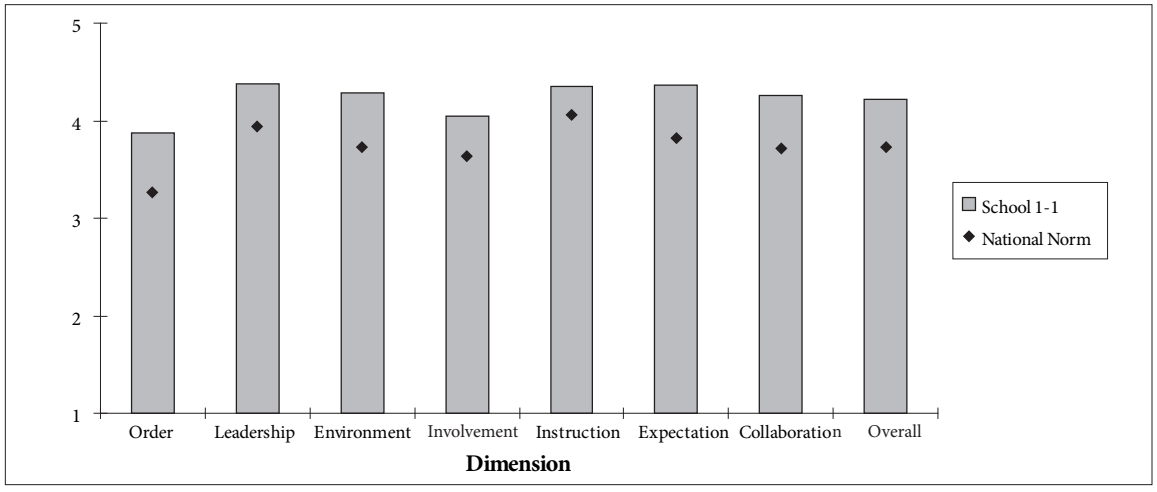


Figure 2.24. School 1-12 School Climate Inventory (*N* = 8)



School 1-13 (Alternative Education)

Grant Cycle: 1
Grant Period: April 1, 2005–December 31, 2006
Grant Amount: $309,913[25] *($1,254.71 per student based on 2004–05 enrollment)*
Site Visit Dates: September 11–12, 2006
HSRR Model/TAP: High Schools That Work
Implementation Level/Score: Middle—26.26
School-Reported Implementation Assessment: 2.33 on a 5-point scale
TAP Implementation Assessment: 3.93 on a 5-point scale

School 1-13 is located in north Texas and is a part of a large urban school district. School 1-13 had a decrease in enrollment over the past several years, serving 223 students in 2005–06. The majority of the student population was Hispanic (73%) with African American students composing the second largest ethnic group (19%). Forty percent of students were classified as economically disadvantaged. Mobility was high at 71%. (See Table 2.14 for more demographic information.)

Starting Points

Accountability ratings were not assigned in 2002–03, the year prior to eligibility for the grant; however, School 1-13 was rated as Acceptable in 2001–02 under the previous accountability system. In 2003–04, the school received an Academically Unacceptable rating for science performance, and in 2004–05 the school was rated Unacceptable for performance in reading. (See Appendix A for more accountability information.)

School 1-13 opened in 1997 as a non-traditional option for an increasing number of dropouts in the school district. The school provides an alternative education program during the day for recent immigrants and an evening academic program for students who had previously

Table 2.14. School 1-13 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	331	22%	73%	3%	2%	46%	*	67%	46%
2004–05	247	13%	82%	4%	1%	44%	100%	70%	45%
2005–06	223	19%	73%	7%	1%	40%	100%	71%	38%

Source. *Texas Education Agency, AEIS*
Note. *2006–07 demographic data not available through AEIS by time of publication of this report.*
** 2003–04 at risk data not included in AEIS.*

25 Amount expended by end of grant period: $238,970

dropped out of traditional high schools. The school shares part of a campus with a traditional high school. Student mobility was high with approximately 50% of the students in the evening program new on campus each year. Staff estimated that the typical student remained on campus about a year and a half. Across both programs, about 25% of the staff was new in 2006–07, including the principal.

Implementation Summary

The previous principal, who retired at the end of the 2005–06 school year, worked with the district to secure the HSRR grant to implement the High Schools That Work (HSTW) program, which was being implemented at other district high schools. HSTW staff members visited the campus, conducted a survey of needs, and made recommendations. The HSTW TAP also organized and delivered on-campus training. Department chairs and representatives from each content area attended the national HSTW training conferences in Orlando and Nashville. To build teacher-student relationships, the school also began an advisory program. Department leaders and experienced teachers introduced new hires to the HSTW program.

Most of the materials purchased through the HSRR grant were for the science and mathematics departments because of low TAKS scores in those areas. The school purchased equipment and a complete library of books. A PLATO lab, which provides self-paced, individualized instruction aligned to state standards and TAKS, was made available for students to work independently for credit recovery for math and science.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in fall 2006, measures school change across the five constructs of the research framework. A total 24 of 25 professional staff members responded to the survey for a response rate of 96%. Survey data indicated School 1-13's ratings for the Capacity, Focus, and Pedagogy constructs were above the national norm for secondary schools. Figure 2.25 reports means on all five constructs.

High Schools That Work

The HSTW model focuses on creating environments in which students master challenging academic and career/technical studies.

Key Strategies

- High expectations
- Program of study
- Academic studies
- Career/technical studies
- Work-based learning
- Teachers working together
- Students actively engaged
- Guidance
- Extra help
- Culture of continuous improvement

Source. High Schools That Work website, http://www.sreb.org/programs/hstw/hstwindex.asp

The School Climate Inventory (SCI) also was administered as part of the staff survey in fall 2006 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 1-13 was 3.81 on a 5-point scale, which was higher than the national average for secondary schools of 3.73. (See Figure 2.26.)

Figure 2.25. School 1-13 School-Wide Program Teacher Questionnaire (*N* = 24)

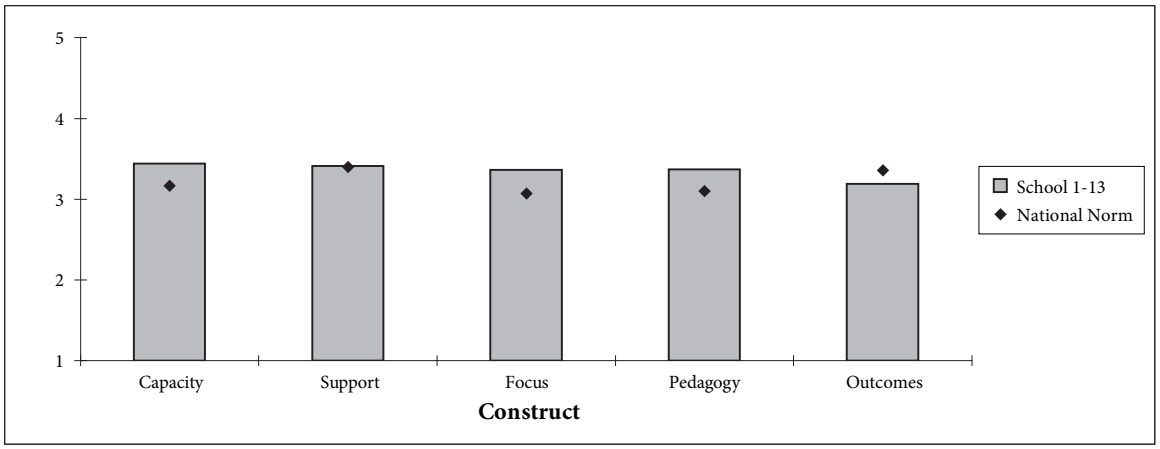
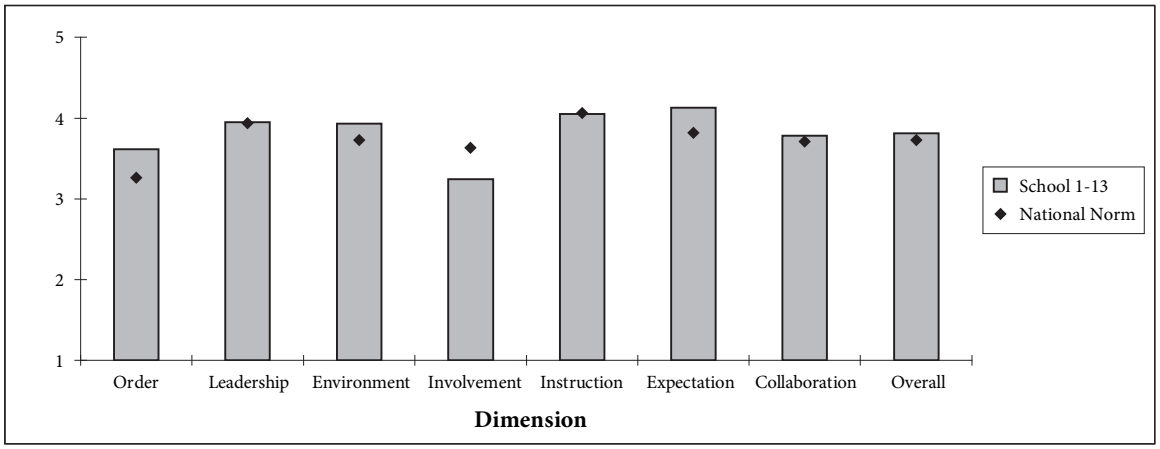


Figure 2.26. School 1-13 School Climate Inventory (*N* = 24)



Reported Facilitators and Barriers

Facilitators

- Staff perceptions that HSRR was key to keeping the school open
- Teachers without an interest in the program left the school
- HSTW strategies aligned with needs of diverse group of students
- Open and increased communication between teachers and students
- Support from school administration and teachers

Barriers

- Minimal district support
- Pressure to increase academic performance and student enrollment
- Difficulties of sharing the physical campus with a traditional high school
- Need to reduce teacher turnover and maintain staff enthusiasm

Chapter 3

Cycle 2 - School Profiles

Overview

This chapter includes descriptive summaries of Cycle 2 schools. The information included for each school provides a brief overview of the school context and implementation of High School Redesign and Restructuring (HSRR) grants. Each profile opens with basic information about grant award, data collection period, HSRR model and Technical Assistance Provider (TAP), and implementation level and assessments. Additional information for each school includes the following:

- Contextual Data—school size, demographic data, and starting points
- Implementation Summary—description of key strategies of chosen model, major implementation activities, and implementation assessments from the evaluator, the school, and the TAP
- Survey Data—school-level results from the School-Wide Program Teacher Questionnaire (SWPTQ) and School Climate Inventory (SCI)

Table 3.1. Overview of Cycle 2 Grants

School	*School Type*	*Awarded Grant Funds*	*Total Students (2005–06)*	*Grant Funds Per Student*	*Model/TAP*
2-1	Regular	$300,000	1395	$215	R4 Group
2-2	Regular	$298,748	1762	$170	R4 Group
2-3	Regular	$300,000	1462	$205	Local Model
2-4	Regular	$294,000	373	$788	UT Dana Center
2-5	Regular	$299,872	2109	$142	School-Within-A-School
2-6	Regular	$300,000	681	$441	R4 Group
2-7	Regular	$167,100	207	$807	R4 Group
2-8	Regular	$300,000	1025	$293	High Schools That Work
2-9	Regular	$276,000	361	$765	R4 Group
2-10	Regular	$300,000	1011	$297	High Schools That Work
2-11	Regular	$176,100	233	$756	R4 Group
2-12	Alternative Education	$104,500	144	$726	R4 Group
2-13	Alternative Education	$264,750	352	$752	R4 Group
2-14	Alternative Education	$181,260	297	$610	R4 Group

Note. Grant funds per student are based on total award and total student enrollment at the school the year of grant award. Figures are approximate.

- Facilitators and Barriers—information on facilitators and barriers to implementation as reported by school staff

Cycle 2 schools included in the evaluation comprised 14 schools that received grants as part of the second cycle of the HSRR grant program. (See Table 3.1 for more information on Cycle 2 grantees.)

School 2-1

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $300,000 ($215.05 per student based on 2005–06 enrollment)
Site Visit Dates: September 25, 2006; March 22–23, 2007
HSRR Model/TAP: R4 Group
Implementation Level/Score: High—31.50
School-Reported Implementation Assessment: Spring 2007 progress report not available
TAP Implementation Assessment: 5.00 on a 5-point scale

School 2-1 is one of three public high schools in a small southeast Texas city. School 2-1 had a relatively stable enrollment over the past several years, serving 1,395 students in the 2005–06 school year. The majority of the student population was African American (83%) with Hispanic students composing the second largest ethnic group (15%). Seventy-six percent of the students were classified as economically disadvantaged. Mobility was high at 30%. (See Table 3.2 for more demographic information.)

Starting Points

While rated Academically Acceptable in 2003–04, the year prior to award eligibility, School 2-1 received an accountability rating of Academically Unacceptable in 2004–05 due to performance on the State-Developed Alternative Assessment II (SDAA II). In 2005–06, School 2-1 was "Not Rated: Other" in the state accountability system under the Hurricane Rita provision whereby schools and districts in the state affected by the hurricane that were going to be rated Academically Unacceptable were assigned this label. (See Appendix A for more accountability information.)

In the past staff and administrator turnover had been a problem at School 2-1. A new principal named on June 1, 2006, was charged with reorganizing the school with a new

Table 3.2. School 2-1 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	1,302	83%	14%	3%	1%	71%	*	28%	6%
2004–05	1,397	81%	15%	3%	1%	78%	73%	32%	7%
2005–06	1,395	83%	15%	2%	1%	76%	75%	30%	5%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003-04 at-risk data not included in AEIS.

magnet program focused on medical topics. The new magnet program captured the attention of the community and generated positive media coverage for the campus. Approximately 100 students were enrolled in the program in 2006–07, and the school was focusing its efforts to get more ninth-grade students interested in participation. Staff were universally positive about the impact the new principal had on the school, describing her as more visible than previous principals, data driven, and skillful and respectful in dealing with staff.

Implementation Summary

Early in implementation, School 2-1 changed its HSRR model and TAP from what was described in the original grant application to the R4 Group.

Teachers went to training monthly and had weekly meetings in their subject areas. School staff also attended a variety of R4 professional development, including training through the Active Teacher Academy, leadership development and support, campus redesign management and support, and RISE On Campus Intervention (OCI) program. HSRR funds also were used to provide student support services, supplies, and equipment. Materials and resources purchased included calculators, incentives and rewards to encourage perfect attendance, and basic supplies for students. The grant also funded a Homework Center, where seniors could find information about college and scholarships, and a Student Advisory Board.

School 2-1 also supported staff and promoted collaboration. Teachers had common planning periods, and department heads received more responsibility. In addition, teacher aides were placed in classrooms to give teachers more one-on-one instructional time with students. Administrators conducted more classroom walkthroughs and were more visible on campus. Further, the school introduced intensive teacher support for new teachers.

R4 Group

The R4 model is based on four key elements: rigor, relevance, relationships, and results.

Key Strategies

- High Altitude Assessment: Onsite observation, evaluation, and presentation of findings
- Master Teacher Academy
- Shared scope and sequence cooperative (consortia of similar schools)
- Customized campus leadership program development
- Campus redesign management and supervision
- RISE OCI (On Campus Intervention) Program

Additional R-4 Recommended Activities

- TRIAND online software applications (curriculum, student data management)

Source. R4 Group website, http://r4action.org/

Teachers received training in item analysis so that they could identify areas of student weakness. Students received TAKS preparation through a variety of activities such as mock testing, computer programs, after-school tutorials, and TAKS review during lunch. Students in Grades 10-11 also could take part in the Advancement via Individual Determination (AVID) program. Parental and community

involvement was high at School 2-1 and improved over the course of the HSRR grant.

Survey Data

School staff did not complete surveys.

Reported Facilitators and Barriers

Facilitators

- A dynamic, charismatic, and effective instructional leader
- Support from the school district's central office and school board
- Improved public image of the school and community support for the new magnet program
- More support services for students and adequate resources for teachers

Barriers

- Limited time to implement reforms
- Limited sources of funding to continue the program
- Some staff members with negative attitudes toward change

School 2-2

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $298,748 ($169.55 per student based on 2005–06 enrollment)
Site Visit Dates: September 12, 2006; April 3–4, 2007
HSRR Model/TAP: R4 Group
Implementation Level/Score: High—36.30
School-Reported Implementation Assessment: 4.83 on a 5-point scale
TAP Implementation Assessment: 5.00 on a 5-point scale

School 2-2 is located in a rapidly developing part of west Texas. The campus opened as a middle school with 800 7th and 8th graders in 2003 and gradually shifted into a high school offering additional high school grades each year and dropping middle school grades. In 2005–06, the school served 1,762 students in Grades 9–11. Grade 12 was added in 2006–07. The first senior class graduated in May 2007 with enrollment reaching 2,400 students. Projected enrollment for 2007–08 was over 3,000 students. In 2005–06, the majority of the student population was Hispanic (89%). Seventy-three percent of students were classified as economically disadvantaged. Mobility was high at 23%. (See Table 3.3 for more demographic information.)

Starting Points

While rated Academically Acceptable in 2003–04, the year prior to award eligibility, School 2-2 was Unacceptable in 2004–05 based on dropout rate. The principal said the school received the rating due to a clerical coding error that mislabeled eight students. The error was corrected, but TEA declined the school's appeal. In 2005–06, the school was rated Academically Acceptable.

Table 3.3. School 2-2 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04 Grades 7–9	1,041	3%	91%	6%	1%	78%	*	-	15%
2004–05 Grades 8–10	1,355	3%	91%	6%	1%	77%	42%	21%	16%
2005–06 Grades 9–11	1,762	3%	89%	7%	1%	73%	47%	23%	12%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
*2003-04 at-risk data not included in AEIS.
- Indicates zero observations reported for this group.

(See Appendix A for more accountability information.)

The school has experienced tremendous growth due to the influx of military personnel assigned to a nearby base and is the fastest growing school in its region. A new wing of the school, built in 2006–07, provided 53 additional classrooms. In 2006-07, the school had 50 new teachers (36 of whom were novice teachers), five new counselors, and two new assistant principals. The school also had to fill six vacancies in the mathematics department. Having adequate technological resources to accommodate a large and growing student body had been a problem. For the 2007–08 school year, freshmen were to be arranged in small learning communities, and in 2009 a separate freshman campus was to be established. The school operated a year-round schedule with nine weeks of instruction followed by two weeks of break.

Implementation Summary

Mathematics and science were areas of concern according to School 2-2 staff. Grant funds were requested in the school's HSRR application to support the purchase of Agile Mind software for mathematics, SureScore for college test preparation, SMARTBoards for the mathematics and science departments, and In-Focus projectors. The school also purchased consulting services from the R4 Group.

Teachers at School 2-2 participated in an R4 leadership training for administrators, mathematics and science lead teachers, and department chairs and an Active Teacher Academy, a two-day training for beginning teachers or teachers new to the campus with sessions on Bloom's Taxonomy, brain research, lesson cycle, and classroom management. Staff also received training in the other components of the school's HSRR plan: SureScore, Agile Mind, and the use of SMARTBoards. Teachers who attended trainings redelivered them to their colleagues.

R4 Group

The R4 model is based on four key elements: rigor, relevance, relationships, and results.

Key Strategies

- **High Altitude Assessment: Onsite observation, evaluation, and presentation of findings**
- **Master Teacher Academy**
- **Shared scope and sequence cooperative (consortia of similar schools)**
- **Customized campus leadership program development**
- **Campus redesign management and supervision**
- **RISE OCI (On Campus Intervention) Program**

Additional R-4 Recommended Activities

- **TRIAND online software applications (curriculum, student data management)**

Source. **R4 Group website, http://r4action.org/**

The administration also implemented a four-minute walkthrough model for teacher observations that allowed administrators to spend more time in the classrooms.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in spring 2007, measures school change across

Figure 3.1. School 2-2 School-Wide Program Teacher Questionnaire (*N* = 87)

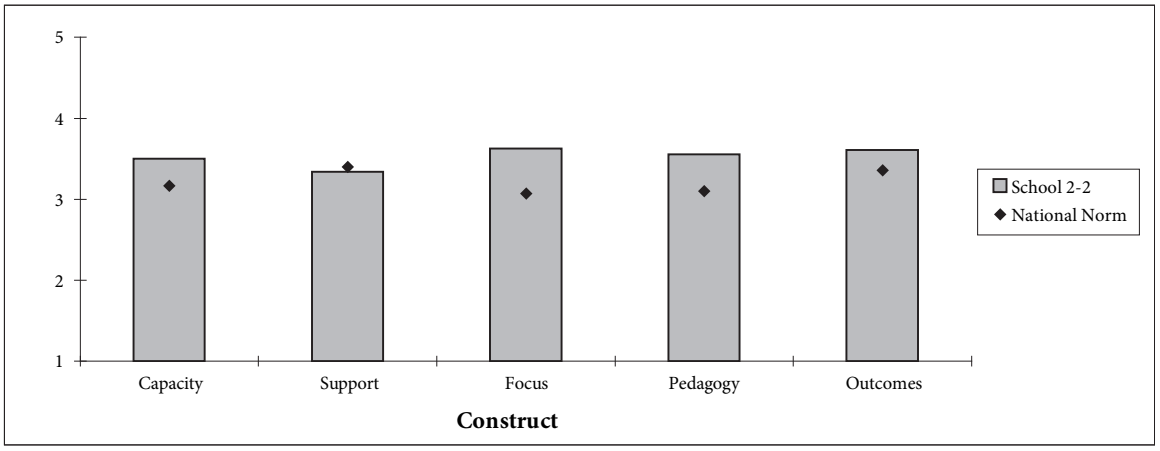
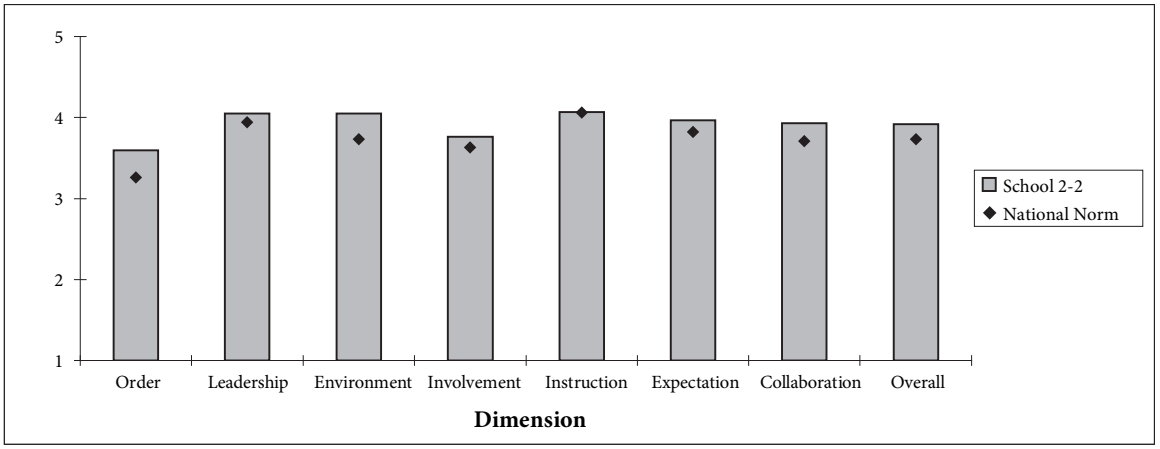


Figure 3.2. School 2-2 School Climate Inventory (*N* = 87)



the five constructs of the research framework. A total 87 of 158 professional staff members responded to the survey for a response rate of 55%. Survey data indicated School 2-2's ratings across most constructs were higher than national norms. Figure 3.1 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in spring 2007 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 2-2 was 3.92 on a 5-point scale, which was higher than the national norm for secondary schools (3.73). (See Figure 3.2.)

Reported Facilitators and Barriers

Facilitators

- Strong principal described as being a measured leader
- New and receptive staff

Barriers

- Rapid growth and resulting lack of space
- Lack of technological resources

School 2-3

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $300,000 ($205.20 per student based on 2005–06 enrollment)
Site Visit Dates: September 13, 2006; May 1–2, 2007
HSRR Model/TAP: Pirate Power Project (Locally developed)
Implementation Level/Score: High—33.04
School-Reported Implementation Assessment: 4.00 on a 5-point scale
TAP Implementation Assessment: 4.29 on a 5-point scale

School 2-3 is the only high school in a small community located approximately 30 miles outside of a major urban area. The town has a population of 5,000 and is in one of the wealthiest counties in Texas. Until 2004–05, the school served Grades 10–12 as the district operated a separate ninth grade campus. The attendance zone for the school district encompasses a large rural area, covering approximately 250 square miles. School 2-3 had an increase in enrollment of about 100 students over the past several years and served 1,462 students in 2005–06. The majority of the student population was White (86%). Twenty-five percent of students were classified as economically disadvantaged. Mobility was high at 21%. (See Table 3.4 for more demographic information.)

Starting Points

In 2003–04, the year prior to award eligibility, School 2-3's accountability rating was Acceptable. After receiving an Academically Unacceptable rating in 2004–05 based on reading performance, staff reported that the school was in turmoil. In 2005–06, the school received an Academically Acceptable accountability rating. (See Appendix A for more accountability information.)

As a result of the Academically Unacceptable rating in 2004–05, the principal of School 2-3 was reassigned, and an interim principal took control of the campus for the last two months of the school year working with the associate principal who had been at the school for eight years. In June 2005, the associate principal was identified as the new principal.

Table 3.4. School 2-3 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	1,361	2%	13%	84%	1%	24%	*	22%	4%
2004–05	1,426	1%	13%	85%	1%	26%	46%	24%	5%
2005–06	1,462	1%	12%	86%	1%	25%	56%	21%	5%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

That same summer, she began making staffing changes, hiring a mix of experienced and beginning teachers.

An important ongoing contextual issue at the school was what some teachers described as an attitude of distrust about the high school. In particular, tensions between the high school teachers and the central office curriculum department had escalated because of a district mandate to use common assessments that were developed without any input from the high school teachers. At the second site visit in spring 2007, teachers expressed appreciation of the new principal's and the instructional specialist's efforts to work with central office to address the issue.

Implementation Summary

The principal said she pulled ideas together from different programs for a locally designed HSRR model called the Pirate Power Project. The TAP, a consultant from a local university, provided grant management support. School 2-3 initiated a number of activities as part of its restructuring plan: facilities were refurbished, instructional scheduling was broken into trimesters, and smaller learning communities were established. Approximately 500 sophomores were divided into four academies with four core teachers assigned to each smaller learning community. Teachers were scheduled to have the same conference periods, and they met 2–3 times a week.

A variety of professional development opportunities also were offered with an emphasis on understanding the TEKS and the creation and support of professional learning communities. The principal said 98% of the HSRR funding was earmarked for staff development. Teachers said that classroom management training designed to build positive relationships called Capturing Kids' Hearts was particularly effective.

Pirate Power Project (Local Model)

Key Strategies

- Smaller Learning Communities
- Use of a variety of programs and technical assistance targeting areas of reform
  - Capturing Kids' Hearts classroom management
  - Agile Mind mathematics program
  - New Jersey Writing Project
- Staff professional development
- External grant manager as TAP

Source. Grant application

The school hired additional staff to offer more tutorials and one-on-one time with students. The school also implemented a "We Care" program to identify students that needed a mentor teacher. After piloting some of these changes in the first year of the grant, the school made plans to refine and adjust redesign implementation. The school planned to continue the sophomore academies on the semester schedule before attempting to expand the academies to another grade level.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in spring 2007, measures school change across the five constructs of the research framework. A total 58 of 113 professional staff members responded to the survey for a response rate of 51%. Survey data indicated School 2-3's

Figure 3.3. School 2-3 School-Wide Program Teacher Questionnaire (*N* = 58)

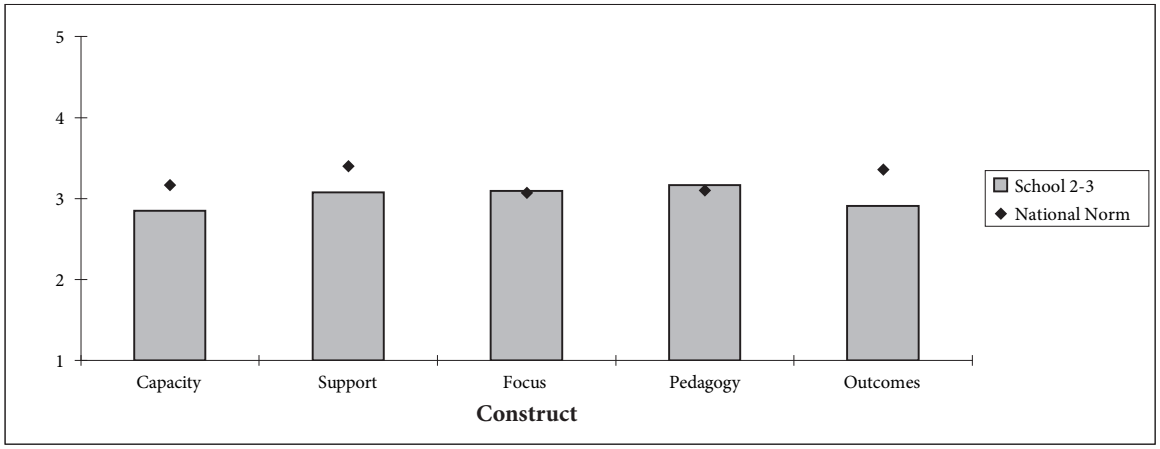
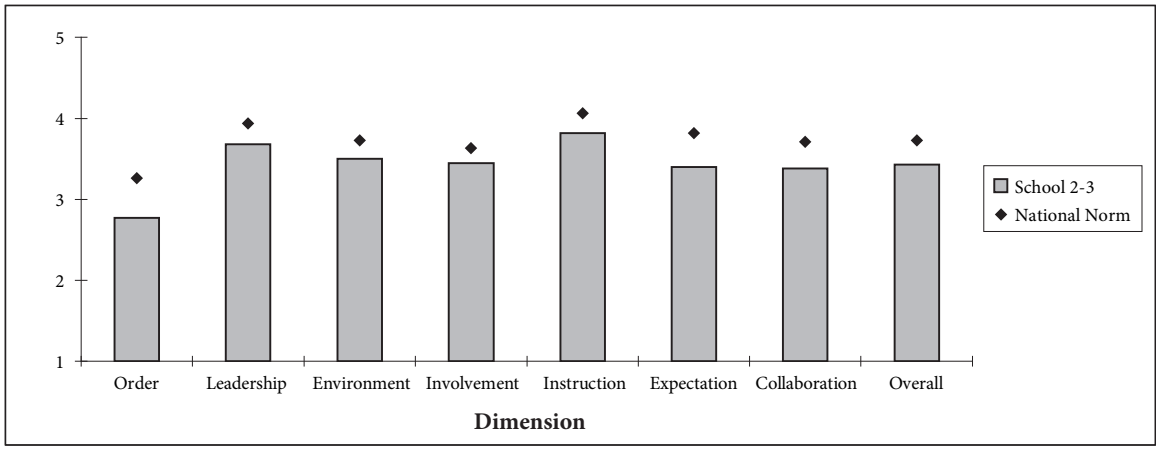


Figure 3.4. School 2-3 School Climate Inventory (*N* = 58)



ratings across most constructs were lower than national norms. Figure 3.3 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in spring 2007 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 2-3 was 3.43 on a 5-point scale, which was lower than the national norm for secondary schools (3.73). (See Figure 3.4.)

Reported Facilitators and Barriers

Facilitators

- Dynamic, visible, committed principal
- Meaningful professional development
- Effective student support services

Barriers

- Lack of support and tension from the district curriculum department
- Not enough core teachers to implement common planning periods

School 2-4

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $294,000 ($788.20 per student based on 2005–06 enrollment)
Site Visit Dates: October 2, 2006; April 2–3, 2007
HSRR Model/TAP: Integrated Systemic Solutions for Improved Student Performance/Charles A. Dana Center, University of Texas at Austin
Implementation Level/Score: High—38.04
School-Reported Implementation Assessment: 4.50 on a 5-point scale
TAP Implementation Assessment: 2.29 on a 5-point scale

School 2-4 is the only high school in a rural community located approximately 25 miles from a major metropolitan area. The school experienced a slight decrease in enrollment over the past several years, serving approximately 370 students in 2005–06. The student population was 41% Hispanic, 35% African American, and 24% White. Forty-seven percent of students were classified as economically disadvantaged. Two-thirds of the student body was classified as at risk (67%). Student mobility was at 15%. (See Table 3.5 for more demographic information.)

Starting Points

School 2-4 received an Unacceptable accountability rating in 2003–04, the year prior to award eligibility, for mathematics performance. In 2004–05, School 2-4 was rated Unacceptable for performance in reading and mathematics. The campus received an Academically Acceptable rating in 2005–06. (See Appendix A for more accountability information.)

Staff reported the school underwent a difficult transition period following the departure of the former principal in spring 2005 and establishing a safe and orderly school environment was a high priority for the new principal. Staff also reported that the former interim superintendent "clean[ed] house" in 2005–06 by not renewing some teachers' contracts, adding new teachers to the staff, and raising teacher salaries. Interviewees all agreed that these changes represented positive improvements.

Table 3.5. School 2-4 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	442	34%	36%	30%	1%	55%	*	13%	4%
2004–05	421	35%	40%	25%	0%	50%	67%	13%	8%
2005–06	373	35%	41%	24%	1%	47%	67%	15%	10%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

Dana Center Integrated Systemic Solutions for Improved Student Performance

The Charles A. Dana Center at the University of Texas at Austin provides technical assistance and services using delivery models based on school needs.

Key strategies

- Professional Teaching Model (PTM) to change traditional approaches to instruction by
  - defining what students should know (TEKS),
  - creating criteria so that teachers know when students have learned,
  - developing assessments to reflect criteria, and
  - developing lessons from this information
- Classroom Walk-Through Training
- TEXTEAMS professional development based on the mathematics and science Texas Essential Knowledge and Skills (TEKS)

Source. Dana Center website, www.utdanacenter.org

Implementation Summary

The school identified the Charles A. Dana Center at the University of Texas at Austin as its HSRR TAP. At the outset of grant implementation, the school's Special Campus Intervention Team (SCIT) called for the elimination of the academic counselor position, added an assistant principal for curriculum, and identified three instructional coordinators/academic deans who were to also assume some counseling responsibilities. Staff reported major counseling and scheduling problems with the change. A decision was later made to revert back to a more traditional administrative model restoring the position of academic counselor. Staff reported that other changes, such as regular meetings, opportunities to collaborate, and shared leadership, had more effectively shifted the base of responsibility.

Major redesign activities included participation by staff in professional development, such as training offered by the school's TAP, Breaking Ranks II training, and a summer leadership conference on high school restructuring and redesign sponsored by TEA. TAP services included training on gap analysis, TEKS focus, leadership development, and professional teaching models, and subject-area professional development in mathematics and science. Other providers were contracted with to provide training in other subject areas.

Additional reported activities included the following:

- Instituting student advisory groups promoted by Breaking Ranks II
- Establishing vertical teams to analyze scope and sequence
- Using the EduSoft student data system to identify gaps
- Leveling out class sizes

The school implemented a scope and sequence curriculum for all students with clear criteria for assessing student mastery supported by a series of lessons based on best practices and activities. Teachers also were taught to modify the lessons provided, and they regularly met to discuss scope and sequence issues. Experienced teachers were also assigned to serve as mentors for new staff.

Figure 3.5. School 2-4 School-Wide Program Teacher Questionnaire (*N* = 29)

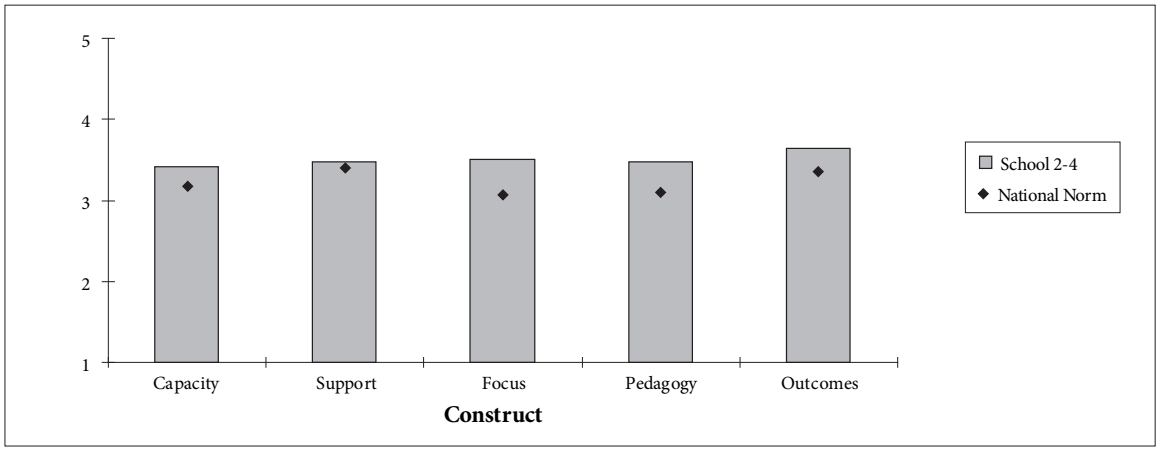
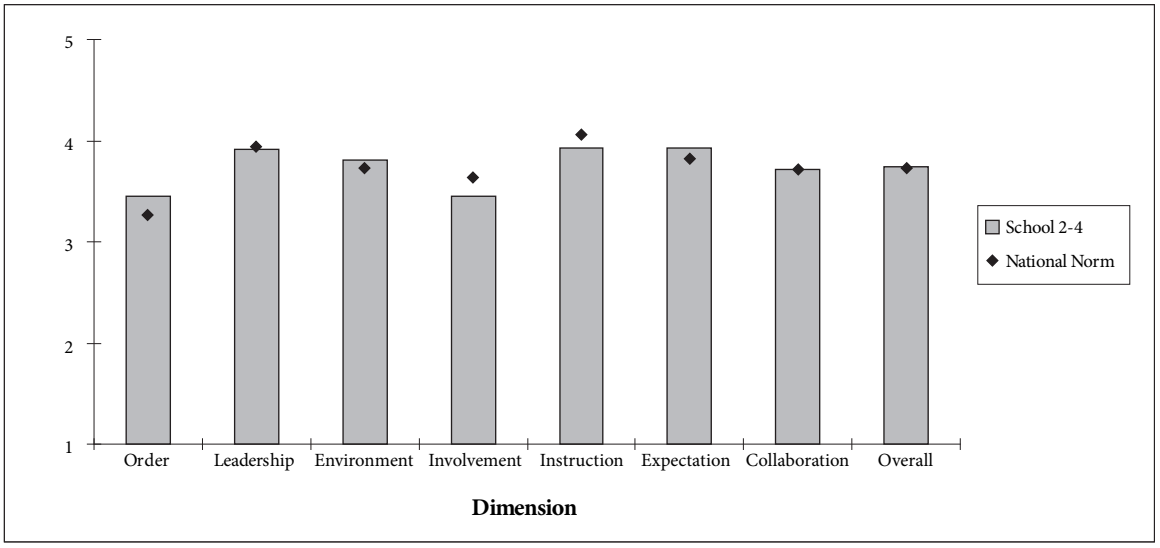


Figure 3.6. School 2-4 School Climate Inventory (*N* = 29)



Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in spring 2007, measures school change across the five constructs of the research framework. A total of 29 of 47 professional staff members responded to the survey for a response rate of 62%. Survey data indicated School 2-4's ratings across all constructs were at or higher than national norms. Figure 3.5 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in spring 2007 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI

rating for School 2-4 was 3.74 on a 5-point scale, which was comparable to the national norm for secondary schools. (See Figure 3.6.)

Reported Facilitators and Barriers

Facilitators

- Enthusiastic principal with the backing of a supportive superintendent
- Positive teaching staff comprised of new teachers or veterans who subscribed to the model

Barriers

- Initial unsuccessful personnel restructuring efforts that caused planning/scheduling problems
- Lack of capacity in teacher leadership and limited time for professional development

School 2-5

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $299,872 ($142.19 per student based on 2005–06 enrollment)
Site Visit Dates: October 4, 2006; May 1–2, 2007
HSRR Model/TAP: School-Within-A-School
Implementation Level/Score: Middle—31.34
School-Reported Implementation Assessment: 4.83 on a 5-point scale
TAP Implementation Assessment: 5.00 on a 5-point scale

School 2-5 is a large high school located in a major urban area. The school had a relatively stable enrollment over the past several years, serving 2,109 students in the 2005–06 school year. The majority of the students were Hispanic (83%). Eighty-nine percent of students were classified as economically disadvantaged. Mobility was high at 31%. (See Table 3.6 for more demographic information.)

Starting Points

After receiving an Academically Acceptable rating in 2003–04, the year prior to award eligibility, the campus was rated Unacceptable for the 2004–05 school year based on mathematics performance. In 2005–06, the school received an Academically Acceptable rating. (See Appendix A for more accountability information.)

Many students commented that most of School 2-5's students came from impoverished families. Students estimated that approximately 75% of their peers did not have access to a computer at home.

Implementation Summary

Due to the large student population, School 2-5 chose the School-Within-A-School model to create smaller learning environments and to increase accountability. The major focus for HSRR-supported improvement efforts was at the freshman level. The school had previously participated in a district School-Within-A-School initiative with limited success. Staff reported that redesign implementation was delayed initially due to the hiring of a new principal during summer 2006.

Table 3.6. School 2-5 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	2,181	9%	81%	10%	1%	82%	*	32%	5%
2004–05	2,173	9%	82%	9%	1%	85%	75%	30%	5%
2005–06	2,109	8%	83%	9%	1%	89%	75%	31%	6%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
*2003-04 at-risk data not included in AEIS.

Over the course of grant implementation, campus administrators and freshman-level core teachers participated in a variety of trainings. Staff attended leadership training in summer 2006 focused on school change models, team building, and problem solving. Other professional development opportunities focused on the TEKS and TAKS were offered to campus mathematics and science horizontal and vertical teams.

Schedules were redesigned to accommodate the ninth-grade initiative, and four smaller learning communities within the ninth grade were organized. However, students and staff did not appear to identify strongly with the communities. Additional reported activities included the purchase of materials and supplies for freshmen teachers.

While the changes supported by the HSRR grant were generally well received by ninth-grade staff, communication with upper-level teachers has been poor, causing some resentment among staff. An increase in discipline problems and a decrease in teacher morale in the upper grades seemed to have overshadowed progress on the initiative over the course of implementation.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in spring 2007, measures school change across the five constructs of the research framework. A total of 102 of 136 professional staff members responded to the survey for a response rate of 75%. Survey data indicated School 2-5's ratings across all constructs were lower than the national norms for secondary schools. Figure 3.7 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in spring 2007 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 2-5 was 3.21 on a 5-point scale, which was lower than the national norm of 3.73. (See Figure 3.8.)

School-Within-A-School

The school-within-a-school concept is based on the premise that smaller individual educational units within larger institutions can produce desirable results when the schools have separate educational programs, budget, staff, and students.

Key Strategies

- Smaller educational units or schools
- Separate educational programs, budget, staff and students
- School-within-a-school administration reports to central office rather than a single campus principal
- Teachers and students affiliate with the school-within-a-school on a by-choice basis

Source. http://www.ericdigests.org/2000-4/school.htm

Reported Facilitators and Barriers

Facilitators

- Leadership from the new principal and grant coordinator
- Commitment to model at 9th-grade level

Barriers

- District budget shortfalls, which may hinder the sustainability of restructuring efforts

Figure 3.7. School 2-5 School-Wide Program Teacher Questionnaire (*N* = 102)

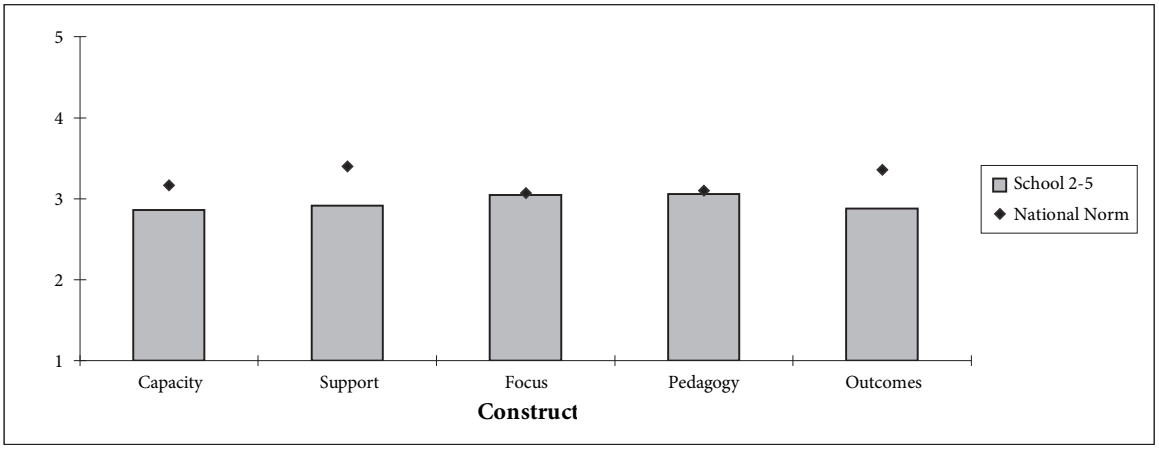
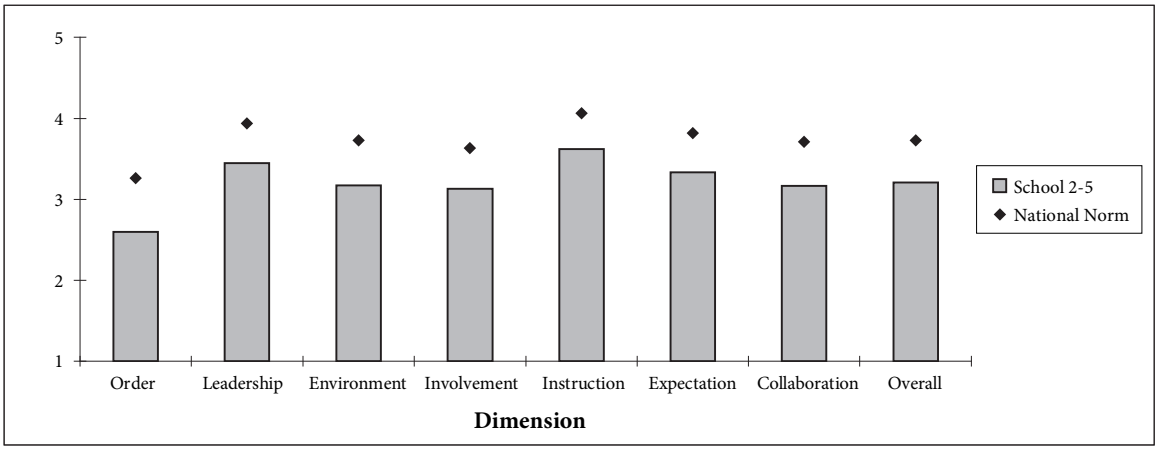


Figure 3.8. School 2-5 School Climate Inventory (*N* = 102)



- Dissatisfaction among upper-level staff
- Limited technology for staff
- Discipline problems and low parental involvement

School 2-6

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $300,000 ($440.53 per student based on 2005–06 enrollment)
Site Visit Dates: September 20, 2006; April 26–27, 2007
HSRR Model/TAP: R4 Group
Implementation Level/Score: Middle—25.79
School-Reported Implementation Assessment: 4.00 on a 5-point scale
TAP Implementation Assessment: 4.79 on a 5-point scale

School 2-6 is located in the Rio Grande Valley. The campus served approximately 680 students in the 2005–06 school year. The majority of the student population was Hispanic (97%). Eighty-eight percent of students were classified as economically disadvantaged. Mobility was at 18%. (See Table 3.7 for more demographic information.)

Starting Points

School 2-6 received an Academically Acceptable rating in 2003–04, the year prior to award eligibility, but dropped to Unacceptable the following year for performance on the State-Developed Alternative Assessment II (SDAA II). According to staff, this was due to lack of proper testing in the special education department. In 2005–06, the school received an Academically Acceptable rating. (See Appendix A for more accountability information.)

School 2-6's academic performance was described by staff as having been impacted by school board members' political agendas. Further, the previous principal was reported to have fostered low school morale. At the beginning of 2005–06 school year, a new principal (who had previously served as principal of a Recognized elementary school in the district) was assigned to lead School 2-6. Staff said the new principal encouraged hard work and teamwork toward the goal of achieving a Recognized rating.

Table 3.7. School 2-6 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	638	1%	95%	5%	0%	85%	*	26%	2%
2004–05	639	1%	95%	4%	0%	87%	62%	21%	2%
2005–06	681	1%	97%	3%	0%	88%	66%	18%	1%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

Implementation Summary

In its grant application, School 2-6 identified the Charles A. Dana Center at the University of Texas at Austin as its TAP, but staff reported that the district believed that the application as written was duplicating efforts already in place. Consequently, after the grant award campus staff were surveyed to select another model, and the TAP was changed to the R4 Group. The principal said the R4 Group had a prepackaged program with lesson plans, assessments, professional development, and discipline management that would not take as much effort.

Lead teachers, campus principals, counselors, and administrators attended R4 leadership or On Campus Intervention (OCI) program training. Some campus staff also attended Breaking Ranks training. Teachers redelivered training to other teachers at the campus, which staff described as effective. Additional training was provided in mathematics, changes in the TAKS test, mapping to help all types of learners, the regional Education Service Center's Curriculum Collaborative, and use of a variety of programs (Achieve 3000, hands-on technology, TRIAND, and the Princeton Review). School 2-6 also planned to participate in an R4-led consortium of schools of comparable size to share lesson plans.

Laptop computers for the teachers and 15 computers for the students as well as EIKI projectors were purchased. The campus also implemented the R4-recommended TRIAND online application to access lesson plans and work on students' personal graduation plans. Teachers expressed dissatisfaction with TRIAND and the lesson plans as they could not access all the components.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in spring 2007, measures school change across the five constructs of the research framework. A total of 43 of 54 professional staff members responded to the survey for a response rate of 80%. Survey data indicated School 2-6's ratings for the Capacity, Focus, and Pedagogy constructs were higher than the national norms for secondary schools. Figure 3.9 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey

R4 Group

The R4 model is based on four key elements: rigor, relevance, relationships, and results.

Key Strategies

- High Altitude Assessment: Onsite observation, evaluation, and presentation of findings
- Master Teacher Academy
- Shared scope and sequence cooperative (consortia of similar schools)
- Customized campus leadership program development
- Campus redesign management and supervision
- RISE OCI (On Campus Intervention) Program

Additional R-4 Recommended Activities

- TRIAND online software applications (curriculum, student data management)

Source. R4 Group website, http://r4action.org/

Figure 3.9. School 2-6 School-Wide Program Teacher Questionnaire (*N* = 43)

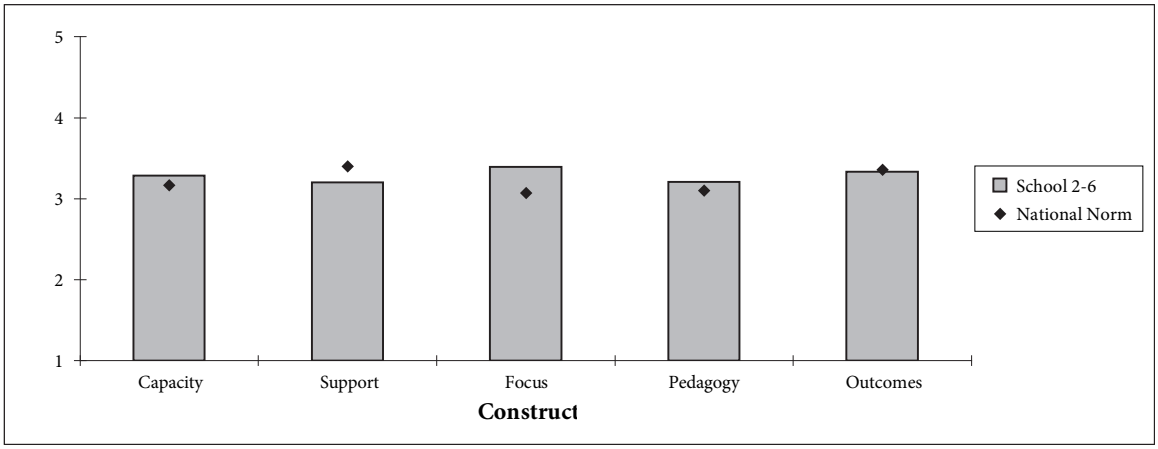
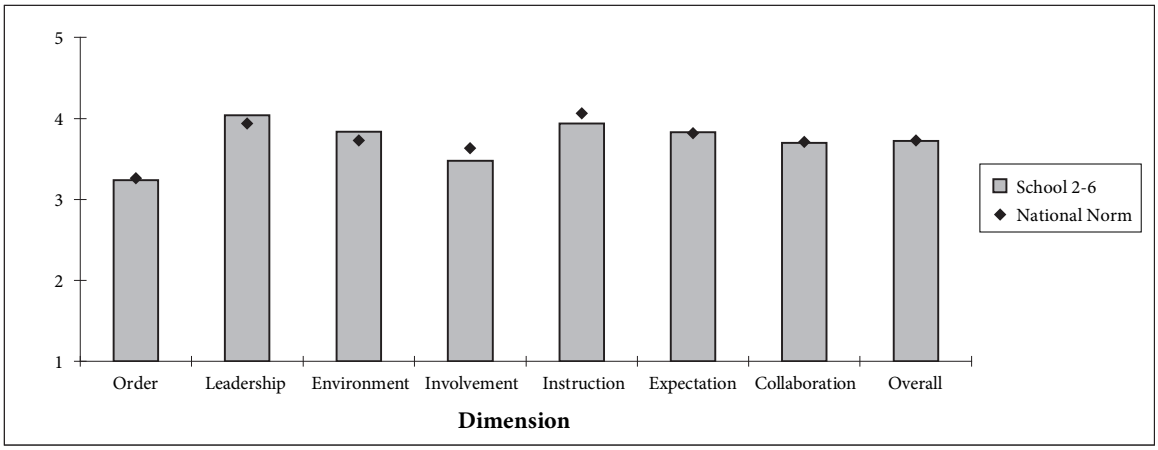


Figure 3.10. School 2-6 School Climate Inventory (*N* = 43)



in spring 2007 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 2-6 was 3.72 on a 5-point scale, which was close to the national norm of 3.73. (See Figure 3.10.)

Reported Facilitators and Barriers

Facilitators

- New principal who built staff loyalty through shared vision, shared leadership, and support for teachers

Barriers

- Limited functionality of the TRIAND system
- Lack of time
- Low parental involvement

School 2-7

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $167,100 ($807.25 per student based on 2005–06 enrollment)
Site Visit Dates: October 5, 2006; April 25–26, 2007
HSRR Model/TAP: R4 Group
Implementation Level/Score: Low—24.11
School-Reported Implementation Assessment: 4.00 on a 5-point scale
TAP Implementation Assessment: 4.11 on a 5-point scale

School 2-7 is located in a small rural town about 80 miles south of a major urban area. The campus has had a relatively stable enrollment over the past several years, serving 207 students in the 2005–06 school year. The majority of the student population was Hispanic (84%) with White students composing the next largest ethnic group (16%). Sixty-eight percent of students were classified as economically disadvantaged. Mobility was high at 21%. (See Table 3.8 for more demographic information.)

Starting Points

After receiving an Acceptable rating in 2003–04, the year prior to award eligibility, School 2-7 was rated Academically Unacceptable in 2004–05 and 2005–06 for mathematics performance. (See Appendix A for more accountability information.)

Administration and faculty noted that School 2-7 has had a high teacher retention rate because of the closeness of community members coupled with rural community values. The experienced staff of 32 employees consisted of 22.5 teachers, 73% of whom had more than 11 years of experience. Nearly half the teachers had over 20 years of experience. The principal was in his second year at the school but had worked in the district for the past seven years.

Mathematics improvement was described as the most pressing concern at School 2-7 due to the low performance on TAKS that resulted in the low accountability ratings. Several teachers who were interviewed indicated that many students lacked mathematical skills from earlier grades and also displayed poor attitudes toward learning mathematics. As a result of

Table 3.8. School 2-7 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	203	1%	77%	22%	0%	56%	*	19%	8%
2004–05	210	1%	78%	21%	0%	62%	51%	25%	6%
2005–06	207	1%	84%	16%	0%	68%	75%	21%	6%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

continuing low performance in mathematics, staff reported that representatives from TEA visited School 2-7 in January 2007 and made the recommendation that the contracts of several mathematics and science teachers not be renewed if the TAKS scores did not significantly improve in 2006–07. According to teacher and administrator interviews, the recommendation had a devastating effect on teacher and student morale.

Implementation Summary

A TEA staff member advised the principal to apply for the HSRR grant and put him in contact with the director of the Texas High School Innovative Redesign Project. The principal said he chose the R4 Group as the TAP for the grant primarily because of his familiarity with an R4 staff member who had served as president of the Texas Association of Secondary School Principals.

School 2-7 administrators and the majority of teachers attended R4 trainings and implemented TRIAND, the A-Plus Recovery, and Capturing Kids' Hearts program. The school also purchased technology for instructional use.

At the first site visit in fall 2006, staff were generally positive about the HSRR effort and expressed enthusiasm about the restructuring plan. However, at the second site visit, the majority of the faculty said that they felt that support, both from the administration and the TAP, was lacking. Staff said they felt "condescended to" and "put down" while attending the first R4 training. Further, teachers said the schools in the consortium facilitated by R4 did not have common demographics and performance problems. Difficulties early in the grant in implementing the TRIAND scope and sequence also created teacher frustration. Most teachers reported continuing to teach using methods with which they were comfortable.

The Capturing Kids' Hearts program was identified as the primary successful activity at the school. Aside from this program, the school's HSRR implementation level was limited due to teacher morale issues and dissatisfaction with the TAP.

R4 Group

The R4 model is based on four key elements: rigor, relevance, relationships, and results.

Key Strategies

- High Altitude Assessment: Onsite observation, evaluation, and presentation of findings
- Master Teacher Academy
- Shared scope and sequence cooperative (consortia of similar schools)
- Customized campus leadership program development
- Campus redesign management and supervision
- RISE OCI (On Campus Intervention) Program

Additional R-4 Recommended Activities

- TRIAND online software applications (curriculum, student data management)

Source. R4 Group website, http://r4action.org/

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in spring 2007, measures school change across

Figure 3.11. School 2-7 School-Wide Program Teacher Questionnaire (*N* = 20)

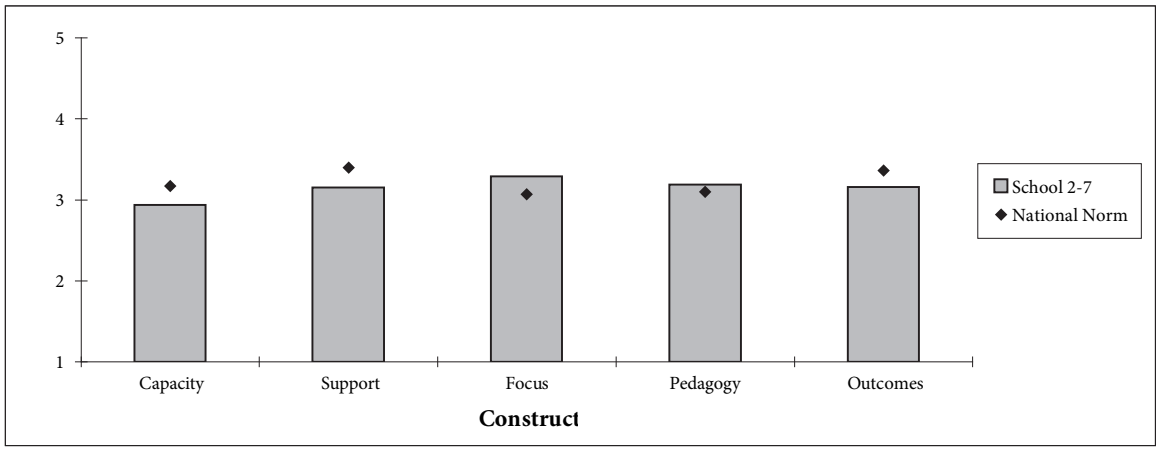
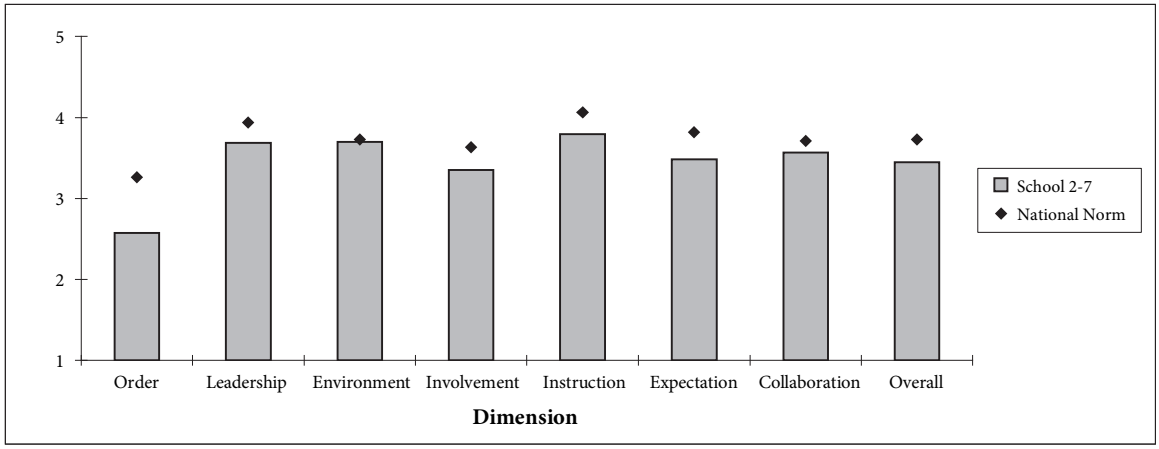


Figure 3.12. School 2-7 School Climate Inventory (*N* = 20)



the five constructs of the research framework. A total of 20 of 29 professional staff members responded to the survey for a response rate of 69%. Survey data indicated School 2-7's ratings for the Focus and Pedagogy constructs were higher than the national norms for secondary schools. Figure 3.11 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in spring 2007 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 2-7 was 3.45 on a 5-point scale, which was lower than the national norm of 3.73. (See Figure 3.12.)

Reported Facilitators and Barriers

Facilitators

- Small school size

Barriers

- Low morale and perceived lack of support

School 2-8

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $300,000 ($292.68 per student based on 2005–06 enrollment)
Site Visit Dates: September 12, 2006; March 21–22, 2007
HSRR Model/TAP: Smaller Learning Communities, High Schools That Work
Implementation Level/Score: Low—25.50
School-Reported Implementation Assessment: 4.33 on a 5-point scale
TAP Implementation Assessment: 3.20 on a 5-point scale

School 2-8 is located in a large urban area in a mixed residential and industrial neighborhood. Enrollment at School 2-8 decreased by about 400 students in recent years due to the opening of a new school in the area. With the decrease in enrollment, the number of teaching staff was downsized, and class sizes grew.[26] School 2-8 served 1,025 students in the 2005–06 school year. The majority of the student population was Hispanic (74%) with African American students composing the next largest ethnic group (23%). Eighty-six percent of the students were classified as economically disadvantaged. Mobility was high at 34%. (See Table 3.9 for more demographic information.)

Starting Points

In 2003–04, the year prior to award eligibility, School 2-8 received an Acceptable accountability rating but was Unacceptable in 2004–05 based on mathematics and science performance. The campus was rated as Acceptable in 2005–06. (See Appendix A for more accountability information.)

Table 3.9. School 2-8 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	1,144	20%	76%	3%	1%	91%	*	31%	16%
2004–05	1,079	19%	77%	4%	1%	91%	76%	31%	12%
2005–06	1,025	23%	74%	3%	1%	86%	81%	34%	12%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

26 The principal indicated that the enrollment decrease was a result of a number of students who transferred to School 2-8 who did not have transportation and, thus, did not have good attendance (which cost the school funds that would have been generated from ADA). School 2-8 sent these students back to their original school. In doing this, the school was required by the district to reduce its teaching staff.

Staff reported that racial tension had been an issue on the campus in the recent past, describing a major fight involving approximately 200 students that teachers described as a "race war." One teacher said that a variety of measures (such as a dress code) were put into place in subsequent years to address the issue.

School 2-8 had been in the process of redesign since 1995 with participation in district-wide initiatives focused on creating smaller learning communities, including grants through the Annenberg Foundation and the Carnegie Corporation. Staff also reported using Breaking Ranks as a guide in addressing several aspects of the school's ongoing reforms. As a result of these efforts, the school was organized into a magnet school, four academies, and a traditional high school. The school had also previously received a Comprehensive School Reform (CSR) grant as well as a number of other smaller grants targeting content area reforms.

Implementation Summary

Stating that the structure of smaller learning communities alone could not address deficiencies, School 2-8's grant application described a need to change teaching strategies to address different learning styles, especially in reading, mathematics, and science. Building the professional competence of inexperienced teaching staff through professional development and coaching was also described as a priority. The school began HSRR implementation of a locally developed plan working with the TAP from its previous CSR grant. However, in January 2007, School 2-8 joined the Texas High School Project (THSP) and was required to use the High Schools That Work (HSTW) model and TAP. Key aspects of the reform at School 2-8 included strengthening the existing smaller learning communities, engaging in professional development focused on improving student literacy, purchasing resources and training for mathematics and science teachers as well as technology such as SMARTBoards and computers, and increasing collaboration among teachers.

High Schools That Work

The HSTW model focuses on creating environments in which students master challenging academic and career/technical studies.

Key Strategies

- High expectations
- Program of study
- Academic studies
- Career/technical studies
- Work-based learning
- Teachers working together
- Students actively engaged
- Guidance
- Extra help
- Culture of continuous improvement

Source. High Schools That Work website, http://www.sreb.org/programs/hstw/hstwindex.asp

The school already had built some momentum for redesign based on previous efforts led by the principal. The school infused all of its core classrooms with technology, and teachers reported that using this technology had changed instruction significantly. Some staff felt that the multiple TAPs on campus took the restructuring effort off course. The principal indicated that three TAPs were being paid from the HSRR grant: one from the THSP, one from HSTW, and the original school-identified

Figure 3.13. School 2-8 School-Wide Program Teacher Questionnaire (*N* = 54)

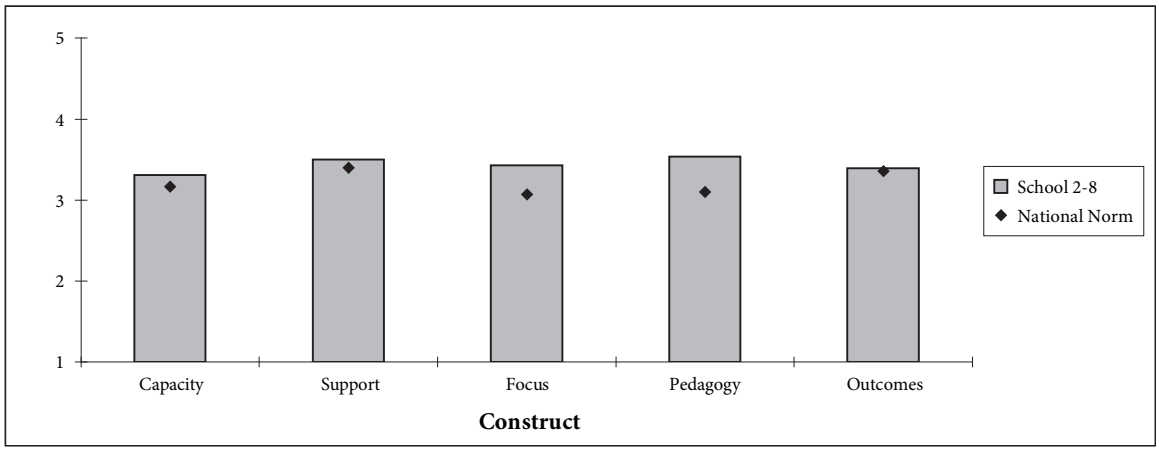
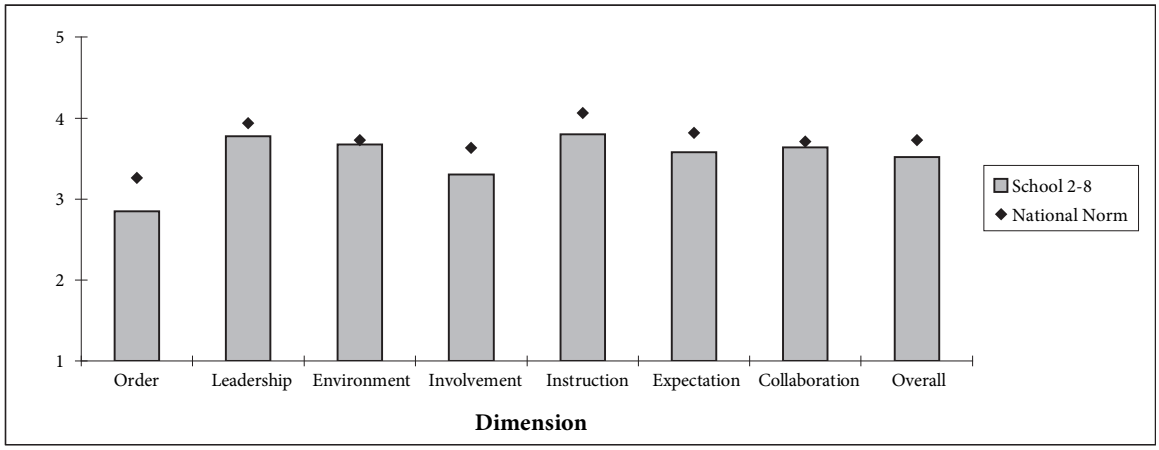


Figure 3.14. School 2-8 School Climate Inventory (*N* = 54)



TAP from the previous CSR grant. Several staff also indicated that some of the HSTW professional development requirements were repetitive and out-of date.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in spring 2007, measures school change across the five constructs of the research framework. A total of 54 of 65 professional staff members responded to the survey for a response rate of 83%. Survey data indicated School 2-8's ratings across all constructs were higher than the national norms for secondary schools. Figure 3.13 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in spring 2007 and measures school climate across seven dimensions associated with effective school climates. The overall mean

SCI rating for School 2-8 was 3.52 on a 5-point scale, which was lower than the national norm of 3.73. (See Figure 3.14.)

Reported Facilitators and Barriers

Facilitators

- Culture that encouraged the growth of teacher leadership and a focus on school improvement
- Purchase of new technology and training in the use of the technology
- Targeted professional development tied to the school's reform efforts

Barriers

- Multiple TAPs operating at the school at the same time
- Low parent involvement
- Recent reduction in teaching staff and increase in class size

School 2-9

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $276,000 ($764.54 per student based on 2005–06 enrollment)
Site Visit Dates: September 20, 2006; March 26–27, 2007
HSRR Model/TAP: R4 Group
Implementation Level/Score: Low—20.07
School-Reported Implementation Assessment: Spring 2007 progress report not available
TAP Implementation Assessment: 4.07 on a 5-point scale

School 2-9 is a small campus in the southeast part of the state. The school had a relatively stable enrollment over the past several years, serving 361 students in the 2005–06 school year. The majority of students were White (41%) with African American students composing the next largest ethnic group (37%). Fifty-one percent of students were classified as economically disadvantaged. Mobility was high at 27%. (See Table 3.10 for more demographic information.)

Starting Points

While School 2-9 was Academically Acceptable in 2003–04, the year prior to award eligibility, the campus received an Academically Unacceptable rating for the 2004–05 school year for mathematics performance and performance on SDAA II. In 2005–06, School 2-9 was rated Academically Acceptable. (See Appendix A for more accountability information.)

School 2-9 had experienced challenges associated with revolving leadership and staff, changing instructional programs, and limited financial resources. For example, the school had four principals over a five-year period. A new principal and assistant principal were named to lead School 2-9 in spring 2006, and the school hired 20 new teachers prior to the start of the 2006–07 school year. The district's superintendent resigned in December 2006.

Table 3.10. School 2-9 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	339	36%	19%	44%	1%	53%	*	21%	2%
2004–05	360	37%	20%	42%	1%	51%	62%	26%	4%
2005–06	361	37%	22%	41%	1%	51%	57%	27%	4%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

Parents indicated the school had been in chaos prior to the arrival of the new principal, whom they credited with creating a more structured learning environment.

Implementation Summary

The school had previously received an Improving Teaching and Learning/Texas Title I Comprehensive School Reform (CSR) grant. When the HSRR grant became available, district and school staff saw it as an opportunity to continue the HSTW work begun under CSR. Staff reported that there was a perception that if School 2-9's leadership and teaching staff were stabilized, the school could use the HSTW model to achieve a rating of Academically Acceptable or better on a regular basis. However, after the HSRR grant was awarded, a decision was made to change School 2-9's TAP to the R4 Group. There was conflicting information about the reason for the change. Some staff attended HSTW training that had already been scheduled and paid for prior to the change.

Major redesign activities included renovation to the facilities and training. The R4 Group provided professional development to staff, including an Active Teaching Academy, a Leadership Conference, and RISE On Campus Intervention (OCI) training. The TAP also provided training for the school's Board of Trustees. Further, the school participated in a consortium of similar HSRR grantee schools using the TRIAND online program recommended by R4. Staff said the consortium was designed so participants could compare TRIAND scores, identify best practices, and improve lesson plans. The school also initiated a contract that at-risk students, their parents, and their teachers signed outlining additional assistance for students in preparation for TAKS and consequences for not taking responsibility for preparation. Additionally, the school was engaged in creating some additional student support programs, such as tutoring and a partnership with an area community college, as well as incentive programs. School 2-9 also increased parent involvement through a variety of activities.

R4 Group

The R4 model is based on four key elements: rigor, relevance, relationships, and results.

Key Strategies

- High Altitude Assessment: Onsite observation, evaluation, and presentation of findings
- Master Teacher Academy
- Shared scope and sequence cooperative (consortia of similar schools)
- Customized campus leadership program development
- Campus redesign management and supervision
- RISE OCI (On Campus Intervention) Program

Additional R-4 Recommended Activities

- TRIAND online software applications (curriculum, student data management)

Source. R4 Group website, http://r4action.org/

At the first site visit, teachers attributed changes on campus primarily to the school's new leadership. Early technical glitches with TRIAND limited the program's use by teachers. At the second site visit, school staff expressed frustration about the status of implementation. Some of the school's redesign efforts were described by teachers as

Figure 3.15. School 2-9 School-Wide Program Teacher Questionnaire (*N* = 32)

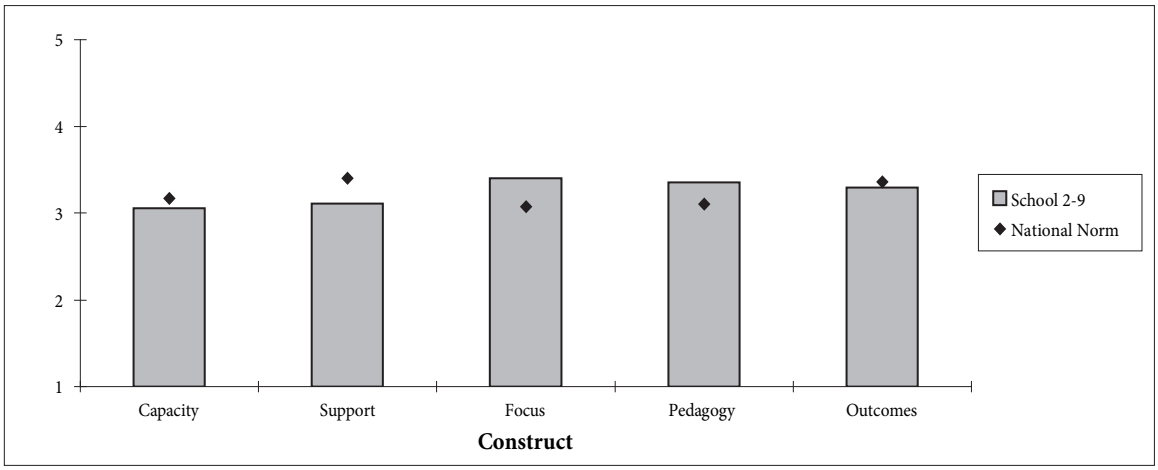
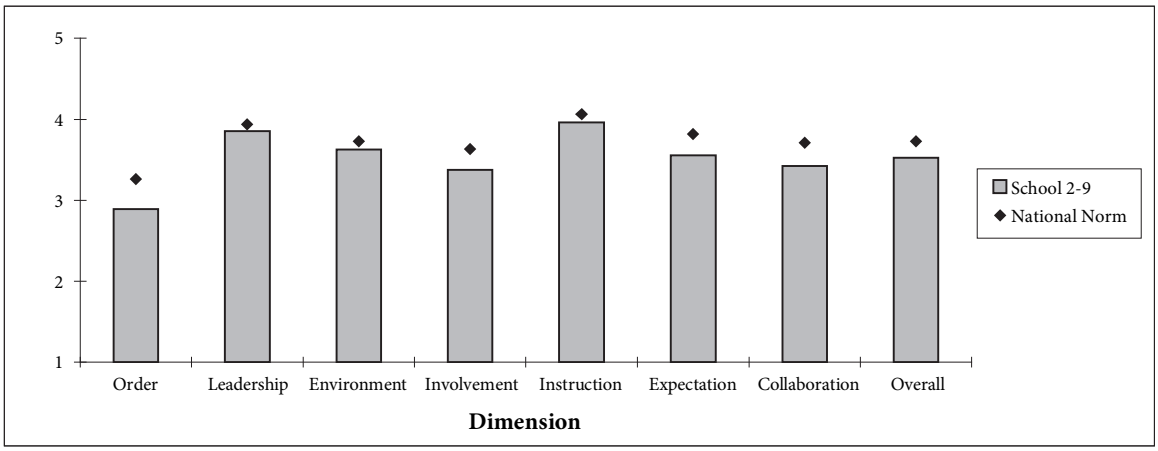


Figure 3.16. School 2-9 School Climate Inventory (*N* = 32)



having been slowed due to operational issues with TRIAND. The scope and sequence of TRIAND was described as being problematic in relation to preparing students effectively for TAKS. Additional components, such as the consortium that were initially promoted by the TAP, were delayed as well.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in spring 2007, measures school change across the five constructs of the research framework. A total of 32 of 33 professional staff members responded to the survey for a response rate of 97%. Survey data indicated School 2-9's ratings for the Focus and Pedagogy constructs were higher than the national norms for secondary schools. Figure 3.15 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in spring 2007 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 2-9 was 3.53 on a 5-point scale, which was lower than the national norm of 3.73. (See Figure 3.16.)

Reported Facilitators and Barriers

Facilitators

- Involvement of the Board of Trustees
- Increased parent involvement

Barriers

- Difficulties encountered with implementation of TRIAND and limitations of the consortium of HSRR schools
- Leadership and personnel changes, including the hiring of a large number of new teachers

School 2-10

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $300,000 ($296.74 per student based on 2005–06 enrollment)
Site Visit Dates: September 21, 2006; March 6–7, 2007
HSRR Model/TAP: High Schools That Work
Implementation Level/Score: Low—23.40
School-Reported Implementation Assessment: 4.17 on a 5-point scale
TAP Implementation Assessment: 2.23 on a 5-point scale

School 2-10 is located in a major urban area and had a relatively stable enrollment over the past several years, serving 1,011 students in the 2005–06 school year. The majority of students were African American (66%) with Hispanic students composing the next largest ethnic group (33%). Seventy-eight percent of the student population was economically disadvantaged. Mobility was high at 30%. (See Table 3.11 for more demographic information.)

Starting Points

After being rated Academically Acceptable in 2003–04, the year prior to award eligibility, the school received an Academically Unacceptable rating the following two years. In 2004–05 the school was rated Unacceptable for mathematics and science performance and in 2005–06 for completion rates. (See Appendix A for more accountability information.)

A new principal, previously a middle school principal who had retired, was appointed in fall 2005. The principal said the school had significant administrative issues and was not implementing any district policies when she took over. All staff said the student body faced multiple challenges, and the principal indicated that there was a large divide between teachers and students. The school also faced a significant budget cut, and safety and security was a concern of students, staff, and parents.

School 2-10 was undertaking a number of other reform activities at the time of the

Table 3.11. School 2-10 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	1,109	55%	44%	1%	1%	78%	*	26%	15%
2004–05	1,077	58%	40%	1%	1%	82%	83%	31%	10%
2005–06	1,011	66%	33%	1%	1%	78%	83%	30%	7%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

HSRR grant: the A+ Annenburg Challenge; a Gates Foundation/Marshall Foundation grant to implement a mathematics and science academy; and an Adequately Yearly Progress (AYP) TAP was active at the school.

Implementation Summary

According to the school's HSRR grant application, School 2-10's primary redesign goals were to personalize instruction by restructuring the existing smaller learning communities, create a more cohesive faculty through team-building activities, establish a parent/family center, and provide a host of personalized academic and support services to students. The application indicated the use of technical assistance services of TRICE Education Resources and, as a secondary TAP, High Schools That Work (HSTW).

At the time of the first site visit in fall 2006, school leaders reported they were facing fiscal issues related to: 1) the selection and payment of the HSRR TAP; 2) the loss of additional Gates Foundation support; 3) the invitation and requirements to participate in the Texas High School Project (THSP); and 4) budget cuts that had just been announced by the district office. School staff were reluctant to join the THSP because of costs associated with joining, staff perceptions that the school had progressed beyond most THSP objectives, and the primary THSP focus on HSTW. Staff had previously implemented HSTW and were dissatisfied.

The school had an existing mathematics and science academy funded through a Gates grant. Based on this model, two additional academies were established, and all students had been assigned to theme-based smaller learning communities. However, there was little evidence that the two new academies had progressed much past the identification stage as course offerings at each academy were exactly the same. Advanced courses and thematic electives specific to each new learning community had not been developed due to lack of resources, and plans for future funding to develop the academies were informal.

High Schools That Work

The HSTW model focuses on creating environments in which students master challenging academic and career/technical studies.

Key Strategies

- High expectations
- Program of study
- Academic studies
- Career/technical studies
- Work-based learning
- Teachers working together
- Students actively engaged
- Guidance
- Extra help
- Culture of continuous improvement

Source. High Schools That Work website, http://www.sreb.org/programs/hstw/hstwindex.asp

At the second site visit, the principal reported that there were multiple TAPs on campus, which caused some confusion. Professional development activities that involved all or most of the teaching staff included team building, instructional strategies, and interpreting benchmark data to plan instruction. Selected teams of teachers had participated in content-area professional development.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was

Figure 3.17. School 2-10 School-Wide Program Teacher Questionnaire (*N* = 53)

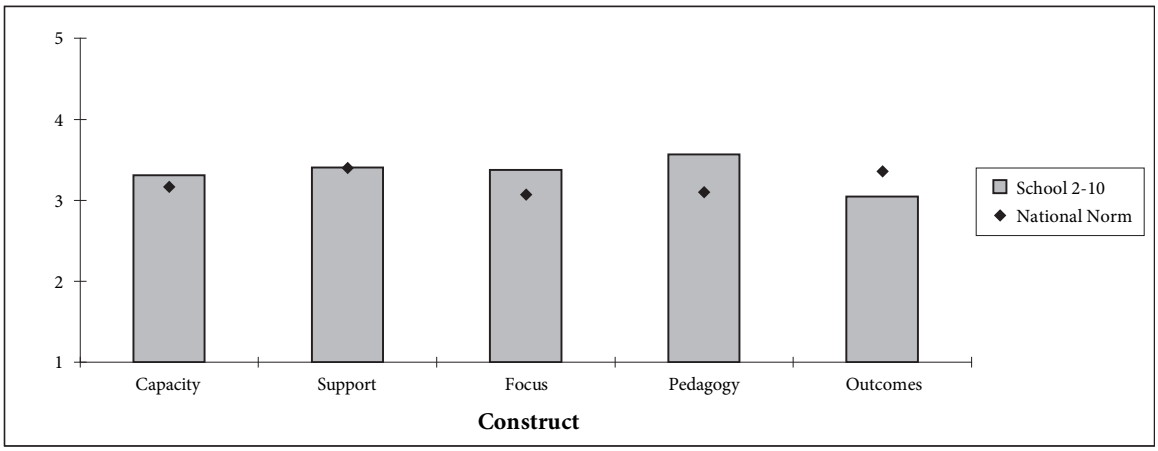
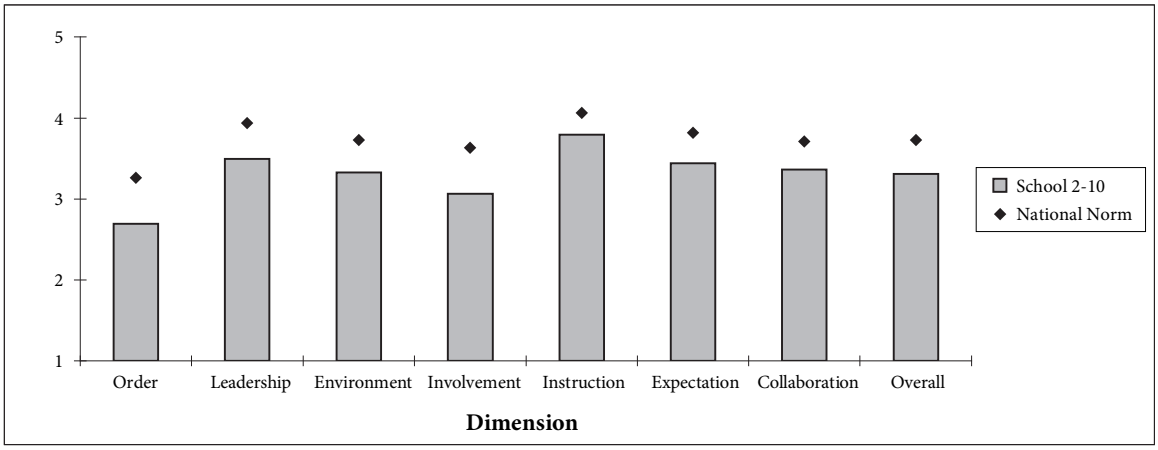


Figure 3.18. School 2-10 School Climate Inventory (*N* = 53)



administered as part of the staff survey in spring 2007, measures school change across the five constructs of the research framework. A total of 53 of 57 professional staff members responded to the survey for a response rate of 93%. Survey data indicated School 2-10's ratings across all constructs, except for the Outcomes construct, were higher than the national norms for secondary schools. Figure 3.17 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in spring 2007 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 2-10 was 3.31 on a 5-point scale, which was lower than the national norm of 3.73. (See Figure 3.18.)

Reported Facilitators and Barriers

Facilitators

- Progress in organizing the school and building staff cohesion
- Meaningful professional development strategies
- A well-respected literacy coach responsible for professional development
- Existing Math and Science Academy as a model

Barriers

- Uncertain financial situation and ongoing fiscal and administrative challenges
- Multiple TAPs on campus and confusion about requirements of grant
- Building personalized student relationships
- Continuing discipline issues

School 2-11

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $176,100 ($755.79 per student based on 2005–06 enrollment)
Site Visit Dates: September 26, 2006; May 2–3, 2007
HSRR Model/TAP: R4 Group
Implementation Level/Score: Low—23.50
School-Reported Implementation Assessment: 3.50 on a 5-point scale
TAP Implementation Assessment: 5.00 on a 5-point scale

School 2-11 is located in central Texas in a rural district with one elementary school, one junior high school, and one high school. School 2-11 had a relatively stable enrollment, serving approximately 230 students in the 2005–06 school year. The majority of the student population was White (64%) with Hispanic students composing the next largest ethnic group (21%). Thirty-four percent of students were classified as economically disadvantaged. (See Table 3.12 for more demographic information.)

Starting Points

In 2003–04, the year prior to award eligibility, School 2-11 was Recognized under the state accountability system. In 2004–05, based on reading performance, the school's rating fell to Academically Unacceptable. In both 2005–06 and 2006–07, however, the school received Academically Acceptable ratings. (See Appendix A for more accountability information.)

Since the fall 2006 site visit, the superintendent of the district announced his resignation, and the principal tendered his resignation in April 2007 to work for the Texas High School Redesign and Restructuring Project. The principal was not available for the scheduled HSRR site visit in spring 2007. Staff reported a lack of communication was common in this school district.

Table 3.12. School 2-11 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	248	13%	18%	68%	1%	26%	*	10%	2%
2004–05	238	12%	20%	67%	1%	25%	32%	14%	2%
2005–06	233	14%	21%	64%	1%	34%	42%	10%	3%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

Implementation Summary

The school identified the R4 Group as the TAP for the grant. Teachers interviewed said they were not involved in model selection. The chair of the campus improvement committee said he signed off on the application but did not know details on how the model was chosen.

Implementation activities included use of the scope and sequence curriculum and benchmark assessments in the R4-recommended TRIAND system, the A+ Recovery system, and Words of Wisdom. Staff reported that the principal was the driving force behind these efforts, and teachers were not sure how much of the program would be sustained once he left. In general, teachers reported they were willing to use the components introduced through HSRR to focus on helping students pass the TAKS test, but they did not feel their school was ever in need of reform. Staff frequently expressed anger and resentment at the manner in which the R4 Group interacted with them during the initial visit and the training in 2006.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in spring 2007, measures school change across the five constructs of the research framework. A total of 19 of 26 professional staff members responded to the survey for a response rate of 73%. Survey data indicated School 2-11's ratings for the Capacity, Support, Pedagogy, and Outcomes constructs were lower than the national norms. Figure 3.19 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in spring 2007 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 2-11 was 3.72 on a 5-point scale, which was nearly equal to the national norm of 3.73. (See Figure 3.20.)

R4 Group

The R4 model is based on four key elements: rigor, relevance, relationships, and results.

Key Strategies

- **High Altitude Assessment: Onsite observation, evaluation, and presentation of findings**
- **Master Teacher Academy**
- **Shared scope and sequence cooperative (consortia of similar schools)**
- **Customized campus leadership program development**
- **Campus redesign management and supervision**
- **RISE OCI (On Campus Intervention) Program**

Additional R-4 Recommended Activities

- **TRIAND online software applications (curriculum, student data management)**

Source. **R4 Group website, http://r4action.org/**

Reported Facilitators and Barriers

Facilitators

- Teacher acceptance of increased focus on improvement and willingness to try new approaches
- Usefulness of TRIAND in tracking student performance on benchmark assessments to identify areas for re-teaching

Figure 3.19. School 2-11 School-Wide Program Teacher Questionnaire (*N* = 19)

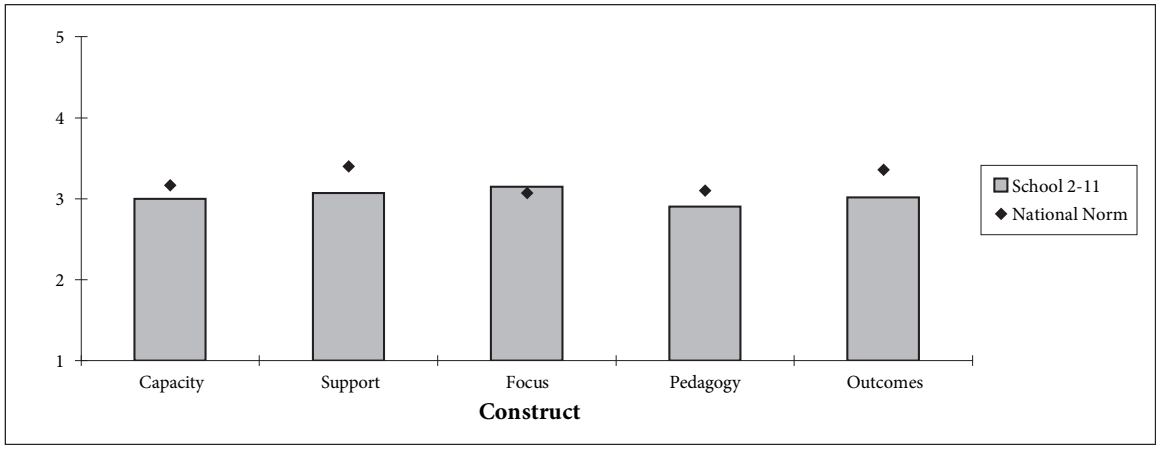
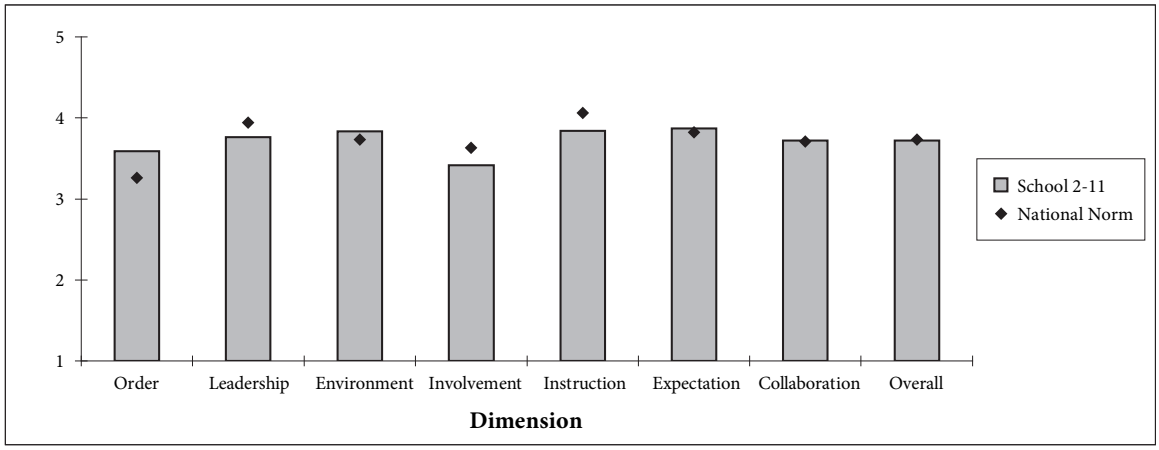


Figure 3.20. School 2-11 School Climate Inventory (*N* = 19)



- Usefulness of A+ Recovery program for students

Barriers

- Poor communication
- Perceptions that redesign was not necessary
- Staff perceptions of limited buy-in from principal

School 2-12 (Alternative Education)

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $104,500 ($725.69 per student based on 2005–06 enrollment)
Site Visit Dates: September 25, 2006; April 24, 2007
HSRR Model/TAP: R4 Group
Implementation Level/Score: Middle—29.10
School-Reported Implementation Assessment: 3.17 on a 5-point scale
TAP Implementation Assessment: 4.93 on a 5-point scale

School 2-12 is an open-enrollment charter school located in a coastal Texas city. The school had recently relocated to a facility that was in the annex of a church. School 2-12 had a relatively stable enrollment over the past several years, serving 144 students in the 2005–06 school year. The majority of the student population was Hispanic (67%) with White students composing the second largest ethnic group (27%). Twenty-two percent of students were classified as economically disadvantaged. Mobility was high at 44%. (See Table 3.13 for more demographic information.)

Starting Points

School 2-12 received an Academically Acceptable accountability rating for the 2003–04 school year, the year prior to award eligibility, but was rated Unacceptable in 2004–05 for mathematics and science performance and in 2005–06 for mathematics performance. (See Appendix A for more accountability information.)

During the spring 2006 site visit, the principal described several challenges faced by the school: low enrollment; little revenue to support teacher salaries; competition with larger districts for students and teachers; teacher retention, especially in mathematics, and continuing low performance. Concerns about many of these issues were voiced during the spring 2007 visit as well. In particular, the school struggled to fill the school's single

Table 3.13. School 2-12 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	153	9%	64%	26%	1%	27%	*	50%	0%
2004–05	157	4%	64%	31%	1%	29%	57%	38%	0%
2005–06	144	2%	67%	27%	4%	22%	13%	44%	1%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003–04 at-risk data not included in AEIS.

mathematics teacher position, and as of the spring 2007 visit, the school had had four mathematics teachers who held that one position during the school year.

R4 Group

The R4 model is based on four key elements: rigor, relevance, relationships, and results.

Key Strategies

- High Altitude Assessment: Onsite observation, evaluation, and presentation of findings
- Master Teacher Academy
- Shared scope and sequence cooperative (consortia of similar schools)
- Customized campus leadership program development
- Campus redesign management and supervision
- RISE OCI (On Campus Intervention) Program

Additional R-4 Recommended Activities

- TRIAND online software applications (curriculum, student data management)

Source. R4 Group website, http://r4action.org/

Implementation Summary

School 2-12's principal contacted the director of the Texas High School Innovative Redesign Project who suggested he contact the R4 Group to serve as the school's TAP and for assistance in completing the grant application.

Substantial changes were made during the initial timeframe of the grant. The principal described spending the summer reinventing the school, including its appearance, the student handbook, and the school mission statement. Emphasis was on obtaining a Recognized accountability rating. During the summer, staff attended several trainings that focused on increasing student motivation and creating a positive school environment. They also implemented the R4 model components and recommended programs, such as the TRIAND online scope and sequence application.

Data collected during the second site visit in spring 2007 indicated a change in tone and emphasis at the school. The school was no longer focused on achieving Recognized but rather on just remaining open. Staff reported several factors inhibited progress in implementation:

- Frustration with accessing TRIAND assessments and student tracking data
- Slowed training opportunities
- Mathematics teacher vacancy
- Anticipation of poor TAKS results
- Anticipation of the yearly teacher turnover

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in spring 2007, measures school change across the five constructs of the research framework. A total of 8 of 12 professional staff members responded to the survey for a response rate of 67%. Survey data indicated School 2-12's ratings for the Capacity and Support constructs were higher than the national norms for secondary schools. Figure 3.21 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in spring 2007 and measures school climate

Figure 3.21. School 2-12 School-Wide Program Teacher Questionnaire (*N* = 8)

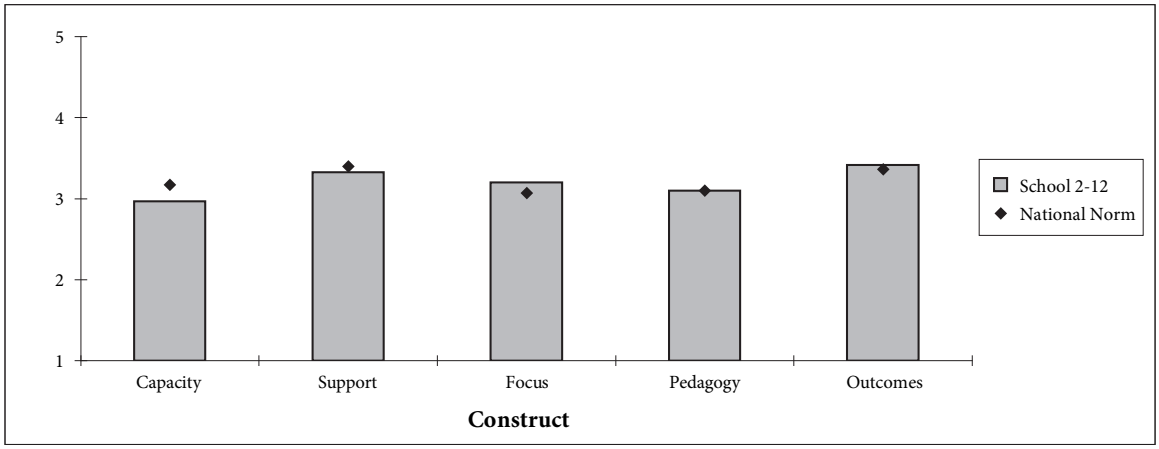
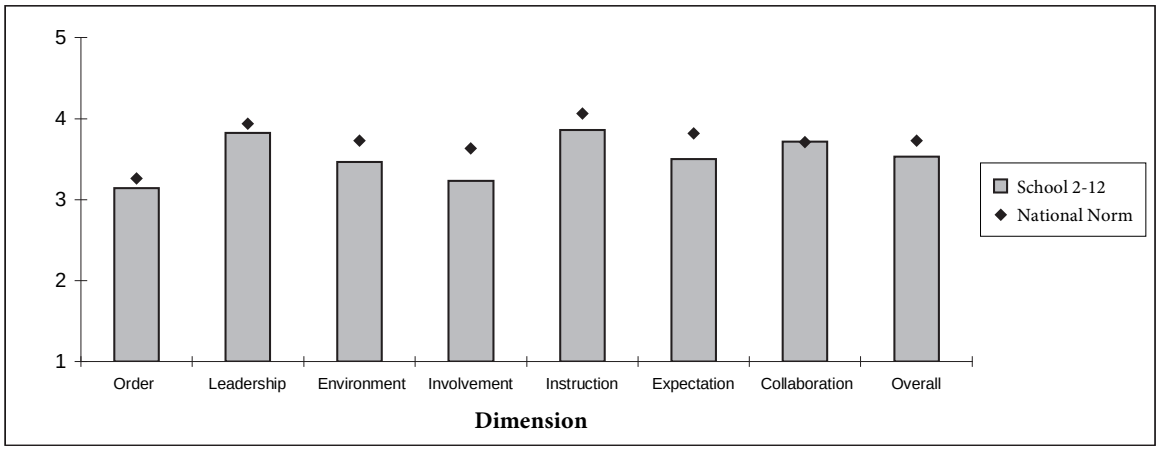


Figure 3.22. School 2-12 School Climate Inventory (*N* = 8)



across seven dimensions associated with effective school climates. The overall mean SCI rating for School 2-12 was 3.53 on a 5-point scale, which was lower than the national norm of 3.73. (See Figure 3.22.)

Reported Facilitators and Barriers

Facilitators

- Ongoing improvement prior to grant implementation
- Capable leaders who provide shared vision, positive reinforcement for teachers, and motivation
- A team of teachers that got along and who were committed to the students' best interests
- Improved morale and a more academic focus

Barriers

- Teacher turnover in key positions, such as mathematics
- Difficulties in getting the students to take the TAKS seriously

School 2-13 (Alternative Education)

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $264,750 ($752.13 per student based on 2005–06 enrollment)
Site Visit Dates: September 19, 2006; March 20–21, 2007
HSRR Model/TAP: R4 Group
Implementation Level/Score: High—32.88
School-Reported Implementation Assessment: 4.67 on a 5-point scale
TAP Implementation Assessment: 3.67 on a 5-point scale

School 2-13 began operating in 2002 as an open enrollment charter school. Enrollment increased over the past several years with 352 students served in the 2005–06 school year. The majority of students were African American (45%) with Hispanic students composing the next largest ethnic group (37%). A 20% increase in students classified as economically disadvantaged occurred in recent years. Forty-eight percent of students were considered economically disadvantaged in the 2005–06 school year. Mobility was high at 78%. (See Table 3.14 for more demographic information.)

Starting Points

In 2003–04, the year prior to award eligibility, School 2-13 was rated Academically Unacceptable for reading and mathematics performance. The school was reclassified under the Alternative Education Accountability (AEA) rating system in 2004–05 and was rated Unacceptable under AEA for dropout rate that year. According to the principal, data integrity was a problem, and the designation resulted from miscoding of dropout statistics. In 2005–06, the campus was rated Academically Acceptable under AEA. (See Appendix A for more accountability information.)

School 2-12 accepts students who have already dropped out of high school or who are at risk of dropping out from 22 districts in a major metropolitan area. Most of the students were drawn to the campus on their own, but some students were sent by the court system. Prior to the grant, the school's primary mode of

Table 3.14. School 2-13 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	274	53%	19%	27%	1%	26%	*	75%	2%
2004–05	337	51%	27%	21%	1%	38%	5%	74%	3%
2005–06	352	45%	37%	17%	2%	48%	96%	78%	9%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
*2003–04 at-risk data not included in AEIS.

R4 Group

The R4 model is based on four key elements: rigor, relevance, relationships, and results.

Key Strategies

- High Altitude Assessment: Onsite observation, evaluation, and presentation of findings
- Master Teacher Academy
- Shared scope and sequence cooperative (consortia of similar schools)
- Customized campus leadership program development
- Campus redesign management and supervision
- RISE OCI (On Campus Intervention) Program

Additional R-4 Recommended Activities

- TRIAND online software applications (curriculum, student data management)

Source. R4 Group website, http://r4action.org/

instructional delivery was an online program called NovaNet as instructors had limited expertise and because students were at many different levels of achievement.

School 2-13 was recently required to reconstitute, and all employees were required to reapply for their positions. Ten of the 14 teachers who began the 2006–07 school year were new to the school, many were not certified, and a number of teachers came from alternative certification programs.

The school's CEO had been at the campus since it opened. The principal had been at the school for two years. In 2006–07, a new assistant principal was hired to enforce discipline standards, and she was well received by staff and students.

Implementation Summary

Because most School 2-13 teachers were not certified, the HSRR grant was written to provide funding to cover the costs of obtaining alternative certification. The grant application identified the R4 Group as the primary TAP.

At the first site visit, the majority of teachers involved in School 2-13's HSRR initiative were hired during the reconstitution process. These new teachers were aware that the school had a grant but knew little about the specific details. In addition to training provided by R4, staff participated in a variety of trainings offered by other providers. Staff reported that R-4's Small Schools Consortium had not provided the support that was envisioned, and TRIAND has been "cumbersome" and not been as beneficial as intended.

A primary change at the school was the shift from computer-based, individually paced instruction to direct classroom instruction. In addition, most teachers were in the process of completing their alternative certification programs with funding provided through the grant. Administrators reported that these reimbursements were important in attracting potential teachers. In addition to certification reimbursement, grant funds had been used for stipends for teachers to participate in staff development.

Though not funded by the HSRR grant, the school's most significant effort to retain staff who received training under the grant was its work with the Pinnacle Group to develop performance incentives for staff and remain competitive from

Figure 3.23. School 2-13 School-Wide Program Teacher Questionnaire (*N* = 20)

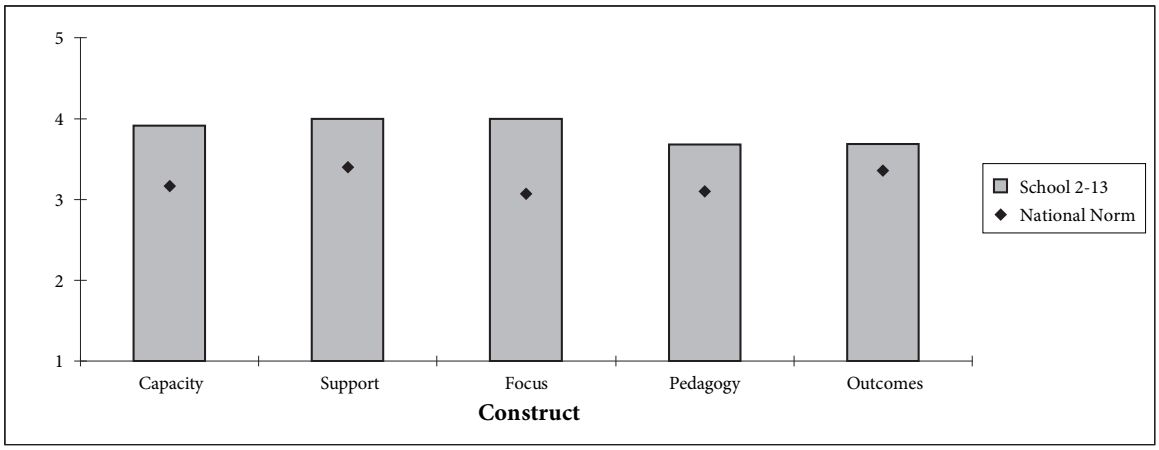
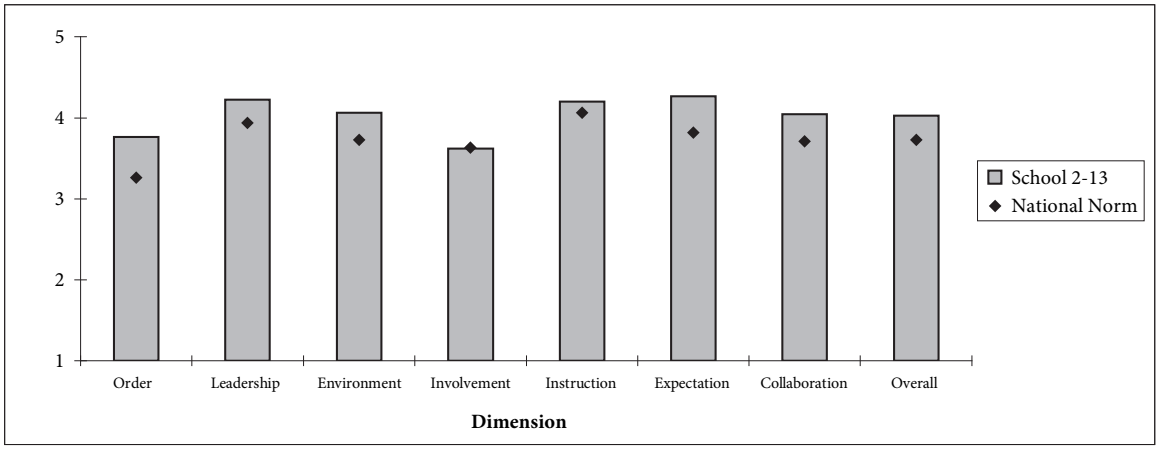


Figure 3.24. School 2-13 School Climate Inventory (*N* = 20)



a salary standpoint. The CEO also indicated that the school was going to reevaluate its policy of hiring non-certified teachers.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in spring 2007, measures school change across the five constructs of the research framework. A total of 20 of 20 professional staff members responded to the survey for a response rate of 100%. Survey data indicated School 2-13's ratings across all constructs were higher than the national norms for secondary schools. Figure 3.23 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in spring 2007 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 2-13 was 4.03 on a

5-point scale, which was higher than the national norm of 3.73. (See Figure 3.24.)

Reported Facilitators and Barriers

Facilitators

- Positive administrative and instructional leadership
- Dedicated teachers
- Good working relationships with the TAP and other professional development providers

Barriers

- Teacher qualifications and experience
- Student retention and absenteeism
- Weak discipline
- Limited space in current facility
- Limited time for ongoing teacher training and reflection

School 2-14 (Alternative Education)

Grant Cycle: 2
Grant Period: February 1, 2006–February 28, 2008
Grant Amount: $181,260 ($610.30 per student based on 2005–06 enrollment)
Site Visit Dates: September 11, 2006; March 5–6, 2007
HSRR Model/TAP: R4 Group
Implementation Level/Score: Low—18.93
School-Reported Implementation Assessment: Spring 2007 progress report not available
TAP Implementation Assessment: 4.93 on a 5-point scale

School 2-14 is an open-enrollment charter school founded in 2000. The campus had a relatively stable enrollment over the past several years and served approximately 300 students in 2005–06. The majority of the students at School 2-14 were African American (97%). One hundred percent of the student population was classified as economically disadvantaged. Mobility was high at 52% but had improved from a 2003–04 mobility rate of 70%. In 2006–07, teaching staff totaled 10 teachers. (See Table 3.15 for more demographic information.)

Starting Points

After receiving an Academically Acceptable rating in 2003–04, the year prior to award eligibility, School 2-14's accountability rating was Academically Unacceptable in 2004–05 for SDAA II and Unacceptable again in 2005–06 for science performance. (See Appendix A for more accountability information.)

Staff reported a lack of basic instructional resources, such as textbooks, at School 2-14. The principal said parental support was low because students from across a large geographic area attended the school, some traveling long distances.

Implementation Summary

Early in the implementation phase, School 2-14 changed its HSRR model and TAP from what was originally proposed in its grant application to the R4 Group.

Table 3.15. School 2-14 Demographic Profile

Year	*Total Students*	*African American*	*Hispanic*	*White*	*Other*	*Economically Disadvantaged*	*At Risk*	*Mobility*	*Limited English Proficient*
2003–04	299	97%	3%	0%	0%	98%	*	70%	0%
2004–05	323	97%	3%	0%	0%	99%	99%	63%	0%
2005–06	297	97%	3%	0%	0%	100%	99%	52%	0%

Source. Texas Education Agency, AEIS
Note. 2006–07 demographic data not available through AEIS by time of publication of this report.
* 2003-04 at-risk data not included in AEIS.

R4 Group

The R4 model is based on four key elements: rigor, relevance, relationships, and results.

Key Strategies

- High Altitude Assessment: Onsite observation, evaluation, and presentation of findings
- Master Teacher Academy
- Shared scope and sequence cooperative (consortia of similar schools)
- Customized campus leadership program development
- Campus redesign management and supervision
- RISE OCI (On Campus Intervention) Program

Additional R-4 Recommended Activities

- TRIAND online software applications (curriculum, student data management)

Source. R4 Group website, http://r4action.org/

Initial implementation activities included training on the R4 model and limited implementation of the R4-recommended systems and components. Teachers anticipated that matching to a similar school using the online software component TRIAND could be a source of increased capacity through resource sharing. School 2-14 also refurbished the physical environment at the school as recommended by the R4 TAP and the director of the Texas High School Innovative Redesign Project.

Farther into implementation, staff reports on redesign activities were mixed and indicated little progress overall. Much of the frustration experienced by staff was related to the TRIAND component of the redesign effort. Some teachers felt the TRIAND curriculum was helpful and had assisted teachers in teaching to the standards. However, other staff were discouraged and frustrated that the TRIAND online tools were not fully functional. Some teachers also felt the tools were not easily customizable to School 2-14's student population, and they could not access benchmark tests. Some staff indicated the need for additional training. Staff perceived a drop-off in redesign efforts.

Survey Data

The School-Wide Program Teacher Questionnaire (SWPTQ), which was administered as part of the staff survey in spring 2007, measures school change across the five constructs of the research framework. A total of 14 of 14 professional staff members responded to the survey for a response rate of 100%. Survey data indicated School 2-14's ratings across all constructs were higher than the national norms for secondary schools. Figure 3.25 reports means on all five constructs.

The School Climate Inventory (SCI) also was administered as part of the staff survey in spring 2007 and measures school climate across seven dimensions associated with effective school climates. The overall mean SCI rating for School 2-14 was 3.57 on a 5-point scale, which was lower than the national norm of 3.73. (See Figure 3.26.)

Reported Facilitators and Barriers

Facilitators

- Small size of school
- Teachers' enthusiasm and interest in change

Figure 3.25. School 2-14 School-Wide Program Teacher Questionnaire (*N* = 14)

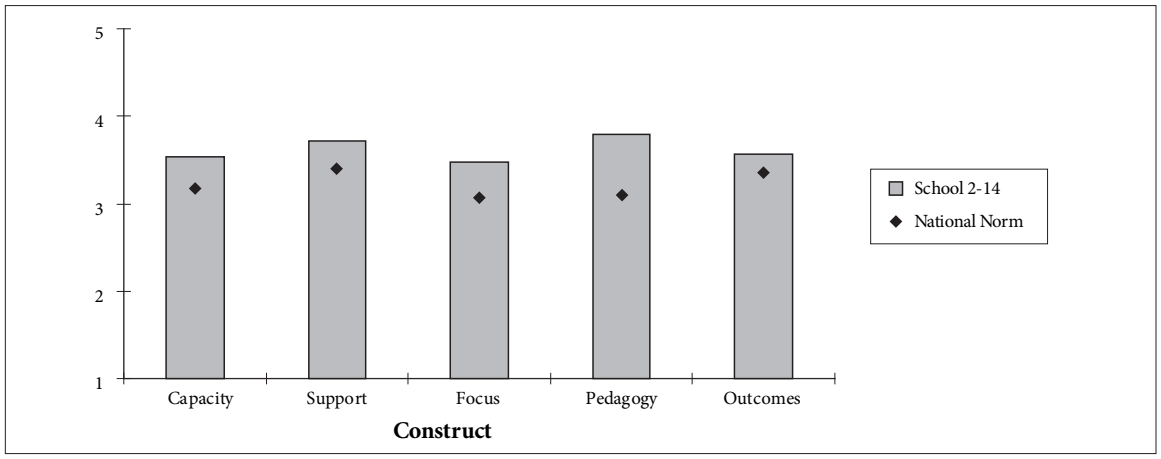
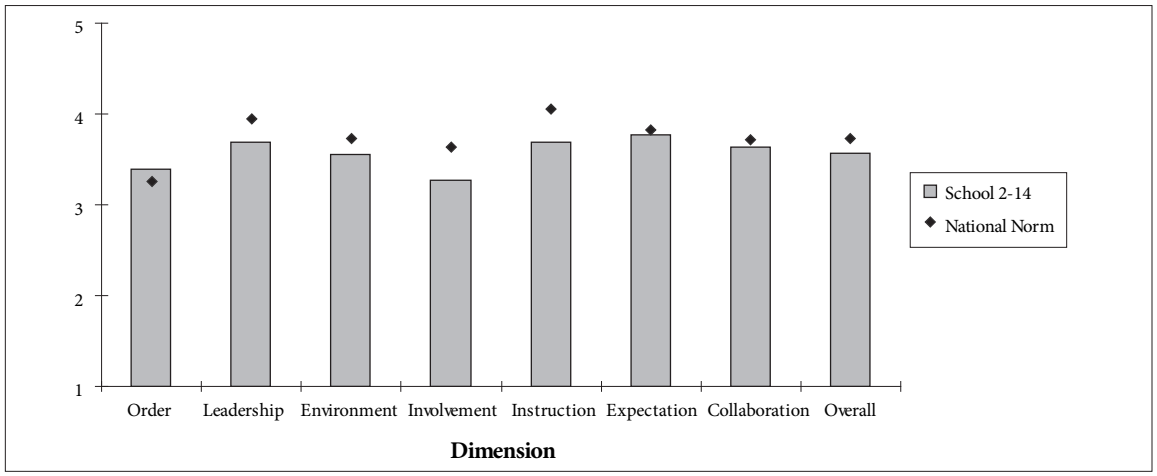


Figure 3.26. School 2-14 School Climate Inventory (*N* = 14)



Barriers

- Lack of progress and technical difficulties with TRIAND
- Lack of clarity about program goals

Chapter 4

Analysis of Student Outcomes

Overview

This chapter presents information on the impact of the High School Redesign and Restructuring (HSRR) grant program on student achievement as measured by the Texas Assessment of Knowledge and Skills (TAKS), attendance rates, and graduation rates. A general summary of analysis results is provided in this chapter organized by evaluation questions. A Technical Appendix (Appendix D) provides detailed technical discussion of the analysis.

The student outcomes analysis addressed the following questions:

- How did student outcomes at grantee schools (within cycles) compare to those of similar students at similar schools who did not participate in the program?
- How did student outcomes at grantee schools (within cycles) vary with the degree of implementation of the reform strategies?

Cycle 1 grants were implemented from April 1, 2005, to February 28, 2007 (22 months total), and Cycle 2 grantees began implementation February 1, 2006, with grants ending in February 28, 2008 (24 months total). Because this evaluation assesses outcomes of two grant cycles implemented at different times and for different lengths of time, data related to each cycle were analyzed separately. Analyses incorporated the latest year of outcome data available.

To address the first evaluation question, a student cohort analysis for Cycle 1 schools and matched comparison campuses (between-group comparison) compared results on a variety of student outcomes. Inferential analysis compared student results for the students at grantee and comparison campuses on 2007 TAKS met passing standard for mathematics and English language arts (ELA). Descriptive analysis compared average attendance rates at Cycle 1 grantee and comparison campuses.

Similarly, Cycle 2 grantees were compared to their comparison campuses through a student cohort analysis. Because of the short duration of grant participation for Cycle 2 schools at the time data were collected for this evaluation, only a student cohort analysis of TAKS mathematics and ELA met standard was conducted. Data on attendance were available only through 2006, the year Cycle 2 grants were awarded.

Additional analysis was conducted to address the first evaluation question that compared overall results for the Cycle 1 grantee and comparison schools on completion rate and percentage of students graduating under the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). This comparison involved different groups of students in 2004 and 2006, and students attending grantee campuses at different grade levels were exposed to different number of years of grant implementation. Because Cycle 2 grants were implemented in February of 2006, this comparison was not deemed appropriate for those schools.

In addressing the second evaluation question, a student cohort analysis was also conducted

for the Cycle 1 and Cycle 2 grantee schools (within-group comparison). Differences in 2007 TAKS met standard in mathematics and ELA were compared among the HSRR grantees schools based on scale scores on staff surveys designed to measure school climate and change in school operations and evaluator-assessed implementation level.

Evaluation Question: How did student outcomes at grantee schools (within cycles) compare to those of similar students at similar schools that did not participate in the program?

The first set of analyses compared student outcomes in grantee schools to those of students in non-grantee schools. Analyses were conducted separately for students in Cycle 1 and Cycle 2 schools. Outcomes at Cycle 1 schools were compared for a student cohort with the most exposure to grant strategies and also for separate cohorts of students in a comparison before and after grants were awarded. Outcomes at Cycle 2 schools were compared for a student cohort with the most exposure to grant strategies. Non-grantee schools and students were selected through the process described below.

Identification of Matched Comparison Schools

Candidates for the comparison campuses were selected from the Texas population based on the following criteria:

- Campus type was either regular or alternative instruction;
- Campus had students in 9th, 10th, 11th, and 12th grades in 2005, 2006, and 2007; and
- Campus did not have any missing data on matching variables (2005 TAKS reading % met, mathematics % met, campus size, % economically disadvantaged, % White, and % at risk).

Mahalanobis distance was calculated between each grantee campus and all comparison campus candidates based on the correlation among the six matching variables listed above. To ensure the exact matching for the community type and campus instruction type, the campuses were then divided into eight subsets based on four community types (other central city, other central city suburban; non-metropolitan fast growing, non-metropolitan stable; charters; and major urban) and two campus instruction types (alternative and regular). For each grantee campus, a comparison campus candidate with the shortest Mahalanobis distance was selected as the final comparison campus. The ratio of grantee to comparison campus was 1:1. Thus, 13 comparison campuses were selected for Cycle 1 grantee campuses, and 14 were selected for Cycle 2 grantee campuses.

Cycle 1 Student Cohort Analyses

Cycle 1 HSRR grants were awarded in April 2005. Student cohorts were identified from the 13 Cycle 1 HSRR schools and 13 comparison campuses. HSRR cohort students were in the 11th grade in 2007. These students were chosen because they attended an HSRR Cycle 1 school for the longest period of grant implementation and had the most exposure to grant strategies. Outcomes for this group of students were compared to those for a similar cohort of students who attended comparison schools. The student outcomes included:

- whether or not an 11th grade student

met the TAKS mathematics passing standard on first attempt in 2007;
- whether or not an 11th grade student met the TAKS English language arts (ELA) passing standard on first attempt in 2007; and
- percentage of school days each of these students attended as a 10th grader in 2006.

Analysis of TAKS Passing Rates

To help isolate differences found in the 2007 TAKS scores that could be related to participation in an HSRR program, baseline TAKS scores were used as a statistical control. For a baseline TAKS control measure, students were traced back to 2004, their 8th grade year, and their passing status from that year was included in the statistical models. Reading is tested on the 8th grade TAKS and was used to control the preexisting differences for 11th grade ELA TAKS. Additionally, several student demographic variables and one campus-level variable were included in the analyses as statistical controls:

Student-Level Controls
- ethnicity
- at-risk status[27]
- economic status[28]
- 8th grade TAKS mathematics (2004)
- 8th grade TAKS reading (2004)

Campus-Level Controls
- school size

Analyses were conducted using a regression model that accommodated the combination of student-level and campus-level variables. (See Appendix D for further detail on student outcomes, control variables, statistical models, and analyses.)

Mathematics

The analysis of mathematics TAKS scores involved only students with valid TAKS mathematics scores in their 8th grade year (2004) and their 11th grade year (2007, the year of the analysis). The number of students in the HSRR and comparison school cohorts totaled 2,465. Of those, 1,027 students were in HSRR grantee schools, and 1,438 students were in comparison schools. A total of 1,806 students in the cohorts were at risk, and 1,856 were economically disadvantaged. Students who were both at risk and economically disadvantaged totaled 1,395. The correlation of these student-level control variables is important because if the percentage of students who are represented in two or more categories is too high, the redundancy of information can affect the precision of regression coefficient estimation. Through analysis of the correlations, the percentages of at-risk and economically disadvantaged students were determined to be low enough, and all of the control variables were included in the models. (More information on the correlation of control variables is available in Appendix D.) The numbers of students and passing rates for the HSRR and comparison

27 At-risk status is a code assigned to a student in the TEA dataset if the student meets one of 13 criteria, including having failed certain assessments or previous grades, being of limited English proficiency, or having been expelled. A complete list of at-risk criteria is presented in Appendix D.

28 Each student in the TEA dataset is assigned one of four economic codes, depending on whether the student is eligible for free meals, reduced meals, has another economic disadvantage, or is not economically disadvantaged. For purposes of this analysis, the three types of economic disadvantage were combined and compared to not economically disadvantaged.

school cohorts in 2004 and 2007 are presented in Table 4.1.

The passing rates for the two groups were similar to each other both in 2004 (56.1% vs. 57.9%) and in 2007 (65.5% vs. 70.9%). While the percentage of students passing the mathematics TAKS appeared to increase more between 2004 and 2007 for comparison schools than for HSRR schools, statistical analysis was necessary to determine whether these differences were significant and whether any differences could be related to HSRR funding. Therefore, 2007 passing rates were investigated to determine whether differences in a student's probability of passing were related to attending an HSRR school after controlling statistically for demographic variables and prior academic achievement differences.

Table 4.1. Percentage of Students Passing Mathematics TAKS (Cycle 1 Cohorts)

Group	*2004 % passing 8th grade*	*2007 % passing 11th grade*
HSRR Cycle 1 (n = 1,027)	56.1	65.5
Comparison (n = 1,438)	57.9	70.9

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

Statistical analysis found that although the passing rate for students at HSRR schools in 2007 was slightly lower than the rate for students at comparison schools, differences in these passing rates were not statistically significant. After controlling statistically for student background variables such as demographic and prior academic achievement differences, there was not a difference in student passing status based on whether students attended an HSRR or comparison school. (Further detail about this analysis can be found in Appendix D.) Given the research that it can take up to five years for reforms to influence student performance, it is possible that there were no discernable impacts related to the HSRR grant because of the early phase of implementation during the time of data collection. This is especially true given the existing challenges at many of the Cycle 1 schools and the comprehensiveness of the redesign efforts undertaken, factors that could be expected to impede or delay effects on student outcomes.

English Language Arts

The analysis of ELA scores involved only students with valid TAKS reading scores in their 8th grade year (2004) and valid TAKS ELA scores in their 11th grade year (2007, the year of the analysis). The number of students in the HSRR and comparison school cohorts totaled 2,493. These cohorts included 1,049 students in HSRR grantee schools and 1,444 students in comparison schools. Of these, 2,493 students, 1,837 were at risk, and 1,884 were economically disadvantaged. Students who were both at risk and economically disadvantaged totaled 1,424. After analysis of the correlations of these student demographic variables, the correlations were considered low enough that all of the control variables were included in the models. (More information on the correlation of control variables is available in Appendix D.) The numbers of students and passing rates for the cohorts in 2004 and 2007 are presented in Table 4.2

The passing rates for the two groups were relatively similar in 2004 (85.9% vs. 87.2%). In 2007, the TAKS ELA passing rate for HSRR schools averaged 84.5%, and the

passing rate for comparison schools averaged 87.8%. Differences in these passing rates were investigated to determine whether differences in a student's probability of passing were related to attending an HSRR school after controlling statistically for demographic variables and prior academic achievement differences. Although the passing rate for students attending HSRR schools was lower in 2004 and 2007 than the rate for students in comparison schools, the difference in the probability of passing the 2007 ELA test between students who attended HSRR and comparison schools was not statistically significant. After controlling statistically for student background variables such as demographic and prior academic achievement differences, there was not a difference in student passing status based on whether a student attended an HSRR or comparison school. (Further detail about this analysis can be found in Appendix D.) As with the analysis of TAKS mathematics performance, lack of impacts could be a result of the early stage of implementation of comprehensive redesign efforts in combination with existing conditions at Cycle 1 schools.

Attendance Rates

For the Cycle 1 HSRR schools and comparison campuses, the percentage of school days attended by the student cohorts is reported in Figure 4.1. Data were available for the 9th grade (2005) and 10th grade (2006) years. At HSRR schools, cohort student attendance dropped from 94.4% in 9th grade to 91.4% in 10th grade. At comparison schools, cohort student attendance dropped from 95.7% in 9th grade to 93.2% in 10th grade. (See Appendix D for further information on attendance rates.)

As can be seen in Figure 4.1, the average attendance rate of students at HSRR schools was slightly lower than the average attendance rate of students at comparison schools in both 2005 and 2006. Attendance data as reported by schools typically are positively skewed; thus, the differences in attendance rate were not tested statistically.[29] In comparing the groups, there were no apparent differences. As was discussed in the preceding analyses, it is likely that it is too early in implementation for HSRR grants to have had impacts on attendance at Cycle 1 schools.

Table 4.2. Percentage of Students Passing ELA TAKS (Cycle 1 Cohorts)

Group	*2004 % passing 8th grade*	*2007 % passing 11th grade*
HSRR Cycle 1 (*n* = 1,049)	85.9	84.5
Comparison (*n* = 1,444)	87.2	87.8

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

Cycle 2 Student Cohort Analyses

HSRR Cycle 2 grants were awarded in February 2006. Students who were in 10th grade in 2007 comprised the student cohorts used in this analysis at 14 Cycle 2 HSRR schools and 14 matched comparison schools. Cycle 2 grants were implemented during the HSRR students' 9th grade year; thus, the HSRR 10th grade cohort students attended the school for the longest period of grant implementation and had the most exposure to grant strategies.

29 Attendance data are not normally distributed, but, rather, averages for all schools tend to cluster at the very high end of the range of 1%–100%, which makes statistical analysis difficult to conduct and interpret.

Outcomes for this group of students were compared to outcomes of a similar cohort of students who attended comparison schools. The student outcomes included:

- whether or not a 10th grade student met the TAKS mathematics passing standard on first attempt in 2007; and
- whether or not a 10th grade student met the TAKS ELA passing standard on first attempt in 2007.[29]

TAKS Passing Rates

As with the Cycle 1 analysis, it was important to examine any differences in student outcomes due to participation in HSRR after first controlling for student- and campus-level variables. Reading is tested on the 8th grade TAKS and was used to control for preexisting differences on 10th grade ELA TAKS. Cohort analysis controls included the following:

Student-Level Controls
- ethnicity
- at-risk status
- economic status
- 8th grade TAKS mathematics (2005)
- 8th grade TAKS reading (2005)

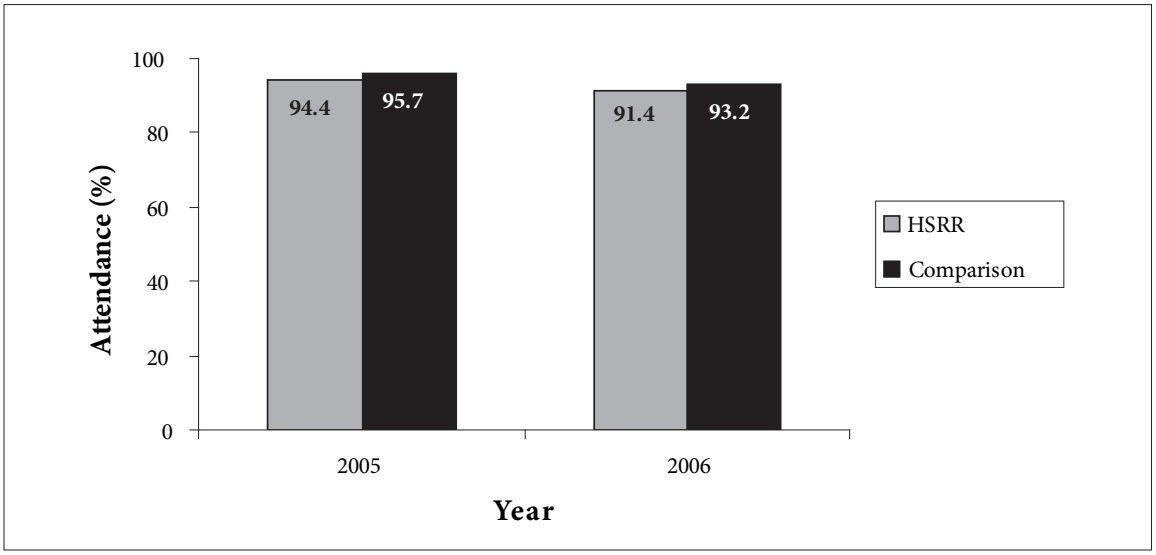
Campus-Level Controls
- school size

Analyses were conducted using a regression model that accommodated the combination of student- and campus-level variables. (See Appendix D for more information on the control variables, statistical models, and student outcomes variables.)

Mathematics

From the Cycle 2 HSRR and comparison school cohorts there was a total of 3,563 HSRR and comparison students who had valid TAKS

Figure 4.1. Student Percentage of Days Attended (Cycle 1 Cohorts)



29 Attendance and graduation data were not examined for Cycle 2 because data were available for only one year (through 2006) from the baseline year (2005).

mathematics scores for their 8th grade (2005) and 10th grade (2007) years. The HSRR cohort consisted of 2,001 students, and the comparison cohort consisted of 1,562 students. A total of 2,016 were at risk, and 2,343 were economically disadvantaged. There were 1,512 students who were considered both at risk and economically disadvantaged. After analysis of the correlation of the demographic variables among Cycle 2 students with valid TAKS mathematics scores in 8th and 10th grade, all of the control variables were included in the models. (More information on the correlation of control variables is available in Appendix D.) The numbers of students and passing rates for the cohort in 2005 and 2007 are presented in Table 4.3.

The passing rates in 2005 were 51.3% for the HSRR schools and 56.4% for the comparison schools. In 2007, the passing rate for HSRR schools averaged 59.1%, while the passing rate for comparison schools averaged 54.7%. Although comparison schools had a higher percentage of students passing in 2004, by 2007, HSRR schools had a higher percentage of students passing mathematics TAKS. These differing rates were investigated to determine whether differences in a student's probability of passing were related to attending an HSRR school after controlling statistically for demographic variables and prior academic achievement differences.

The analysis found that the probability of passing the 2007 mathematics TAKS was lower for students in comparison schools compared to students in HSRR schools, and the difference in these probabilities was statistically significant after controlling for demographic and prior academic achievement differences. (Further detail about this analysis can be found in Appendix D.) This finding could indicate that participation in Cycle 2 HSRR grant funding may be making a difference for students in mathematics, especially since Cycle 2 schools tended to implement more focused, less comprehensive, redesign efforts targeting areas of deficiency responsible for Unacceptable accountability ratings.

Table 4.3. Percentage of Students Passing Mathematics TAKS (Cycle 2 Cohorts)

Group	*2005 % passing 8th grade*	*2007 % passing 10th grade*
HSRR Cycle 2 (*n* = 2,001)	51.3	59.1
Comparison (*n* = 1,562)	56.4	54.7

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

English Language Arts

The number of students in the Cycle 2 HSRR and comparison cohorts with valid 8th grade TAKS reading scores in 2005 and valid 10th grade TAKS ELA scores in 2007 totaled 3,563. In HSRR schools, the cohort consisted of 1,990 students; the comparison school cohort totaled 1,573 students. Of the total of 3,563 students, 2,006 were at risk, and 2,338 were economically disadvantaged. A total of 1,501 students were both at risk and economically disadvantaged. Analysis of the correlations of these student demographic variables indicated correlations were low enough to include all of the control variables in the models. (More information on the correlation of control variables is available in Appendix D.) The numbers of students and passing rates for the cohorts in 2005 and 2007 are presented in Table 4.4.

The passing rates in 2005 were 80.7% for students at the HSRR schools and 83.1% for

students at the comparison schools. In 2007, the passing rate for HSRR schools averaged 84.2%, while the passing rate for comparison schools averaged 82.3%. As seen in the Cycle 2 mathematics analysis, students in comparison schools had a higher passing rate in 2005, while, in 2007, students in HSRR schools had a higher passing rate. These passing rates were investigated to determine whether differences in a student's probability of passing were related to attending an HSRR school after controlling statistically for demographic variables and prior academic achievement differences. Unlike the mathematics analysis, however, the difference in the probability of passing the 2007 ELA test between students who attended HSRR and comparison schools was not statistically significant. (Further detail about this analysis can be found in Appendix D.)

Table 4.4. Percentage of Students Passing ELA TAKS (Cycle 2 Cohorts)

Group	*2005 % passing 8th grade*	*2007 % passing 10th grade*
HSRR Cycle 2 (n = 1,990)	80.7	84.2
Comparison (n = 1,573)	83.1	82.3

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

Early indications of differences in student outcomes between HSRR and comparison schools that could show a relation to HSRR funding were more apparent in mathematics than ELA for Cycle 2 schools. It is possible that because ELA was a less frequently cited area of deficiency in Unacceptable accountability ratings, this subject area did not receive the same level of focus as mathematics in HSRR-funded programming devoted to curriculum and TAKS passing issues.

Cycle 1 School Completion Analyses

In addition to the student cohort analyses described above, differences between HSRR and comparison campuses were examined through the use of analysis of student completion rates and types of diplomas earned. Despite the fact that students included in the two years of analysis were different students, assessing differences between schools before and after grant funding was of interest in investigating possible impacts of HSRR funding. These analyses compared the completion rates and percentages of graduates completing an advanced diploma at HSRR and comparison schools in 2004, the year before grant implementation, and 2006, the latest year for which data was available. Non-cohort analyses were performed only for Cycle 1 schools due to data availability constraints related to state data reporting timelines. Analyses were conducted to investigate differences between the HSRR and comparison campuses.

Outcome variables for the school completion analyses included the following for both 2004 and 2006:

- overall completion rate (2004 vs. 2006); and
- percentage of students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma (2004 vs. 2006).

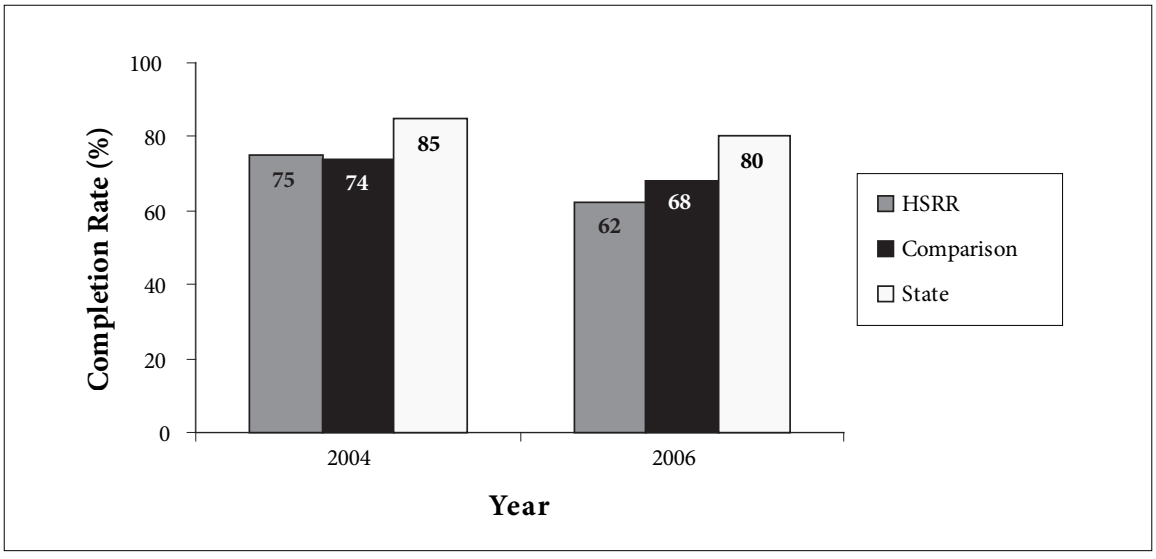
Completion Rate

While TAKS passing rates and student attendance are indicators related to future student graduation, ideally, this evaluation could include comparison of high school completion rates for a cohort of students who entered HSRR and comparison schools in 2005, the first year of grant implementation. However, those students are not scheduled to graduate until 2008. Therefore, Cycle 1 HSRR and comparison campuses were compared as to their completion rates before grant funding (2004) and the last year of available graduation data (2006), with the rationale that high school seniors graduating in 2006 potentially could have been exposed to HSRR strategies for a period of up to 14 months for Cycle 1 grants, which were funded in April 2005. (See Figure 4.2 for more information.)

In reviewing completion rates, it should be noted that average completion rates statewide decreased between 2004 and 2006 because of changes in the way the rates were calculated for all schools. The completion rate used in this analysis was based on the number of students in a cohort of 9th grade students who graduated, received a GED, or are still in school four years later. In the 2005–06 school year, the Texas Education Agency (TEA) began using a more rigorous dropout definition, which impacted completion rates. Specifically, the categories of reasons students left school that resulted in the student NOT being classified as a dropout decreased from 19 to 11 that year. The effect of this change was to increase the pool of students included in the denominator of the completion-rate calculation. The numerator, number of students graduating, did not change, and the end result was lower completion rates statewide. Both HSRR and comparison schools reflect this general trend, with completion rates decreasing between 2004 and 2006.

In both 2004 and 2006, HSRR and comparison school completion rates were lower than the state average. However, between 2004 and 2006, the rate at HSRR schools dropped more than the rate in comparison schools. In 2004, no statistically significant difference was

Figure 4.2. Cycle 1 Comparison of High School Completion Rates



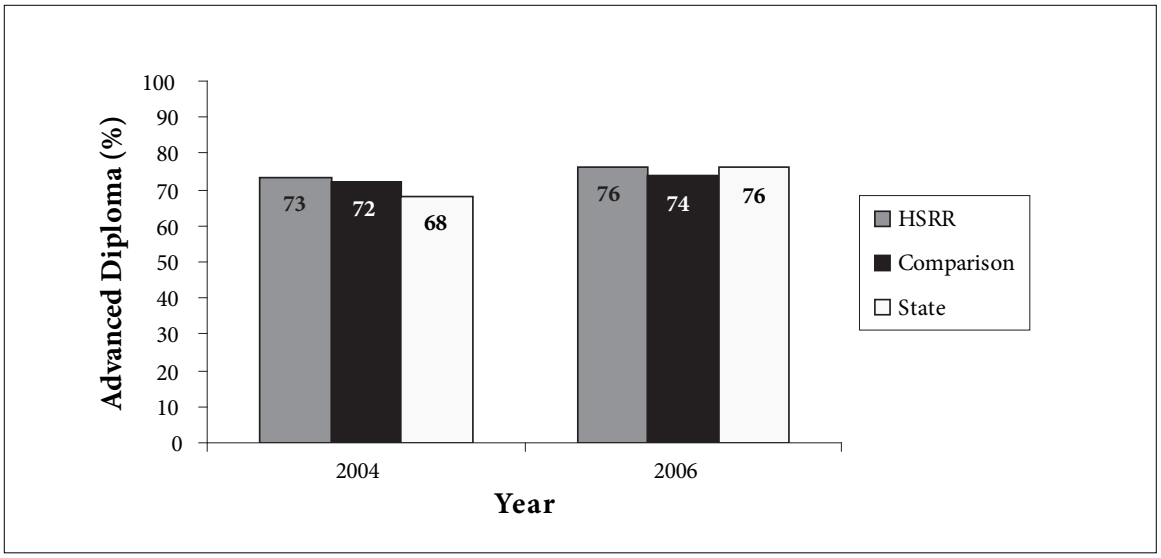
found in completion rates between HSRR and comparison schools. However, in 2006, the completion rate among HSRR schools was significantly lower than that of the comparison schools. Differences in completion rates were likely related to the history of low performance and Unacceptable accountability ratings at many of the Cycle 1 schools. Students scheduled to graduate in 2006 were finishing 11th grade when grants were implemented in April 2005 and were likely to be only minimally impacted by HSRR grant strategies, if at all.

Graduation Type

Another variable examined was the type of diploma earned by the students who graduated in 2004, the year before grant funding, and 2006, the last year for which graduation data were available. Cycle 1 HSRR and comparison campuses were compared as to the proportion of graduates who completed an advanced diploma as compared to a standard or special education diploma in 2004 and in 2006. There are two types of advanced diploma available to students in Texas high schools. These are the Recommended High School Program (RHSP) and Distinguished Achievement Program (DAP).[31] The RHSP became the default graduation plan for Texas public high school students effective in the 2004–05 academic year. (See Figure 4.3 for the percentage of graduating students with an RHSP or DAP diploma in 2004 and 2006.)

In both 2004 and 2006, HSRR schools graduated students with an advanced diploma at the same or a higher percentage than the state average. Comparison schools were

Figure 4.3. Cycle 1 Comparison of Students Graduating With Advanced Diploma



31 The RHSP offers courses designed to give students opportunities to succeed in technical school, community college, or a four-year university in Texas. The DAP goes beyond the RHSP. It requires advanced schoolwork that reflects college- or professional-level skills. For further information see: http://www.collegefortexans.com/preparing/rhsp.cfm

higher than the state average in 2004 but lower than the state average in 2006. In both 2004 and 2006, differences between these percentage levels for HSRR and comparison campuses were not statistically significant. In both HSRR Cycle 1 and comparison schools, approximately three-quarters of students were graduating with an RHSP or DAP diploma. These results were consistent in 2004, before HSRR grants were awarded, and 2006, approximately one year after grants were awarded. As with the completion rate analysis, students graduating in 2006 would have had at most one year of exposure to any grant-related changes at their campuses. As the seniors included in the analysis were likely already well into their planned course of study at this time, it is likely that it is too early to assess impact of HSRR funding on diploma type.

Evaluation Question: How do student-level outcomes at grantee schools (within cycles) vary with the degree of implementation of the reform strategies?

A second area of interest for this evaluation was potential differences in student outcomes among HSRR schools. Analyses associated with the second evaluation question were designed to investigate whether differences in student outcomes at HSRR schools were related to differences in school score on the two scales which comprised the staff surveys and the school implementation score assigned by evaluators. Cycle 1 and Cycle 2 schools were examined separately.

The school-level variables created from surveys and site visits at HSRR schools were:

- school score on the School-Wide Program Teacher Questionnaire (SWPTQ);
- school score on the School Climate Inventory (SCI); and
- school implementation score.

The SWPTQ consists of 28 items designed and reported to measure the five constructs underlying school reform: external support, school capacity, internal focus, pedagogical change, and outcomes. Teachers respond using a 5–point Likert-type scale ranging from "Strongly Disagree" to "Strongly Agree." The SCI consists of seven dimensions, or scales, logically and empirically linked with the five constructs associated with successful school reform efforts. The seven dimensions of the instrument are order, leadership, environment, involvement, instruction, expectations, and collaboration. Each scale contains seven items, with 49 statements comprising the inventory. School staff respond using a 5–point Likert-type scale ranging from "Strongly Disagree" to "Strongly Agree." Each scale yields a mean ranging from 1 to 5 with higher scores being more positive. School average SWPTQ and SCI scores were calculated for use in these analyses. Averages for each school are reported in chapters 2 and 3.

In addition, evaluators assigned an overall implementation score to each school using an instrument designed to assess the strength of implementation of reform efforts (U.S. Department of Education, 2003b). Data used in the calculation of implementation scores included grant applications and budgets, campus improvement plans, school-submitted grant progress reports required by TEA, site visit data, and survey data. Cycle 1 implementation scores ranged from 14.23 to 41.44, and Cycle 2 implementation scores ranged from 18.93 to 38.04 on scales of 0–53. As

discussed in chapter 1, Cycle 1 and Cycle 2 are not comparable in terms of the implementation scores used in this report due to differences in grant start dates and the data collection and evaluation timeframe. Implementation scores for each school are reported in chapters 2 and 3.

Cycle 1 HSRR grants were awarded in April 2005. The HSRR cohort of students used in this evaluation was in the 11th grade in HSRR schools in 2007. These students were chosen because they attended an HSRR Cycle 1 school for the longest period of grant implementation and had the most exposure to grant strategies. The Cycle 1 within-group analysis used the same cohort of Cycle 1 HSRR campus students described in the between-group cohort analysis section. Table 4.5 presents the percentages of Cycle 1 students passing the TAKS in mathematics and ELA.

Table 4.5. Percentage of Cycle 1 Students Passing Mathematics and ELA TAKS

TAKS Subject	*2004 % passing 8th grade*	*2007 % passing 11th grade*
Mathematics (*n*=1027)	56.1	65.5
ELA (*n*=1049)	85.9	84.5

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

The Cycle 2 HSRR grants were awarded in February 2006. The Cycle 2 HSRR cohort of students was in the 10th grade in HSRR schools in 2007. These students were chosen because they attended an HSRR Cycle 2 school for the longest period of grant implementation and had the most exposure to grant strategies. The Cycle 2 within-group analysis used the same cohort of HSRR Cycle 2 campus students described in the between-group cohort analysis section. The percentages of Cycle 2 students passing the mathematics and ELA TAKS are presented in Table 4.6.

Table 4.6. Percentage of Cycle 2 Students Passing Mathematics and ELA TAKS

TAKS Subject	*2005 % passing 8th grade*	*2007 % passing 10th grade*
Mathematics (*n*=2001)	51.3	59.1
ELA (*n*=1990)	80.7	84.2

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

Analysis of mathematics and ELA passing rates found that after controlling for student demographic and prior achievement variables, there were no statistically significant differences in probability of passing the 2007 mathematics or ELA TAKS for students at schools with different implementation levels, SWPTQ scale scores, or SCI scale scores. The small number of schools, 13 in Cycle 1 and 14 in Cycle 2, limits the variation in each of these variables, as well as the statistical power to detect differences between schools. In addition, it should be remembered that due to the timing of the evaluation, implementation scores were calculated to a large extent based on implementation plans, rather than completed implementation activities. If reform efforts are not fully implemented, it is difficult to tie them to outcomes.

Conclusion

These analyses of student outcomes between HSRR and comparison schools and among

HSRR schools were conducted relatively early in the implementation process of HSRR grants. As noted earlier, TAKS data were collected two years after Cycle 1 HSRR grants were awarded and one year after the award of Cycle 2 grants. Graduation and attendance data were analyzed for Cycle 1 schools one year after grants were awarded. Due to this limited timeframe, all interpretations of the student outcomes analysis presented in this chapter should be considered in the context of the research base indicating that impacts on student outcomes typically require 4–5 years to occur (USDE, 2003). Interpretation of outcomes analyses will be discussed further in chapter 5.

While the analyses did not indicate impacts on Cycle 1 schools, analysis of student outcomes between HSRR Cycle 2 and comparison schools indicated there could be some early effects. At Cycle 1 schools, neither the difference in probability of passing mathematics TAKS nor the difference in probability of passing ELA TAKS in 2007 was statistically significant for students in HSRR versus comparison schools after controlling for demographic and prior achievement differences. Analysis indicated a difference in graduation results between students at HSRR and comparison schools in 2006, with students at comparison schools having a higher completion rate. Because of the short timeframe of the evaluation, any differences in completion rates were more likely related to the history of low performance and Unacceptable accountability ratings at many of the Cycle 1 schools, and any changes in completion rates related to HSRR funding would be expected to be in evidence at a later time. Similarly, HSRR grant strategies were unlikely to have impacted the types of diplomas received by upper-grade students who were well into their course of study when grants were implemented.

Data indicated that students attending Cycle 2 HSRR schools had a higher probability of passing the mathematics TAKS than students attending comparison schools, after controlling statistically for demographic and prior achievement differences. Differences in ELA TAKS results between students at HSRR and comparison campuses were not statistically significant. HSRR funding could be related to the significantly different TAKS mathematics passing rates at HSRR schools, though contextual issues and types of HSRR strategies implemented (targeted vs. comprehensive redesign) could have also influenced these findings.

Differences in student outcomes between HSRR schools based on implementation level, SWPTQ, or SCI scale score were not statistically significant for either Cycle 1 or Cycle 2 schools. This lack of findings is likely related to the timing of the evaluation, as schools were early in the process of implementing reforms when data for the evaluation was being collected.

Chapter 5

Findings and Recommendations

Findings

The primary focus of this final evaluation report was a quantitative analysis of student outcomes at schools participating in Cycle 1 and Cycle 2 of the Texas Education Agency's (TEA) High School Redesign and Restructuring (HSRR) grant program. In considering results of this study of early effects of HSRR programs on student outcomes, it is important to consider the following factors for their potential influence on program implementation and effectiveness and evaluation results.

HSRR grantees varied widely in terms of school size and types of students served. Within cycles, school sizes ranged from those serving 50 to 100 students to those serving more than 2,500. In terms of economically disadvantaged and at-risk students served, there was also high variation. As a group, Cycle 1 served higher percentages of economically disadvantaged and at-risk students. All but one Cycle 1 school had 66% or more of students identified as economically disadvantaged, and 11 of the 13 Cycle 1 schools served 75% or more economically disadvantaged students. Ten of the 13 Cycle 1 schools had at-risk student percentages of 75% or more. Schools in the Cycle 2 group served fewer economically disadvantaged students. For example, five campuses served student populations that were less than 50% economically disadvantaged (ranging from 22% to 48%). Less than half of the Cycle 2 schools (six of the 14 Cycle 2 schools included in the evaluation) served 75% economically disadvantaged students. In terms of at-risk students, seven of the 14 Cycle 2 schools served at-risk populations of over 75%.

It is highly likely that school size and student groups served would have some impact on implementation of HSRR programs. For example, smaller schools with staff sizes of under 15 teachers and enrollments of 100 students were likely to be able to implement restructuring activities faster or more completely during the timeframe of the grant than larger schools with over 100 staff and thousands of students. Implementation also could have been affected at schools struggling with long-term low achievement issues and historical challenges associated with large economically disadvantaged and/or at-risk student populations. Thus, contextual factors related to the differences in school size and types of students served across HSRR grantees limits generalization across and between cycles of the grant programs.

Further, the timeframe of the grant period and the evaluation period likely influenced early findings. The evaluation was conducted simultaneously with grant implementation, and the data used in calculating implementation scores included data collected at different times in the implementation process for Cycle 1 and Cycle 2 schools. Site visits and surveys were conducted once for Cycle 1 schools, about 19 months into the 22-month grant period or after 86% of the grant period had elapsed. Site visits were conducted at Cycle 2 schools twice, about eight months into the 24-month grant period and again at about month 14 of grant implementation, slightly over half way through the grant period. Surveys were administered in month 14 of Cycle 2 grants. Further, due to availability of some student performance data, analysis of student outcomes data was limited by the evaluation timeline.

Chapter 5
Findings and Recommendations

The findings that follow are based on analysis of both qualitative program data collected through site visits and surveys and results of the quantitative student outcomes analyses.

Redesign Approaches

- **As a group, approaches to redesign and use of reform models in Cycle 1 were more diverse and often more comprehensive than the approaches initiated by Cycle 2 schools.**

As seen in the school profiles, Cycle 1 schools implemented a wide variety of redesign approaches characterized by implementation of national reform models or district-wide school-within-school initiatives supported by private foundations. For example, Cycle 1 included four schools implementing High Schools That Work, two schools implementing Accelerated Schools, one school implementing the International Center for Educational Leadership's model in conjunction with targeted secondary and tertiary models, and three schools implementing smaller learning communities under the auspices of district programs funded by the Carnegie Corporation's Schools for a New Society. Overall, models and reforms employed by Cycle 1 schools involved substantive and complex restructuring efforts that required a longer timeframe than the grant period for complete implementation.

As a group, Cycle 2 schools tended to use the same model developed by a Texas-based Technical Assistance Provider (TAP). Specifically, nine of the 14 schools worked with the R4 Group as primary TAP, and, thus, implementation approaches at many Cycle 2 schools were similar. Site visit data indicated that the reform plans at most of the schools using this model without supplemental activities were less comprehensive by design, often involving one-year plans targeting specific areas of change aligned with areas of deficiency cited in Unacceptable accountability ratings, as well as such activities as refurbishment of school facilities, curriculum alignment, and leadership initiatives.

It should also be noted that several Cycle 2 schools were advised by Texas High School Project (THSP) staff to modify their redesign plans after grant award. These modifications, often experienced in combination with a change in leadership, caused some delay in implementation at some Cycle 2 schools.

Implementation

- **Implementation levels (high-, middle-, or low-implementing), which were assessed during grant implementation, measured comprehensiveness and alignment of reform plans with grant program goals.**

Due to the timeframe for data collection, implementation levels reflect HSRR reform plans rather than completed levels of implementation.

High-implementing schools in both cycles demonstrated initial implementation of comprehensive redesign and restructuring plans as well as targeted activities in areas of deficiency that reflected the intent of the grant program as defined in the Request for Applications (RFA). These efforts involved fundamental restructuring of the school, usually into either grade-level or theme-based academies or other structures to promote smaller learning communities. Efforts such as these usually involved periods of disruption and transition as schools implemented substantial changes to scheduling and staff and student assignments.

Many of the middle-implementing schools initiated less substantial redesign efforts that did not address all aspects of school operations but still faced implementation challenges associated with context or logistics and coordination of HSRR plans. Most of the low-implementing schools did not engage in the same level of redesign and innovation, focusing on changes to one or a few aspects of school operations, often curriculum and instruction with intensive Texas Assessment of Knowledge and Skills (TAKS) remediation activities. Generally, these schools did not commit to broad-scale reforms. Site visit data from some schools indicated that staff did not feel extensive change was warranted based on one year of Unacceptable accountability ratings.

Student Outcomes

- **Analyses of differences between HSRR and comparison campuses showed some possible links between attending an HSRR school and early positive effects on student achievement.**
  - **In Cycle 1 schools, there were no statistically significant differences between student outcomes at HSRR and comparison campuses.**
  - **In Cycle 2 schools, improved student mathematics performance was related to attending an HSRR school.**

Between-school analyses indicated that Cycle 2 students were more likely to meet the TAKS passing standard in mathematics in 10th grade if they attended an HSRR school than if they did not attend an HSRR school. These results were not apparent in the ELA analyses, though early improvement efforts at many Cycle 2 schools may have focused on mathematics as there was a high prevalence of Unacceptable ratings due to low mathematics performance. On the surface, Cycle 2 findings are more positive than the results of the analyses of Cycle 1 schools where differences between HSRR and comparison schools were not statistically significant. However, when comparing Cycle 2 results to Cycle 1 results, consideration should be given to the fact that more schools in the Cycle 1 group had longer histories of low performance and associated existing challenges and were attempting to implement more comprehensive redesign efforts.

- **Analyses of differences between HSRR campuses on student achievement outcomes based on survey and site visit data showed no differences in student outcomes. These results are likely related to the timeframe for data collection and the early stage of implementation.**
  - **Cycle 1 and Cycle 2 campuses showed no relation between TAKS passing and School-Wide Program Teacher Questionnaire (SWPTQ) results.**
  - **Cycle 1 and Cycle 2 campuses showed no relation between TAKS passing and school climate.**
  - **Cycle 1 and 2 campuses showed no relation between implementation score and TAKS passing in 2007.**

Generally, measures based on survey and site visit data were more meaningful for qualitative cross-site analysis of early implementation than for analysis of student outcomes. It is important to consider that the timing of data collection coincided in many schools with a period of transition associated with early implementation of

school reforms. Implementation score measured to what extent a school had begun or planned to implement a comprehensive set of activities to fundamentally change and improve the campus and was not indicative of implementation completion or success. Change often introduces disruption, and the larger and more substantive the changes initiated, the more intense the disruption, especially in the early stages. Thus, schools with higher implementation scores were likely experiencing high degrees of disruption at the time of data collection. It is also to be expected that schools with high SWPTQ scores, which indicates that staff and students were experiencing change in school operations, might not have yet experienced positive student outcomes. School climate measures also do not appear to be an indication of implementation success at the stage of implementation measured by this evaluation.

Recommendations

- **Continue to refine application requirements and processes.**
  TEA should continue to refine application requirements and processes as it did with the Cycle 2 per-student amount requirement and other criteria. For example, grant requirements might target schools with multiple years of low performance in order to direct support to those most appropriate for particular types of funding.

- **Provide support to schools in selecting and implementing school reform programs.**
  The agency should continue to refine the support provided to schools in selecting and implementing school reform programs, such as it did with Cycle 2 and subsequent Cycle 3 HSRR awards. Schools appear to choose divergent models with different approaches to reform, which may conflict with intended grant goals.

- **Interpret quantitative findings with caution.**
  While analysis indicates some positive quantitative findings associated with attending a Cycle 2 HSRR school, some of these findings may have resulted from activities that were unrelated or that predated the HSRR grant at individual schools. For example, schools with Unacceptable accountability ratings due to mathematics performance were likely to have implemented immediate interventions to improve student mathematics performance whether or not they received grant funding, and many of these schools achieved Acceptable ratings prior to grant implementation. Further, many of these schools did not implement comprehensive redesign efforts that addressed all aspects of school operations as outlined in the grant guidelines but rather targeted activities to improve deficiencies in specific subject areas.

- **Consider how grant timelines support grant goals.**
  While limited by legislative constraints, the agency should continue to be aware of the limitations imposed by short grant timelines coupled with far-reaching grant goals on the possibility of accurately measuring program impacts, particularly when evaluations are required prior to grant completion.

Conclusion

The purpose of the HSRR grant program is to support comprehensive redesign and restructuring reform plans affecting every area of school operations as well as areas of deficiency indicated by Unacceptable accountability ratings.

Broadly speaking, caution should be used in comparing the HSRR impacts presented in this evaluation or generalizing across the grant program with consideration of the fact that grantee schools and reform efforts were extremely diverse coupled with the timeframe of the evaluation. Many of the HSRR grantee schools that faced the greatest challenges at the outset initiated more substantive and more complex redesign efforts. At some of these schools, existing contextual issues and entrenched challenges might inhibit the overall success in redesign of the schools, especially given that grant funding was for a relatively short time period. In others, it should be expected to take longer to show effects on student outcomes. In contrast, many of the HSRR grantee schools that did not have a track record of low performance or history of contextual challenges did not tend to engage in as intensive or innovative redesign efforts although effects might appear more quickly.

In conclusion, given the scope of the grant program goals and objectives, existing challenges faced by many of the grantee schools, and the research base on school reform, it is to be expected that it might take longer to fully implement programs and impact student outcomes than was allowed within the timeframe for the evaluation.

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Appendix A

A1. Accountability History at Cycle 1 Schools (2004–07)

School	School Year	Accountability Rating	Area of Deficiency				
			Reading	Math	Science	Social Studies	Other
School 1-1	2003–04	Unacceptable	X	X	--	--	--
	2004–05	Acceptable	--	--	--	--	--
	2005–06	Unacceptable	--	X	X	--	--
	2006–07	Unacceptable	--	--	X	--	--
School 1-2	2003–04	Unacceptable	--	X	--	--	--
	2004–05	Unacceptable	--	X	--	--	--
	2005–06	Unacceptable	--	X	--	--	--
	2006–07	Unacceptable	--	X	--	--	--
School 1-3	2003–04	Unacceptable	X	X	--	--	--
	2004–05	Unacceptable	--	X	--	--	--
	2005–06	Unacceptable	--	X	X	--	--
	2006–07	Unacceptable	X	X	X	X	X
School 1-4	2003–04	Unacceptable	--	X	--	--	--
	2004–05	Unacceptable	X	--	--	--	--
	2005–06	Unacceptable	--	X	--	--	--
	2006–07	Acceptable	--	--	--	--	--
School 1-5	2003–04	Acceptable	--	--	--	--	--
	2004–05	Acceptable	--	--	--	--	--
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Acceptable	--	--	--	--	--
School 1-6	2003–04	Unacceptable	--	X	--	--	--
	2004–05	Acceptable	--	--	--	--	--
	2005–06	Unacceptable	--	X	X	--	--
	2006–07	Acceptable	--	--	--	--	--
School 1-7	2003–04	Unacceptable	--	X	--	--	--
	2004–05	Acceptable	--	--	--	--	--
	2005–06	Unacceptable	--	--	X	--	--
	2006–07	Acceptable	--	--	--	--	--
School 1-8	2003–04	Unacceptable	--	X*	--	--	--
	2004–05	Acceptable	--	--	--	--	--
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Recognized	--	--	--	--	--
School 1-9	2003–04	Unacceptable	--	X	X	--	--
	2004–05	Acceptable	--	--	--	--	--
	2005–06	Unacceptable	--	X	X	--	--
	2006–07	Unacceptable	--	X	X	--	X

A1. Accountability History at Cycle 1 Schools (2004–07) *(continued)*

School	School Year	Accountability Rating	Area of Deficiency				
			Reading	Math	Science	Social Studies	Other
School 1-10	2003–04	Unacceptable	X*	X*	--	--	--
	2004–05	Acceptable	--	--	--	--	--
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Acceptable	--	--	--	--	--
School 1-11	2003–04	Unacceptable	--	X*	--	--	--
	2004–05	Acceptable	--	--	--	--	--
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Acceptable	--	--	--	--	--
School 1-12	2003–04	Unacceptable	--	X*	--	--	--
	2004–05	Unacceptable	X*	X*	--	--	--
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Acceptable	--	--	--	--	--
School 1-13	2003–04	Unacceptable	--	--	X	--	--
	2004–05	Unacceptable	X	--	--	--	--
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Acceptable	--	--	--	--	--

Source. Texas Education Agency, Campus Accountability Data Tables

*Based on scores for all grades in schools with additional grades

A2. Accountability History at Cycle 2 Schools (2004–07)

School	School Year	Accountability Rating	Area of Deficiency				
			Reading	Math	Science	Social Studies	Other
School 2-1	2003–04	Acceptable	--	--	--	--	--
	2004–05	Unacceptable	--	--	--	--	X
	2005–06	Not Rated: Other (Hurricane Rita Provision)	--	--	--	--	--
	2006–07	Acceptable	--	--	--	--	--
School 2-2	2003–04	Acceptable	--	--	--	--	--
	2004–05	Unacceptable	--	--	--	--	X
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Acceptable	--	--	--	--	--

A2. Accountability History at Cycle 2 Schools (2004–07) *(continued)*

School	School Year	Accountability Rating	Area of Deficiency				
			Reading	Math	Science	Social Studies	Other
School 2-3	2003–04	Acceptable	--	--	--	--	--
	2004–05	Unacceptable	X	--	--	--	--
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Acceptable	--	--	--	--	--
School 2-4	2003–04	Unacceptable	--	X	--	--	--
	2004–05	Unacceptable	X	X	--	--	--
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Unacceptable	--	--	X	--	--
School 2-5	2003–04	Acceptable	--	--	--	--	--
	2004–05	Unacceptable	--	X	--	--	--
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Acceptable	--	--	--	--	--
School 2-6	2003–04	Acceptable	--	--	--	--	--
	2004–05	Unacceptable	--	--	--	--	X
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Unacceptable	--	--	--	--	X
School 2-7	2003–04	Acceptable	--	--	--	--	--
	2004–05	Unacceptable	--	X	--	--	--
	2005–06	Unacceptable	--	X	--	--	--
	2006–07	Acceptable	--	--	--	--	--
School 2-8	2003–04	Acceptable	--	--	--	--	--
	2004–05	Unacceptable	--	X	X	--	--
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Unacceptable	--	X	X	--	--
School 2-9	2003–04	Acceptable	--	--	--	--	--
	2004–05	Unacceptable	--	X	--	--	X
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Acceptable	--	--	--	--	--

A2. Accountability History at Cycle 2 Schools (2004–07) *(continued)*

School	School Year	Accountability Rating	Area of Deficiency				
			Reading	Math	Science	Social Studies	Other
School 2-10	2003–04	Acceptable	--	--	--	--	--
	2004–05	Unacceptable	--	X	X	--	--
	2005–06	Unacceptable	--	--	--	--	X
	2006–07	Acceptable	--	--	--	--	--
School 2-11	2003–04	Recognized	--	--	--	--	--
	2004–05	Unacceptable	X	--	--	--	--
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Acceptable	--	--	--	--	--
School 2-12	2003–04	Acceptable	--	--	--	--	--
	2004–05	Unacceptable	--	X	X	--	--
	2005–06	Unacceptable	--	X	--	--	--
	2006–07	Acceptable	--	--	--	--	--
School 2-13	2003–04	Unacceptable	X	X	--	--	--
	2004–05	Unacceptable	--	--	--	--	X
	2005–06	Acceptable	--	--	--	--	--
	2006–07	Acceptable	--	--	--	--	--
School 2-14	2003–04	Acceptable	--	--	--	--	--
	2004–05	Unacceptable	--	--	--	--	X
	2005–06	Unacceptable	--	--	X	--	--
	2006–07	Acceptable	--	--	--	--	--

Source. Texas Education Agency, Campus Accountability Data Tables

Appendix B

High School Redesign and Restructuring Teacher/Staff Questionnaire

This questionnaire is part of an evaluation of the Texas High School Redesign and Restructuring grants the Texas Education Agency awarded to 29 schools, including your school. The High School Redesign and Restructuring grants promote school-wide improvements through activities such as curriculum changes, sustained professional development, and increased involvement of parents to enable students to meet challenging academic standards.

1. School Name: _____

2. District Name: _____

3. County-District-Campus Number: _____

I. Demographic Information

1. What grade level(s) do you teach? (**SELECT ALL THAT APPLY**)

   PK K 1 2 3 4 5 6 7 8 9 10 11 12

2. What content areas do you teach? (**SELECT ALL THAT APPLY**)

   1 Reading/Language Arts
   2 Mathematics
   3 Science
   4 Social Studies
   5 Other: (**DESCRIBE**) _____

3. How many years of experience do you have as a school employee (teacher or staff)? (**SELECT ONE ONLY**)

   1 5 years or less 2 6-10 years 3 11-15 years
   4 16-20 years 5 More than 20 years

4. How many years of experience do you have as an employee at this school? (**SELECT ONE ONLY**)

   1 Less than one year 2 1-5 years 3 6-10 years
   4 11-15 years 5 More than 15 years

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

5. How did you become a teacher at this school?

_____
_____
_____
_____
_____
_____
_____

6. What is the highest level of education you have completed? (**SELECT ONE ONLY**)

1 Bachelor's Degree
2 Master's Degree
3 Law Degree, Doctoral Degree, Other: **(PLEASE SPECIFY)** _____

II. High School Redesign and Restructuring

Your district received the Texas High School Redesign and Restructuring (HSRR) grant on [date district received grant]. The grant is intended to promote school-wide improvements through activities such as curriculum changes, sustained professional development, and increased involvement of parents to enable students to meet challenging academic standards. The questions in this section relate to your school's implementation of a redesign program since [date district received grant].

Using a 5-point scale ranging from 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, to 5-strongly agree, please indicate the extent to which you agree or disagree with each of the following items as they are currently reflected in your school. If you have no basis on which to respond, leave the item blank.

Since your school began implementing its redesign program [date district received grant]…

1. I have a thorough understanding of this school's High School Redesign and Restructuring (HSRR) program.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
2. I have received adequate initial and ongoing professional development/ training for HSRR program implementation.					
3. Technical assistance provided by external trainers, model developers, and/or designers has been valuable.					
4. Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program.					
5. Teachers are given sufficient planning time to implement our program.					
6. Materials (books and other resources) needed to implement our HSRR program are readily available.					
7. Our school has sufficient faculty and staff to fully implement this program.					
8. Technological resources have become more available.					
9. I use textbooks, workbooks, and worksheets less than I used to for basic skills or content area instruction.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

Appendix B
HSRR Teacher/Staff Questionnaire

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
10. Classroom learning activities have changed a great deal.					
11. Students in my class spend at least two hours per school day in interdisciplinary or project-based work.					
12. Students in my class spend much of their time working in cooperative learning teams.					
13. Students are using technology more effectively.					
14. Student achievement has been positively impacted.					
15. Students in this school are more enthusiastic about learning.					
16. Parents are more involved in the educational program of this school.					
17. Community support for our school has increased.					
18. Students have higher standards for their own work.					
19. Teachers are more involved in decision making.					
20. Our program adequately addresses the requirements of students with special needs.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
21. Teachers in this school spend more time working together to develop curriculum and plan instruction.					
22. Teachers in this school are generally supportive of our HSRR program.					
23. Interactions between teachers and students are more positive.					
24. The elements of our HSRR program are effectively integrated to help us meet school improvement goals.					
25. As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress.					
26. Our school has a plan for evaluating all components of our High School Redesign and Restructuring program.					
27. My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.).					
28. I am satisfied with the Federal, State, local and private resources that are being coordinated to support our HSRR program.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

29. Think of your experience with your school's High School Redesign and Restructuring program; which of the following helped facilitate program implementation? (**SELECT ALL THAT APPLY**)

1 Support from district administration
2 Support from school administration
3 Support (buy-in) from teachers
4 Support from TEA
5 Adequate human resources
6 Adequate financial resources
7 Adequate time resources
8 Training/professional development
9 Technical assistance from ESCs
10 Technical assistance from LEA-selected provider
11 Technology
12 Whole school focus
13 Reform focus
14 Curriculum focus
15 Academic standards
16 Assessment/use of data
17 Evaluation of progress
18 Parent/community involvement
19 Other: (**DESCRIBE**) _____

29a. Which three of these do you consider the main facilitators of your school's High School Redesign and Restructuring program implementation? (**RECORD NUMBERS FROM Q.29**)

___ ___ ___

30. Again, think of your experience with your school's High School Redesign and Restructuring program; what barriers did you and other teachers or administrators experience in implementing the program? (**SELECT ALL THAT APPLY**)

1 Lack of or insufficient support from district administration
2 Lack of or insufficient support from school administration
3 Lack of or insufficient support from teachers
4 Lack of or insufficient support from TEA
5 Lack of or insufficient human resources
6 Lack of or insufficient financial resources
7 Lack of or insufficient time
8 Lack of or insufficient training/professional development

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

9 Lack of or insufficient technical assistance from ESCs
10 Lack of or insufficient technical assistance from LEA-selected provider
11 Lack of or insufficient technology
12 Lack of whole school focus
13 Lack of reform focus
14 Lack of curriculum focus
15 Lack of assessment/use of data
16 Lack of evaluation of progress
17 Lack of or poor parent/community involvement
18 Other: (**DESCRIBE**) _____

30a. Which three of these are the biggest barriers? (**RECORD NUMBERS FROM Q.30**)

___ ___ ___

III. School Climate

Using a 5-point scale ranging from 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, to 5-strongly agree, please indicate the extent to which you agree or disagree with each of the following items as they are currently reflected in your school. If you have no basis on which to respond, leave the item blank.

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
1. The faculty and staff share a sense of commitment to the school goals.					
2. Low achieving students are given opportunity for success in this school.					
3. School rules and expectations are clearly communicated.					
4. Teachers use a variety of teaching strategies.					
5. Community businesses are active in this school.					
6. Students are encouraged to help others with problems.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

Appendix B
HSRR Teacher/Staff Questionnaire

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
7. Faculty and staff feel that they make important contributions to this school.					
8. The administration communicates the belief that all students can learn.					
9. Varied learning environments are provided to accommodate diverse teaching and learning styles.					
10. The school building is neat, bright, clean, and comfortable.					
11. Parents actively support school activities.					
12. Parents are treated courteously when they call or visit the school.					
13. Rules for student behavior are consistently enforced.					
14. School employees and students show respect for each other's individual differences.					
15. Teachers at each grade (course) level design learning activities to support both curriculum and student needs.					
16. Teachers are encouraged to communicate concerns, questions, and constructive ideas.					
17. Students share the responsibility for keeping the school environment attractive and clean.					
18. Parents are invited to serve on school advisory committees.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
19. Parent volunteers are used whenever possible.					
20. The administration encourages teachers to be creative and to try new methods.					
21. Students are held responsible for their actions.					
22. All students in this school are expected to master basic skills at each grade level.					
23. Student discipline is administered fairly and appropriately.					
24. Teachers often provide opportunities for students to develop higher-order skills.					
25. Student misbehavior in this school does not interfere with the teaching process.					
26. Students participate in solving school-related problems.					
27. Students participate in classroom activities regardless of their sex, ethnicity, religion, socioeconomic status, or academic ability.					
28. Faculty and staff cooperate a great deal in trying to achieve school goals.					
29. An atmosphere of trust exists among the administration, faculty, staff, students, and parents.					
30. Student tardiness or absence from school is not a major problem.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

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HSRR Teacher/Staff Questionnaire

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
31. Teachers are active participants in the decision making at this school.					
32. Information about school activities is communicated to parents on a consistent basis.					
33. Teachers use curriculum guides to ensure that similar subject content is covered within each grade.					
34. The principal (or administration) provides useful feedback on staff performance.					
35. Teachers use appropriate evaluation methods to determine student achievement.					
36. The administration does a good job of protecting instructional time.					
37. Parents are often invited to visit classrooms.					
38. Teachers are proud of this school and its students.					
39. This school is a safe place in which to work.					
40. Most problems facing this school can be solved by the principal and faculty.					
41. Pull-out programs do not interfere with basic skills instruction.					
42. The principal is an effective instructional leader.					
43. Teachers have high expectations for all students.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
44. Teachers, administrators, and parents assume joint responsibility for student discipline.					
45. The goals of this school are reviewed and updated regularly.					
46. Student behavior is generally positive in this school.					
47. The principal is highly visible throughout the school.					
48. Teachers use a wide range of teaching materials and media.					
49. People in this school really care about each other.					

50. Please provide any additional comments you may have pertaining to your school's climate:

THANK YOU FOR COMPLETING THE QUESTIONNAIRE!

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

Appendix B
HSRR Principal Questionnaire

High School Redesign and Restructuring Principal Questionnaire

This questionnaire is part of an evaluation of the Texas High School Redesign and Restructuring grants the Texas Education Agency awarded to 29 schools, including your school. The High School Redesign and Restructuring grants promote school-wide improvements through activities such as curriculum changes, sustained professional development, and increased involvement of parents to enable students to meet challenging academic standards.

1. School Name: _____

2. District Name: _____

3. County-District-Campus Number: _____

I. Demographic Information

1. How many years of experience do you have as a school principal? (**SELECT ONE ONLY**)

1	5 years or less	2	6-10 years	3	11-15 years
4	16-20 years	5	More than 20 years		

2. How many years of experience do you have as a principal at this school? (**SELECT ONE ONLY**)

1	Less than one year	2	1-5 years	3	6-10 years
4	11-15 years	5	More than 15 years		

3. How did you become principal of this school?

_____
_____
_____
_____
_____
_____
_____

4. Do you have any teaching experience?

1	Yes	2	No

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

5. How many years did you teach? (**SELECT ONE ONLY**)

1	Less than one year	2	1-5 years	3	6-10 years
4	11-15 years	5	More than 15 years		

6. What is the highest level of education you have completed? (**SELECT ONE ONLY**)

4 Bachelor's Degree
5 Master's Degree
6 Law Degree, Doctoral Degree, Other: (**PLEASE SPECIFY**) _____

II. High School Redesign and Restructuring

Your district received the Texas High School Redesign and Restructuring (HSRR) grant on [date district received grant]. The grant is intended to promote school-wide improvements through activities such as curriculum changes, sustained professional development, and increased involvement of parents to enable students to meet challenging academic standards. The questions in this section relate to your school's implementation of a redesign program since [date district received grant].

Using a 5-point scale ranging from 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, to 5-strongly agree, please indicate the extent to which you agree or disagree with each of the following items as they are currently reflected in your school. *If you have no basis on which to respond, leave the item blank.*

Since your school began implementing its redesign program [date district received grant]…

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
1. I have a thorough understanding of this school's High School Redesign and Restructuring (HSRR) program.					
2. I have received adequate initial and ongoing professional development/training for HSRR program implementation.					
3. Technical assistance provided by external trainers, model developers, and/or designers has been valuable.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

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	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
4. Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program.					
5. Teachers are given sufficient planning time to implement our program.					
6. Materials (books and other resources) needed to implement our HSRR program are readily available.					
7. Our school has sufficient faculty and staff to fully implement this program.					
8. Technological resources have become more available.					
9. Teachers use textbooks, workbooks, and worksheets less than they used to for basic skills or content area instruction.					
10. Classroom learning activities have changed a great deal.					
11. Students in most classes spend at least two hours per school day in interdisciplinary or project-based work.					
12. Students in most classes spend much of their time working in cooperative learning teams.					
13. Students are using technology more effectively.					
14. Student achievement has been positively impacted.					
15. Students in this school are more enthusiastic about learning.					
16. Parents are more involved in the educational program of this school.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
17. Community support for our school has increased.					
18. Students have higher standards for their own work.					
19. Teachers are more involved in decision making at this school.					
20. Our program adequately addresses the requirements of students with special needs.					
21. Teachers in this school spend more time working together to develop curriculum and plan instruction.					
22. Teachers in this school are generally supportive of our HSRR redesign efforts.					
23. Interactions between teachers and students are more positive than before.					
24. The elements of our HSRR program are effectively integrated to help us meet school improvement goals.					
25. As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress.					
26. Our school has a plan for evaluating all components of our High School Redesign and Restructuring program.					
27. My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.).					
28. I am satisfied with the Federal, State, local and private resources that are being coordinated to support our HSRR program.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

29. Think of your experience with your school's High School Redesign and Restructuring program; which of the following helped facilitate program implementation? (**SELECT ALL THAT APPLY**)

1 Support from district administration
2 Support from school administration
3 Support (buy-in) from teachers
4 Support from TEA
5 Adequate human resources
6 Adequate financial resources
7 Adequate time resources
8 Training/professional development
9 Technical assistance from ESCs
10 Technical assistance from LEA-selected provider
11 Technology
12 Whole school focus
13 Reform focus
14 Curriculum focus
15 Academic standards
16 Assessment/use of data
17 Evaluation of progress
18 Parent/community involvement
19 Other (**DESCRIBE**): _____

29a. Which three of these do you consider the main facilitators of your school's High School Redesign and Restructuring program implementation? (**RECORD NUMBERS FROM Q.29**)

___ ___ ___

30. Again, think of your experience with your school's High School Redesign and Restructuring program; what barriers did you and other teachers or administrators experience in implementing the program? (**SELECT ALL THAT APPLY**)

5 Lack of or insufficient support from district administration
6 Lack of or insufficient support from school administration
7 Lack of or insufficient support from teachers
8 Lack of or insufficient support from TEA
5 Lack of or insufficient human resources
6 Lack of or insufficient financial resources
7 Lack of or insufficient time
8 Lack of or insufficient training/professional development
9 Lack of or insufficient technical assistance from ESCs
10 Lack of or insufficient technical assistance from LEA-selected provider

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

11 Lack of or insufficient technology
12 Lack of whole school focus
13 Lack of reform focus
14 Lack of curriculum focus
15 Lack of assessment/use of data
16 Lack of evaluation of progress
17 Lack of or poor parent/community involvement
18 Other: (**DESCRIBE**) _____

30a. Which three of these are the biggest barriers? (**RECORD NUMBERS FROM Q.30**)

___ ___ ___

III. School Climate

Using a 5-point scale ranging from 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, to 5-strongly agree, please indicate the extent to which you agree or disagree with each of the following items as they are currently reflected in your school. If you have no basis on which to respond, leave the item blank.

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
31. The faculty and staff share a sense of commitment to the school goals.					
32. Low achieving students are given opportunity for success in this school.					
33. School rules and expectations are clearly communicated.					
34. Teachers use a variety of teaching strategies.					
35. Community businesses are active in this school.					
36. Students are encouraged to help others with problems.					
37. Faculty and staff feel that they make important contributions to this school.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

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HSRR Principal Questionnaire

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
38. The administration communicates the belief that all students can learn.					
39. Varied learning environments are provided to accommodate diverse teaching and learning styles.					
40. The school building is neat, bright, clean, and comfortable.					
41. Parents actively support school activities.					
42. Parents are treated courteously when they call or visit the school.					
43. Rules for student behavior are consistently enforced.					
44. School employees and students show respect for each other's individual differences.					
45. Teachers at each grade (course) level design learning activities to support both curriculum and student needs.					
46. Teachers are encouraged to communicate concerns, questions, and constructive ideas.					
47. Students share the responsibility for keeping the school environment attractive and clean.					
48. Parents are invited to serve on school advisory committees.					
49. Parent volunteers are used whenever possible.					
50. The administration encourages teachers to be creative and to try new methods.					
51. Students are held responsible for their actions.					
52. All students in this school are expected to master basic skills at each grade level.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
53. Student discipline is administered fairly and appropriately.					
54. The administration encourages teachers to be creative and to try new methods.					
55. Student misbehavior in this school does not interfere with the teaching process.					
56. Students participate in solving school-related problems.					
57. Students participate in classroom activities regardless of their sex, ethnicity, religion, socioeconomic status, or academic ability.					
58. Faculty and staff cooperate a great deal in trying to achieve school goals.					
59. An atmosphere of trust exists among the administration, faculty, staff, students, and parents.					
60. Student tardiness or absence from school is not a major problem.					
61. Teachers are active participants in the decision making at this school.					
62. Information about school activities is communicated to parents on a consistent basis.					
63. Teachers use curriculum guides to ensure that similar subject content is covered within each grade.					
64. The principal (or administration) provides useful feedback on staff performance.					
65. Teachers use appropriate evaluation methods to determine student achievement.					
66. The administration does a good job of protecting instructional time.					

Instrument adapted from:
Ross and Alberg. 1999. *Comprehensive School Reform Teacher Questionnaire*. Center for Research in Educational Policy, The University of Memphis. 2002. *School Climate Inventory.* Center for Research in Educational Policy, The University of Memphis.

Appendix B
HSRR Principal Questionnaire

	1- Strongly Disagree	2- Disagree	3- Neutral	4- Agree	5- Strongly Agree
67. Parents are often invited to visit classrooms.					
68. Teachers are proud of this school and its students.					
69. This school is a safe place in which to work.					
70. Most problems facing this school can be solved by the principal and faculty.					
71. Pull-out programs do not interfere with basic skills instruction.					
72. The principal is an effective instructional leader.					
73. Teachers have high expectations for all students.					
74. Teachers, administrators, and parents assume joint responsibility for student discipline.					
75. The goals of this school are reviewed and updated regularly.					
76. Student behavior is generally positive in this school.					
77. The principal is highly visible throughout the school.					
78. Teachers use a wide range of teaching materials and media.					
79. People in this school really care about each other.					

80. Please provide any additional comments you may have pertaining to your school's climate:

THANK YOU FOR COMPLETING THE QUESTIONNAIRE!

Technical Assistance Provider Survey

1. Please record the name of the school and district to which you have you been providing technical assistance for the High School Redesign and Restructuring (HSRR) grant program:

   Campus Name: _____
   District Name: _____

Note: IF YOU ARE PROVIDING TECHNICAL ASSISTANCE TO MORE THAN ONE SCHOOL, PLEASE COMPLETE A SEPARATE QUESTIONNAIRE FOR EACH SCHOOL

2. When did you begin providing HSRR-related technical assistance to the school (Month/Year)? _____

2a. How often do you visit the site and provide assistance?

2b. Were you the original technical assistance provider on the HSRR grant for this school or did you take the position over from another provider?

   1 Original technical assistance provider
   2 Took over from another provider

3. Approximately how many hours of technical assistance have you provided per year to the school since you started working with this school on implementing the HSRR grant? (**INDICATE NUMBER OF HOURS PER YEAR FOR THE SPECIFIC GRANT TYPE**)

   HSRR- Cycle 1 Schools:
   Year 1 (4/1/05-12/31/05): _____
   Year 2 (1/1/06-12/31/06): _____

   HSRR- Cycle 2 Schools:
   Year 1 (2/1/06-12/31/06): _____
   Year 2 (1/1/07-8/31/07): _____

4a. Is the school implementing a **primary** High School Redesign and Restructuring (HSRR) model or program?

Yes_____ No_____

4b. If so, please circle the model or program below: (**SELECT ONE ONLY**)

1 Accelerated Schools
2 America's Choice
3 ATLAS Communities
4 Coalition of Essential Schools
5 Community for Learning
6 Co-nect
7 Core Knowledge
8 Different Ways of Knowing
9 Direct Instruction Model
10 Expeditionary Learning Outward Bound
11 First Things First
12 High Schools That Work
13 High/Scope Primary Grades Approach to Education
14 Literacy Collaborative
15 Middle Start
16 Modern Red School House
17 More Effective Schools
18 Onward to Excellence
19 Quantum Learning
20 QuESt
21 School Development Program
22 School Renaissance
23 Success For All/Roots & Wings
24 Talent Development High School with Career Academies
25 Talent Development Middle School
26 Turning Points
27 Urban Learning Center
28 Schools-Within-Schools
29 Combination of different models
30 Other: (**PLEASE DESCRIBE**) _____

5. Using the scale below, please indicate the degree to which this school is currently implementing any of the following redesign program elements and then check whether or not you have assisted the school with any of these elements.

1—Not Implementing. No evidence of the strategy.
2—Planning. The school is planning to or preparing to implement.
3—Piloting. The strategy is being partially implemented with only a small group of teachers or students involved.
4—Implementing. The majority of teachers are implementing the strategy, and the strategy is more fully developed in accordance with descriptions by the team.
5—Fulfilling. The strategy is evident across the school and is fully developed in accordance with the design teams' descriptions. Signs of "institutionalization" are evident.

		Degree of Implementation					Have you assisted the school with this?	
		1	2	3	4	5		
		Not Implementing	Planning	Piloting	Implementing	Fulfilling	Yes	No
1	Effective, research-based methods and strategies							
2	Comprehensive design for effective school functioning that aligns the school's curriculum, technology, and professional development into a school-wide reform plan							
3	Continuing professional development to teachers and staff							
4	Measurable goals and benchmarks							
5	Support of school faculty, administrators, and staff							
6	Support for teachers and staff through shared leadership and teamwork							

Appendix B
Technical Assistance Provider Survey

		Degree of Implementation					Have you assisted the school with this?	
		1	2	3	4	5		
		Not Implementing	Planning	Piloting	Implementing	Fulfilling	Yes	No
7	Parental and community involvement in planning and implementing school improvement activities							
8	High quality external support and assistance							
9	A plan to evaluate implementation of the school reforms and the results							
10	Coordination of federal, state, and local resources to support and sustain school reform							
11	Strategies to improve student academic achievement							
12	Development and support for school leaders							
13	A focus on the climate and the culture of the campus							
14	Processes to amend redesign plans based on the use of student achievement data							

6. How did you gather information from the school and the district on their implementation of the HSRR grant? (**SELECT ALL THAT APPLY**)

1 School visits
2 Classroom observations
3 Interviews with district administrators
4 Interviews with school administrators
5 Interviews with teachers and staff
6 Interviews with students
7 Teacher and staff surveys
8 Student surveys
9 Compilation and review of assessment data
10 Other: (**PLEASE DESCRIBE**)_____

7. How would you rate board, district administration, school administrator, teacher, and staff support for the HSRR program? Use the following scale where "1" refers to "Not at all supportive," "10" refers "Very supportive," and "0" refers to "Unsure/Don't Know (DK)." (**SELECT ONE NUMBER FOR EACH**)

	Not At All Supportive									**Very Supportive**	**Unsure/ DK**
Board	1	2	3	4	5	6	7	8	9	10	0
District Administration	1	2	3	4	5	6	7	8	9	10	0
School Administrator	1	2	3	4	5	6	7	8	9	10	0
Teachers	1	2	3	4	5	6	7	8	9	10	0
Staff	1	2	3	4	5	6	7	8	9	10	0

8. Which of the following describes the types of support the district provided to the school in implementing the HSRR program? (**SELECT ALL THAT APPLY**)

1 District staff helped the school apply for the grant
2 District staff attended staff development associated with the grant
3 The district notified all schools about the grant award
4 The district web page has updates about grant implementation
5 The district supplemented the grant with additional funds
6 The superintendent invited the principal to give a presentation to the Board about the grant
7 District provided staff to support grant activities
8 Don't know/Not sure
9 Other: (**PLEASE DESCRIBE**) _____

9. Based on your experience with the HSRR program at this school, are the following resources the school allocated sufficient for the effective implementation of the grant? (**SELECT ONE NUMBER FOR EACH. IF NO RESOURCES WERE ALLOCATED, SELECT "0"**)

	Yes	No	Unsure/ Don't Know	Did Not Allocate Resource
Appropriate materials	1	2	3	0
Staffing	1	2	3	0
Planning time	1	2	3	0
Fiscal resources	1	2	3	0

10. Has the school made any changes at the **classroom level** as a result of the HSRR program?

1 Yes
2 No (**SKIP TO Q.14**)

11. To what extent has the school implemented changes at the **classroom level**? (**SELECT ALL THAT APPLY**)

	No Change	Minor Change	Moderate Change	Significant Change
Teachers are teaching to standards	1	2	3	4
Teachers aligned their instructional practices with the program goals	1	2	3	4
Increased use and integration of technology in instruction	1	2	3	4
Teachers use worksheets and workbooks to a lesser extent	1	2	3	4
Lessons are more interdisciplinary and project-based	1	2	3	4
Teachers cooperate and team teach more often	1	2	3	4
Teachers developed and use authentic assessments	1	2	3	4
Other: (**PLEASE DESCRIBE**)	1	2	3	4

12. If changes have been implemented, have these changes been made by all teachers, at all grade levels, and across all content areas?

	All Teachers		All Grade Levels		All Content Areas	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**
Teachers are teaching to standards	1	2	1	2	1	2
Teachers aligned their instructional practices with the program goals	1	2	1	2	1	2
Increased use and integration of technology in instruction	1	2	1	2	1	2
Teachers use worksheets and workbooks to a lesser extent	1	2	1	2	1	2
Lessons are more interdisciplinary and project-based	1	2	1	2	1	2
Teachers cooperate and team teach more often	1	2	1	2	1	2
Teachers developed and use authentic assessments	1	2	1	2	1	2
Other	1	2	1	2	1	2

13a. If not all teachers, about what percent of teachers have made these changes? ____

13b. If not all grade levels, at what grade level(s) have these changes been made? (**SELECT ALL THAT APPLY**)

K 1 2 3 4 5 6 7 8 9 10 11 12

13c. If not all content areas, in which content area(s) were changes made? (**SELECT ALL THAT APPLY**)

1 Reading/ English Language Arts
2 Mathematics
3 Social Studies
4 Science
5 Other: (**PLEASE DESCRIBE**) _____

14. In your judgment, to what extent has the HSRR program affected students in each of the following areas? If you don't know, please leave the item blank. (**SELECT ONE NUMBER FOR EACH**)

	Not At All	**A Little**	**Moderate Extent**	**Great Extent**
Students are more interested in learning	1	2	3	4
Students are more motivated	1	2	3	4
Students do their homework more often	1	2	3	4
Students' quality of work has improved	1	2	3	4
Students' conduct has improved; fewer disciplinary problems	1	2	3	4
Students perform better academically on school tests	1	2	3	4
Students perform better on standardized tests	1	2	3	4
Students have more respect for their teachers	1	2	3	4

15. In your judgment, to what extent has the HSRR program had an impact on students overall? (**SELECT ONE ONLY**)

1 Not at all
2 A little
3 To a moderate extent
4 To a great extent

16. In your judgment, to what extent has the HSRR program affected teachers in each of the following areas? If you don't know, please leave the item blank. (**SELECT ONE NUMBER FOR EACH**)

	Not At All	**A Little**	**Moderate Extent**	**Great Extent**
Teachers have become more motivated	1	2	3	4
Teachers show greater enthusiasm in class	1	2	3	4
Teachers work more often in teams	1	2	3	4
Teachers spend more time planning projects with other teachers	1	2	3	4
Teachers feel a great sense of responsibility for implementing the reform program successfully	1	2	3	4
Teachers are very supportive of the school reform effort	1	2	3	4
Other: (**PLEASE DESCRIBE**) _____	1	2	3	4

17. To what extent has the HSRR program had an impact on teachers overall (**SELECT ONE ONLY**)

1 Not at all
2 A little
3 To a moderate extent
4 To a great extent

18. What types of professional development did the school provide to teachers, staff, and administrators in connection with the HSRR grant? (**SELECT ALL THAT APPLY**)

1 Whole school training
2 Conferences
3 Workshops
4 Coaching/Mentoring
5 Study groups
6 Other: (**PLEASE DESCRIBE**) _____

19. Overall, please assess how helpful this professional development has been to the implementation of the HSRR program. Use a 10-point scale ranging from "1 – not at all helpful" to "10 – very helpful." (**SELECT ONE ONLY FOR EACH**)

	Not At All Helpful									**Very Helpful**
Teachers	1	2	3	4	5	6	7	8	9	10
Staff	1	2	3	4	5	6	7	8	9	10
Administrators	1	2	3	4	5	6	7	8	9	10

20. Has the school provided staff development related to the implementation of the HSRR program to new teachers?

1 Yes
2 No
3 Unsure

21. How has the school informed the community about the HSRR program it is implementing? (**SELECT ALL THAT APPLY**)

1 The principal gave a presentation about the program during Parent Night or at PTO meetings.
2 The school paper features information and updates about the program and how it will benefit students.
3 The principal and teachers call on parents and community members to help with program implementation.
4 The school organized an open house dedicated to the program and invited all parents and community members.
5 Other: (**PLEASE DESCRIBE**) _____

22. Which of the following describe the type of parental and community involvement activities offered through the HSRR program? (**SELECT ALL THAT APPLY**)

1 Home visits
2 Parental involvement in decision-making
3 Parent education or training
4 Parent/community volunteer programs
5 Parent involvement in implementing school improvement activities
6 Parent involvement in evaluating school improvement activities
7 Other: (**DESCRIBE**) _____

23. Please indicate how supportive the community has been of the HSRR program this school is implementing? Use a 10-point scale ranging from "1 – not at all supportive" to "10 – very supportive." (**SELECT ONE ONLY**)

Not At All Supportive									**Very Supportive**
1	2	3	4	5	6	7	8	9	10

24. Please indicate how supportive the school has been of you as the technical assistance provider? Use a 10-point scale ranging from "1 – not at all supportive" to "10 – very supportive." (**SELECT ONE ONLY**)

Not At All Supportive									**Very Supportive**
1	2	3	4	5	6	7	8	9	10

25. To what extent has school management changed to align the school's curriculum, technology, and professional development because of the HSRR program? Use a 10-point scale ranging from "1 – not at all" to "10 – to a great extent." (**SELECT ONE ONLY**)

Not At All									**To A Great Extent**
1	2	3	4	5	6	7	8	9	10

26. To what extent has leadership been shared with teachers and staff because of the HSRR program? Use a 10-point scale ranging from "1 – not at all" to "10 – to a great extent." (**SELECT ONE ONLY**)

Not At All									**To A Great Extent**
1	2	3	4	5	6	7	8	9	10

27. To what extent has the school integrated the HSRR program with other programs or efforts? Use a 10-point scale ranging from "1 – not at all" to "10 – to a great extent." (**SELECT ONE ONLY**)

Not At All									**To A Great Extent**
1	2	3	4	5	6	7	8	9	10

28. To what extent has the school implemented the HSRR program as designed? Use a 10-point scale ranging from "1 – not at all" to "10 – to a great extent." (SELECT ONE ONLY)

Not At All									**To A Great Extent**
1	2	3	4	5	6	7	8	9	10

29. To what extent has this school experienced the following difficulties or barriers in implementing the HSRR program? (**SELECT ONE NUMBER FOR EACH**)

	Not At All	**A Little**	**Moderate Extent**	**Great Extent**
Lack of teacher buy-in or support of the program	1	2	3	4
Insufficient staff development	1	2	3	4
Lack of district support	1	2	3	4
Lack of parent and community support	1	2	3	4
Inadequate financial resources	1	2	3	4
Lack of staff time	1	2	3	4
Lack of administrative support	1	2	3	4
Lack of coordination with other programs	1	2	3	4
Teacher, staff, and administrator turnover	1	2	3	4
Other: (**PLEASE DESCRIBE**) _____	1	2	3	4

30. Any other comments you wish to make about the HSRR program in this school?

THANK YOU FOR COMPLETING THE QUESTIONNAIRE!

Principal/Project Coordinator Interview
HSRR Sites

School: _____ Principal: _____

Evaluator: _____ Date: _____

I. General Information

1. Describe your school's redesign program and the process your school used for program selection?

   - What led to your school's decision to implement the redesign program?
   - Did the school select the type(s) of reform to implement?
   - If so, how did your school select this type of reform, and which type(s) of reforms did your school select?
   - (Probe: Did the school select a formal reform model or a locally-developed reform program?)
   - How was the technical assistance provider selected?

2. A criterion for HSRR schools is to use a comprehensive school-wide program that employs proven strategies and methods for student learning, teaching, and school management that are based on scientifically-based research and effective practices. Discuss how your program meets this criterion.

3. How is the implementation of the HSRR program going?

> Compare and contrast this year with last year **(for Cycle 1 schools only)**.

3a. What elements are the most effective?

3b. What elements are the least effective?

3c. What role does the program coordinator play in structuring and implementing the HSRR program? (**SKIP IF INTERVIEWING THE PROGRAM COORDINATOR**)

3d. What role do teachers play in structuring and implementing the HSRR program?

3e. Are there reform steps that are supposed to be followed? If so, how closely do you feel the reform design is being followed? Describe.

3f. What other programs/grants does your school implement?

3g. How are these aligned with your school reform design?

3h. How do you monitor the progress of the reform?

3i. Describe your role in program implementation.

3j. How has the HSRR program changed the way you do your job?

3k. How are the HSRR grant funds being used?

4. What changes have you seen at your school since the implementation of the HSRR program?

5. How would you describe teacher support for your school's HSRR program?

   - Would you say support for the program is increasing or decreasing?
   - What evidence is there of support or opposition?
   - Can you think of specific positive or negative comments made by teachers about the program?

6. What additional resources have been needed to support your HSRR program? (Note: Resources include time, space, personnel, and materials in addition to money.)

   - Have you been able to reallocate resources at the school level? Describe.
   - What resources have you received from the district? From other sources?

7. How many students are being impacted by the HSRR program?

   - If not all students are impacted by the HSRR program, are there plans to expand the HSRR program to include all students?
   - What determines which students are impacted by the program?

II. Classroom Level Changes

8. If I were to visit classrooms, what would I see that would represent your school's HSRR program?

9. How is this different from the way classrooms used to be?

10. Specifically, what contributions has the program made in terms of:

    - teaching to standards?
    - technology?
    - interdisciplinary and project-based learning?
    - cooperative and team-based approaches?
    - authentic, alternative assessments?

11. Describe the variation in program implementation between classes or grade levels.

    > What do you see as major contributors to differences between classes and/or grades?

12. How does your program accommodate special needs children?

III. Results

13. How has your HSRR program impacted students?

    > Can you describe any differences in student motivation, enthusiasm, school attendance, and conduct?

14. How has the HSRR program fostered relationships between students? Between students and teachers?

15. What differences in achievement have you seen to date (grades or test scores) as a result of the HSRR program?

16. How has the HSRR program impacted teachers?

    - How has the program impacted relationships between teachers?
    - Discuss differences in teacher collegiality and teamwork, motivation and enthusiasm.
    - Instruction provided to teachers?

17. How has the program created shared leadership and a broad base of responsibility for HSRR efforts?

IV Professional Development

18. What specific training or support have you received as an administrator in a restructuring school?

19. How would you describe faculty training sessions for this program?

20. How have new faculty been brought into the program?

21. How would you characterize the success of HSRR-related professional development initiatives?

22. Describe your school's interaction with the technical assistance providers.

23. Tell me about training and support received from the district.

    - What kinds of support does your district provide?
    - How effective has the support been?

V. Community Support

24. How would you describe community support for the program?

- How has the level of parent involvement in the school been impacted?
- Describe efforts to inform and involve the community.
- What is the evidence of increased involvement?

VI. Program Sustainability

25. Are there plans to maintain the HSRR program efforts beyond the current grant?

- If so, what efforts are being made to maintain the HSRR program beyond the current grant?

Closure:

Are there any important aspects of program implementation that have not been mentioned today?

Any additional comments you would like to make?

For the current school year, how many professional staff are employed at your school?

Your district received the grant on [Cycle 1 Schools—April 2005; Cycle 2 Schools—February 2006], when did your school start receiving the grant funds?

When did your school start implementing the HSRR-related reforms?

Teacher/Counselor Interview/Focus Group
HSRR Sites

School: _____ Evaluator: _____

Date: _____

This interview is part of an evaluation of the Texas High School Redesign and Restructuring grants. These grants are intended to promote school-wide improvements through activities such as curriculum changes, sustained professional development, and increased involvement of parents to enable students to meet challenging academic standards.

Your district received the Texas High School Redesign and Restructuring (HSRR) grant on [Cycle 1 Schools—April 2005; Cycle 2 Schools—February 2006]. The questions in this interview/focus group relate to your school's implementation of the redesign program since [Cycle 1 Schools- April 2005; Cycle 2 Schools- February 2006]. Think back to this date and take a few minutes to recall any changes that have occurred in the school since your school received the HSRR grant.

IV. General Information-

1. Describe your school's redesign program and the process your school used for program selection?

   - What led to your school deciding to implement the program?
   - Did the school select the type(s) of reform to implement?
   - If so, how did your school select this type of reform, and which type(s) of reforms did your school select?

2. Discuss how your HSRR program employs proven strategies and methods for student learning, teaching, and school management that are based on scientifically-based research and effective practices.

3. What changes have you seen at your school since the implementation of the HSRR program?

4. How is the implementation of your school HSRR program going?

> Compare and contrast this year with last year (**for Cycle 1 schools only**).

4a. What elements are the most effective?

4b. What elements are the least effective?

4c. What role does the principal play in structuring and implementing the HSRR program?

4d. What role does the program coordinator play in structuring and implementing the HSRR program?

4e. How closely do you feel the reform design is followed? Describe.

4f. What other programs/grants does your school implement?

4g. How are these aligned with your school reform efforts?

4h. How has the HSRR program changed the way you do your job?

5. How would you describe teacher support for your HSRR school's program?

> Would you say support for the program is increasing or decreasing?

> What evidence is there of support or opposition?

> Can you think of specific positive or negative comments made by teachers about the program?

6. What additional resources have been needed to support your HSRR program? (Note: Resources include time, space, personnel, and materials in addition to money.)

> Have you been able to reallocate resources at the school level? (Describe)
>
> What resources have you received from the district? From other sources?

7. How many students are being impacted by the HSRR program?

> If not all students are impacted by the HSRR program, are there plans to expand the HSRR program to include all students?
>
> What determines which students are impacted by the program?

V. Classroom Level Changes

8. If I were to visit classrooms, what would I see that would represent your school's HSRR program?

9. How is this different from the way classrooms used to be?

10. Specifically, what contributions has the program made in terms of:

- teaching to standards?
- technology?
- interdisciplinary and project-based learning?
- cooperative and team-based approaches?
- authentic, alternative assessments?

11. Describe the variation in program implementation between classes or grade levels.

    What do you see as major contributors to differences between classes and/or grades?

12. How does your program accommodate special needs children?

VI. Results

13. How has your HSRR program impacted students?

    Can you describe any differences in student motivation, enthusiasm, school attendance, and conduct?

14. How has the HSRR program fostered relationships between students? Between students and teachers?

15. What differences in achievement have you seen to date (grades or test scores) as a result of the HSRR program?

16. How has the HSRR program impacted teachers?

    How has the program impacted relationships between teachers?

    Discuss differences in teacher collegiality, teamwork, motivation, and enthusiasm.

    Instruction provided to teachers?

17. How has the program created shared leadership and a broad base of responsibility for HSRR efforts?

IV Professional Development

18. What specific training or support have you received as a teacher/counselor in a restructuring school?

19. How would you describe faculty training sessions for this program?

- Did you find the faculty training sessions useful?
- Did you implement any of these ideas in the classroom? (Probe: If not, why not?)
- How many faculty training sessions did you attend?
- Who provided the training? (Probe: Was it the district or the TAP?)

20. How have new faculty been brought into the program?

21. How would you characterize the success of HSRR-related professional development initiatives?

22. Tell me about training and support received from the district.

- What kinds of support does your district provide?
- How effective has the support been?

VI. Community Support

23. How would you describe community support for the program?

- How has the level of parent involvement in the school been impacted?
- Describe efforts to inform and involve the community.
- What is the evidence of increased involvement?

Closure:

Are there any important aspects of program implementation that have not been mentioned today?

Any additional comments you would like to make?

Parent Focus Group
HSRR Sites
(English Version)

School:_____ Evaluator:_____

Date: _____

INTRODUCTION:

- To start off, let's go around the room and have each of you tell us how long you have had children attend this school?
- Tell us about your relationship with the school.
  - *Prompts: Are you becoming involved at this school?*
  - *Yes – How did you become involved and how has the school responded?*
  - *No – Why have you not become more involved?*

MAIN QUESTIONS:

Attempt to get the respondents' perceptions of the school's characteristics and changes. PROBE actively to get a clear picture of the change process, including barriers and facilitators.

1. When your child/children first started coming here, what was this school like in terms of instruction, curriculum, and other academic support services?

2. Have there been any important negative or positive changes that have happened here in the past several years?
   If yes:
   a. Who was involved?
   b. Was there a specific event that started the change?
   c. What made the changes work or not work?
   If no:
   d. Are there any changes you would like to see?
   e. What would it take to bring that change about?

3. How do you learn about how your child/children is/are doing at school?

4. If you can, think of a recent time when your child was struggling with his or her school work. What did the school do to help your child? How did this work out?

Appendix B
Parent Focus Group (English Version)

5. Think about a time when you had a concern or a suggestion about the school or about your child's experience here – what did you do? How did the school respond?

6. Do you think parents and community are involved in decision-making at this school? Please explain.
   If yes:
   a. What sort of decisions – budget, curricular, disciplinary?
   b. Can you provide examples?
   If no:
   c. Why aren't they involved more?
   d. What would increase involvement?

7. Describe the quality of education being provided to your child/children at this school.

8. Describe the quality of teachers and counseling support provided at your child's/children's school.

9. Are you familiar with the reform program that this school is implementing since [Cycle 1 Schools—April 2005; Cycle 2 Schools—February 2006]?
   If yes:
   a. How has it impacted the school?
   b. What have been some benefits?
   c. What have been the disadvantages of the program?
   If no:
   a. Have you seen changes in the school since [Cycle 1 Schools—April 2005; Cycle 2 Schools—February 2006]

Closure:

10. Is there anything else you want to tell us that would help us understand this school?

11. Do you have any questions you want to ask us?

Parent Focus Group
HSRR Sites
(Spanish Version)

School:_____ Evaluator:_____

Date: _____

INTRODUCCIÓN:

- Para empezar, por favor comparta con nosotros cada quien cuánto tiempo ha tenido hijos en esta escuela.
- Hablemos sobre su relación con la escuela
  - *Prompts: ¿Ha estado participando más en la escuela?*
  - *Sí, ¿cómo fue que empezó a participar y cómo respondió la escuela?*
  - *No, ¿por qué no participa más?*

PREGUNTAS PRINCIPALES:

Attempt to get the respondents' perceptions of the school's characteristics and changes. PROBE actively to get a clear picture of the change process, including barriers and facilitators.

1. Cuándo su hijo empezó a venir a esta escuela, ¿cómo era la escuela en términos de instrucción, planes de estudios y otros servicios de apoyo académico?

2. En los últimos años, ¿han ocurrido cambios importantes positivos o negativos?
   Si contesta sí:
   - *a. ¿Quién participó?*
   - *b. ¿Ocurrió algún evento en particular que inició el cambio?*
   - *c. ¿Qué hizo que los cambios funcionaran o no funcionaran?*

   Si contesta no:
   - *d. ¿Qué cambios le gustaría ver?*
   - *e. ¿Qué tendría que suceder para que ocurrieran esos cambios?*

3. ¿Cómo se informa del progreso de su hijo en la escuela?

4. Si es posible, piense en una ocasión reciente cuando su hijo estaba batallando con sus tareas escolares. ¿Qué hizo la escuela para ayudarlo? ¿Qué tal funcionó?

Appendix B
Parent Focus Group (Spanish Version)

5. Piense en una ocasión en la que tenía una preocupación o sugerencia sobre la escuela y sobre la experiencia de su hijo aquí, ¿qué hizo? ¿cómo respondió la escuela?

6. ¿Cree que los padres y la comunidad participan en la toma de decisiones en la escuela? Por favor, explique su respuesta.
   Si contesta sí:
   - *a. ¿Qué tipo de decisiones? presupuesto, planes de estudios, disciplina*
   - *b. ¿Puede proporcionar ejemplos?*

   Si contesta no:
   - *c. ¿Por qué no participan más?*
   - *d. ¿Qué incrementaría la participación de los padres?*

7. Describa la calidad de la educación que se le está brindando a su hijo en esta escuela.

8. Describa la calidad de los maestros y apoyo de la consejería que la escuela le proporciona a su hijo.

9. ¿Está familiarizado con el programa de reforma que la escuela ha estado implementando desde [escuelas del 1er. ciclo; abril de 2005; escuelas del 2ndo. Ciclo; febrero de 2006]?
   Si contesta sí:
   - *a. ¿Cómo ha impactado a la escuela?*
   - *b. ¿Cuáles han sido algunos de los beneficios?*
   - *c. ¿Cuáles han sido las desventajas del programa?*

   Si contesta no:
   - *a. ¿Ha visto cambios en la escuela desde [escuelas del 1er. ciclo; abril de 2005; escuelas del 2ndo. Ciclo; febrero de 2006]?*

Para finalizar:

10. ¿Le gustaría añadir algo que nos ayudaría a entender la escuela?

11. ¿Le gustaría hacernos alguna pregunta?

Student Focus Group
HSRR Sites

School:_____ Evaluator:_____

Date: _____

1. To start off, let's go around the room and have each of you tell us a bit about yourselves. Tell us what grade you are in and how long you have been at this school.

2. Tell me about a teacher whose teaching style you really liked. Why is he/she a good teacher? What kind of work did you do in the class? Did you feel challenged in this class? Has the teacher recently introduced new ways of learning in class? Were you interested in what you were learning? Did your class work involve working with computers, in small groups, or together as a class with the teacher?

3. Tell me about a teacher whose teaching style you didn't like. How was this class different from a class you really like? What kind of work did you do in the class? Did you feel challenged in this class? Has the teacher recently introduced new ways of learning in class? Were you interested in what you were learning? Did your class work involve working with computers, in small groups, or together as a class with the teacher?

4. In thinking about the next TAKS test, do you feel prepared for it? Do you think the work you do in class prepares you? What kind of work is the most helpful?

5. Tell me about a time when you or one of your friends was struggling with a class. What did you or your friend do? How did you or he/she get help? Did any adults help you?

6. If you or one of your friends wants to talk, are there adults you could turn to here at school? If yes, why do you feel like you can talk to them?

7. Think about a recent time when a classmate misbehaved. What were the consequences for the student? Do you think the situation was handled fairly? Do you think discipline interferes with learning at this school?

8. During the past year, have you ever felt fearful or unsafe here? What were the circumstances? Did you talk to an adult? How was the situation addressed?

9. Take a moment to think about an issue you are concerned about here at school. What are the circumstances, and what have you done to address the issue? Did you talk with a teacher/ school staff about the issue? Was a teacher or other school staff involved in helping you address this issue?

10. How are your parents or other family members involved with your education as a student? How are they involved with the school?

Closure:
Are there any additional comments you would like to make?

HSRR 53-Point Implementation Scale

NAME OF SCHOOL

Component	Measure	Possible Score*	Site Score
1. Research-Based Method or Strategy			
1.1 Comprehensive, school-wide reform model:	yes (1) no (0)	1	
1.2 The program shows strong evidence that it will significantly improve the academic achievement of participating students.	yes (1) no (0)	1	
1.3 Percentage of classrooms involved:		0.0-1.0	
1.4 Rating by TAP (TAP Survey Q 5a):	5 4 3 2 1	1-5	
1.5 Content-focused model:	yes (1) no (0)	1	
1.6 Percentage of classrooms involved:		0.0-1.0	
1.7 Tertiary model:	yes (1) no (0)	1	
1.8 School assessed implementation (avg progress report Q23-28 1-5 scale):	5 4 3 2 1	1-5	
Total Possible Score for Component 1		**16**	**0**

Component	Measure	Possible Score*	Site Score
2. Professional Development:			
2.1 Comprehensive, School-wide Model			
2.1.1 Strong content focus:	yes (1) no (0)	1	
2.1.2 Range of PD days required or taken by average teacher per year:	7+ 4-6 1-3	7+ =3 4 – 6 =2 1 – 3 =1	
2.1.3 Evidence that preceding estimate excludes traditional teacher set-up (in the fall) and teacher clean-up (in the spring) days	yes (1) no (0)	1	
2.1.4 Evidence of collective participation of groups of teachers from the same school	yes (1) no (0)	1	
2.1.5 Evidence of some PD taking place in the teacher's classroom-e.g., mentoring	yes (1) no (0)	1	
2.1.6 Explicit guidance to align PD with standards, curriculum, or assessment tools	yes (1) no (0)	1	

2.2 Content-Focused Model				
2.2.1 Strong content focus:	yes (1)	no (0)	1	
2.2.2 Range of PD days required or taken by average teacher per year:	7+ 4-6 1-3		7+ =3 4 – 6 =2 1 – 3 =1	
2.2.3 Evidence that preceding estimate excludes traditional teacher set-up (in the fall) and teacher clean-up (in the spring) days	yes (1)	no (0)	1	
2.2.4 Evidence of collective participation of groups of teachers from the same school	yes (1)	no (0)	1	
2.2.5 Evidence of some PD taking place in the teacher's classroom-e.g., mentoring	yes (1)	no (0)	1	
2.2.6 Explicit guidance to align PD with standards, curriculum, or assessment tools	yes (1)	no (0)	1	
Total Possible Score for Component 2			**16**	**0**

Component	Measure		Possible Score*	Site Score
3. Measurable Goals and Benchmarks:				
3.1 Number of academic subjects covered:	No.:		4+ =3 2 – 3 =2 0 – 1 =1	
3.2 Number of grades covered and total no. of grades in the school:	No.:	No.:	0.0 –1.0 (%)	
Total Possible Score for Component 3			**4**	**0**

Component	Measure		Possible Score*	Site Score
4. Support within the school:				
4.1 Existence of formal faculty votes on reform or research-based method(s)	yes (1)	no (0)	1	
4.2 Formal faculty vote(s) on reform or research based method(s) show 75% support	yes (1)	no (0)	1	
4.3 Interviewees voice strong support or enthusiasm	yes (1)	no (0)	1	
4.4 Two or more interviewees voice dissent or indicate lack of use	yes (0)	no (1)	1	
Total Possible Score for Component 4			4	0

Component	Measure		Possible Score*	Site Score
5. Support for Teachers and Principals:				
5.1 Evidence of shared leadership	yes (1)	no (0)	1	
5.2 Evidence of teamwork outside of departments or grade levels	yes (1)	no (0)	1	
5.3 Positive acknowledgement of staff accomplishments	yes (1)	no (0)	1	
Total Possible Score for Component 5			**3**	**0**

Component	Measure		Possible Score*	Site Score
6. Parent and Community Involvement				
6.1 Emergence of new forms of parent involvement during HSRR years:	yes (1)	no (0)	Total all 6.1 scores	
6.1.1 Special new parent events	yes (1)	no (0)		
6.1.2 Programs or opportunities for parents in instructional roles	yes (1)	no (0)	(3 – 4) =1	
6.1.3 Parent advisory or other committees	yes (1)	no (0)	(0 – 2) =0	
6.2 Level of parental involvement (high, medium, or low, as defined as follows):				
high: You've observed parents in the school and interviewees voice strong or satisfactory level or parental involvement in school activities.	high		2	
medium: School gets traditional level of parental involvement (e.g., 10% attendance).	medium		1	
low: No evidence of parental involvement beyond a handful of parents, and interviewees voice low levels of participation.	Low		0	
6.3 Evidence of at least one community partnership	yes (1)	no (0)	1	
Total Possible Score for Component 6			**4**	**0**

Appendix B
HSRR 53-Point Implementation Scale

Component	Measure	Possible Score*	Site Score
7. External Technical Support and Assistance			
7.1 Model developer(s) support and assistance (Progress report avg q 124-129 use 1-5 scale):			
high: 3.5 - 5.0	high	3	
medium: 2.1-3.4	medium	2	
low: 1-2	Low	1	
7.2 Other external (but non-district) support and assistance			
yes: Evidence for a specific source and function on two or more occasions	yes (1) no (0)	1	
no: No such evidence (evidence can be documentation, interviewee mentions, or direct observation)			
Total Possible Score for Component 7		**4**	**0**

Component	Measure	Possible Score*	Site Score
8. Coordination of Resources			
8.1 Evidence of some coordination of funds from different external (e.g., federal) sources	yes (1) no (0)	1	
8.2 Evidence of some coordination of external and local funds (i.e., core building)	yes (1) no (0)	1	
Total Possible Score for Component 8		**2**	**0**
Total			

Appendix C

Scale Descriptions

High School Redesign and Restructuring Teacher Questionnaire

This instrument is designed and reported to measure the five constructs underlying High School Redesign and Restructuring: external support, school capacity, internal focus, pedagogical change, and outcomes through 28 items. Below are scale descriptions and the Cronbach's alpha for each scale.

Scale	Description	Internal Reliability
Support	The extent to which school receives effective professional development and support to implement its HSRR program.	α =.82
Capacity/ Resources	The extent to which planning, time, materials, technology, and faculty are available at the school.	α =.70
Pedagogy	The extent to which classroom practices, materials, and technology use have changed at the school.	α =.75
Outcome	The extent to which positive student, faculty, and parent/ community outcomes have occurred as a result of HSRR.	α =.90
Focus	The extent to which elements of the school's educational program are integrated, evaluated, and supported by school stakeholders.	α =.83

School Climate Survey

This survey consists of seven dimensions logically and empirically associated with effective school organizational climates. The inventory contains 49 items with seven items comprising each scale. Below are scale descriptions and the Cronbach's alpha for each scale.

Scale	Description	Internal Reliability
Order	The extent to which the environment is ordered and appropriate student behaviors are present.	α =.84
Leadership	The extent to which the administration provides instructional leadership.	α =.83
Environment	The extent to which positive learning environments exist.	α =.81
Involvement	The extent to which parents and the community are involved in the school.	α =.76
Instruction	The extent to which the instructional program is well developed and implemented.	α =.75
Expectations	The extent to which students are expected to learn and be responsible.	α =.73
Collaboration	The extent to which the administration, faculty, and students cooperate and participate in problem solving.	α =.74

Appendix D

Technical Appendix—Data Analyses

This Technical Appendix presents detailed information on the analyses reported in chapter 4 related to the High School Redesign and Restructuring (HSRR) grant program. Discussion of methodology and results is organized by the following evaluation questions. More thorough discussions of findings can be found in chapters 4 and 5.

The student outcomes analysis addressed the following questions:

- How did student outcomes at grantee schools (within cycles) compare to those of similar students at similar schools who did not participate in the program?

- How did student outcomes at grantee schools (within cycles) vary with the degree of implementation of the reform strategies?

Cycle 1 grants were implemented from April 1, 2005, to February 28, 2007 (22 months total), and Cycle 2 grantees began implementation February 1, 2006, with grants ending in February 28, 2008 (24 months total). Because this evaluation assesses outcomes of two grant cycles implemented at different times and for different lengths of time, data related to each cycle were analyzed separately. Analyses incorporated the latest year of outcome data available.

To address the first evaluation question, a student cohort analysis for Cycle 1 schools and matched comparison campuses (between-group comparison) compared results on a variety of student outcomes. Inferential analysis compared student results for the students at grantee and comparison campuses on 2007 TAKS met passing standard for mathematics and English language arts (ELA). Descriptive analysis compared average attendance rates at Cycle 1 grantee and comparison campuses.

Similarly, Cycle 2 grantees were compared to their comparison campuses through a student cohort analysis. Because of the short duration of grant participation for Cycle 2 schools at the time data were collected for this evaluation, only a student cohort analysis of TAKS mathematics and ELA met standard was conducted. Data on attendance were available only through 2006, the year Cycle 2 grants were awarded.

In addition, a separate set of analyses were conducted to address the first evaluation question that compared overall results for the Cycle 1 grantee and comparison schools on completion rate and percentage of students graduating under the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). This comparison involved different groups of students in 2004 and 2006, and students attending grantee campuses at different grade levels were exposed to different number of years of grant implementation. Because Cycle 2 grants were implemented in February of 2006, this comparison was not deemed appropriate for those schools.

In addressing the second evaluation question, a student cohort analysis also was conducted for the Cycle 1 and Cycle 2 grantee schools (within-group comparison). Differences in 2007 TAKS met standard in mathematics and ELA were compared among the HSRR grantees schools based on scale scores on staff surveys designed to measure school climate and change in school operations and the evaluator-assessed implementation level.

Evaluation Question. How did student outcomes at grantee schools (within cycles) compare to those of similar students at similar schools that did not participate in the program?

Student cohort analyses between HSRR and comparison schools for Cycle 1 and Cycle 2 and a separate school completion analysis of Cycle 1 schools were conducted. Methods are described first, followed by discussion of results associated with each evaluation question.

Student Cohort Analyses—Multilevel Statistical Models

The student cohort analyses used in the evaluation must account for the multilevel structure of educational data in which students are nested within classrooms, classrooms are nested within schools, and schools are nested within districts. Until recently, comparison of student outcomes has typically been achieved through the use of single-level regression analysis. Use of single-level regression is based on the assumption that the students whose background variables and scores are used in the analysis are statistically independent from each other. This means that the achievement scores of students in one classroom or school are assumed to be no more alike than the scores of students chosen randomly from throughout the state. However, the scores of students in a school may be more alike than the scores of students chosen randomly, because they share the same principal and the same set of school rules, and they could come from the same or similar backgrounds. From a statistical point of view, the results of evaluations that ignore the dependencies in test scores are likely to show differences between schools more often than is true (Hox, 2002).[33]

A solution to the problems of single-level multiple regression models is the use of multilevel models, which can include variables measured at the student level and variables measured at the school level. The use of multilevel models avoids the dependency problems encountered using single-level regression with nested observations. Multilevel models were used in the comparison of student cohort outcomes between HSRR and comparison campuses, as well as analysis of differences among HSRR schools. The statistical procedure used in these analyses utilized PROC GLIMMIX in SAS statistical software. This procedure allowed for a combination of student-level and school-level variables to analyze a binary outcome variable.

The multilevel logistic regression analysis was used to analyze the binary outcome differences in whether a student met or did not meet the 2007 Texas Assessment of Knowledge and Skills (TAKS) standard. For example, in predicting the probability of 2007 TAKS passing status, the outcome is represented as "1" for passing or "0" for not passing. Therefore, regression coefficients produced from this analysis represent the incremental change in the log odds when that variable is included as a predictor. To assist interpretation of results, a sample equation is presented as part of the results of the first analysis presented in Table D7.

33 Ignoring data dependency can artificially deflate standard errors if the standard errors are estimated using equations that assume statistical independence.

The first set of analyses compared student outcomes in grantee schools to those of students in comparison schools. Cohort analysis of student TAKS performance was conducted for Cycle 1 and Cycle 2 students separately. Comparison schools were selected as described below.

Cohort Analysis Sample (HSRR Schools Cycles 1 and 2)

Cycle 1 HSRR grants were awarded in April 2005. Student cohorts were identified from the 13 Cycle 1 HSRR schools and 13 comparison campuses. HSRR cohort students were in the 11th grade in 2007. These students were chosen because they attended an HSRR Cycle 1 school for the longest period of grant implementation and had the most exposure to grant strategies. Outcomes for this group of students were compared to those for a similar cohort of students who attended comparison schools. The sample used in the Cycle 2 analysis was different from the student cohort used in the Cycle 1 analysis. HSRR Cycle 2 grants were awarded in February 2006. Students who were in 10th grade in 2007 comprised the student cohorts used in this analysis at 14 Cycle 2 HSRR schools and 14 matched comparison schools. Cycle 2 grants were implemented during the HSRR students' 9th grade year; thus, the HSRR 10th grade cohort students attended the school for the longest period of grant implementation and had the most exposure to grant strategies. Outcomes for this group of students were compared to outcomes of a similar cohort of students who attended comparison schools.

There are differences between the composition of the Cycle 1 and Cycle 2 cohorts. The Cycle 2 cohort for both mathematics and ELA analyses included the 3,563 students, compared to 2,465 (mathematics) or 2,493 (ELA) for Cycle 1. This difference is most likely due to the fact that Cycle 2 students were traced back two years for their 8th grade scores, whereas Cycle 1 students were traced back three years, and this longer period of time meant fewer students were available for the analyses. There were also differences in the correlation of student demographic variables in that the correlations between ethnicity, at-risk status, and economic disadvantage were different for Cycle 2 students than Cycle 1 students. These differences will be discussed as part of the Cycle 2 mathematics and ELA analyses.

Identification of Matched Comparison Schools

Candidates for the comparison campuses were selected from the Texas population based on the following criteria:

- Campus type was either regular or alternative instruction;
- Campus had students in 9th, 10th, 11th, and 12th grades in 2005, 2006, and 2007; and
- Campus did not have any missing data on matching variables (2005 TAKS reading % met, mathematics % met, campus size, % economically disadvantaged, % White, and % at risk).

Mahalanobis distance was calculated between each grantee campus and all comparison campus candidates based on the correlation among the six matching variables listed above. To ensure the exact matching for the community type and campus instruction type, the campuses were then divided into eight subsets based on four community types (other central city, other central city suburban; non-metropolitan fast growing, non-metropolitan stable; charters; and major urban) and two campus instruction types (alternative and regular). For each grantee

campus, a comparison campus candidate with the shortest Mahalanobis distance was selected as the final comparison campus. The ratio of grantee to comparison campus was 1:1. Thus, 13 comparison campuses were selected for Cycle 1 grantee campuses, and 14 were selected for Cycle 2 grantee campuses.

The next section will describe the variables used in the student cohort analyses.

Student Cohort Analyses Variables (Between-Group)

There were three outcome variables used in these analyses. The first outcome examined was TAKS mathematics and the second outcome was TAKS English language arts (ELA). In both cases, the outcome was whether a student passed the relevant TAKS in 2007. The third outcome variable addressed in these analyses for Cycle 1 HSRR and comparison schools only was student attendance, measured by the percentage of school days the student attended in 2006, the last year for which attendance data were available.

To help identify the extent to which any differences found in the 2007 TAKS scores could be related to participation in an HSRR program, baseline TAKS scores were used as a statistical control as were demographic variables: These were:

Student-Level Controls

- ethnicity
- at-risk status
- economic status
- 8th grade TAKS mathematics
- 8th grade TAKS reading

Campus-Level Control

- school size

Student-Level Control Variables

Ethnicity

In the Texas Education Agency (TEA) Public Education Information Management System (PEIMS), ethnicity is classified into five groups, Native Americans, Asians, African Americans, Hispanics, and White. In the TAKS outcome analyses described below, Native American, Asian, and White students were combined into one group because individual group sizes were too small to perform statistical analysis. Composition of datasets used for analyses varied by cohort and subject matter, but, in general, African American students comprised 22%–39% of the student cohort, and Hispanic students comprised 41%–64% of the student cohort. White students represented 2%–24% of the cohort, and two ethnic minority groups, Native American and Asian, comprised less than 1% of students. It should be noted that the effect of ethnic membership was not assessed in the Cycle 1 between-group mathematics analysis due to a statistical problem.

At-Risk Status

At-risk status is a code assigned to a student in the TEA dataset if the student meets one of 13 criteria.

For the purposes of Texas Education Code (TEC) § 29.081, a "student at risk of dropping out of school" includes each student who is under 21 years of age and who:

> (1) was not advanced from one grade level to the next for one or more school years;
> (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects

in the foundation curriculum in the current semester;
(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
(5) is pregnant or is a parent;
(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
(8) is currently on parole, probation, deferred prosecution, or other conditional release;
(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
(10) is a student of limited English proficiency, as defined by Section 29.052;
(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

At-risk status was coded as "1" if the student met any of the 13 criteria and as "0" if the student did not meet any of the criteria.

Economic Status

Each student in the TEA dataset is identified by one of four economic codes, depending on whether the student is eligible for free meals, reduced-price meals, has another economic disadvantage, or is not economically disadvantaged. For purposes of this analysis, the three types of economic disadvantage were combined (coded as "1") and compared to not economically disadvantaged (coded as "0"). The economic disadvantaged codes used in the PEIMS dataset are presented in Table D1.

Grade 8 TAKS Mathematics and Reading Scores

For analysis of student outcomes at Cycle 1 schools, where the analysis cohort was in 11th grade in 2007, students were traced back to 2004, their 8th grade year, and their passing status from that year was included in the statistical models. For analysis of student outcomes at Cycle 2 schools, where the cohort consisted of students in 10th grade in 2007, students' scores from 2005, their 8th grade year, were included in the statistical models. Reading, rather than ELA, is tested on the 8th grade TAKS and was used as a prior measure for 10th and 11th grade ELA TAKS, which

encompasses reading and writing. While the reading objectives of the two tests are not perfectly aligned, they are very similar. The reading objectives of both tests are listed in Table D2. Writing objectives are tested and scored separately from reading and are not included in these analyses.

It should be noted that the student passing standard changed between 2004 and 2007. The state achievement test, the TAKS, was first administered in the 2002–03 school year, and the State Board of Education (SBOE) initially adopted performance standards that would phase into higher standards recommended by a national Technical Advisory Committee (TAC). The 8th grade standard in 2004 was one standard error of measurement (SEM) below the TAC-recommended standard, and the 10th and 11th grade standards in 2007 were the TAC-recommended standards with a passing scale score of 2100 in mathematics and ELA. The difference in number of items a student was required to pass at the TAC-recommended standard and the standard one SEM below recommended varied by grade and subject, but at the 8th grade level the difference was about 6% of items, or roughly 3 items (Texas Education Agency, 2004). These variables were represented in the dataset with a code of "1" if a student met the passing standard and "0" if the student did not meet the standard.

The distribution of demographics and student passing rates in the sample used for each analysis varies because only cohort students with valid test scores in both the 8th grade and analysis years were included in the sample. Therefore, the composition of analysis samples might vary because of differences between the group of students with valid mathematics scores in 2004 and 2007 and the group of students with valid reading scores in 2004 and ELA scores in 2007. The composition of the cohort of students attending the HSRR and comparison schools will be explained in each section as part of the analysis.

School-Level Control Variable
For purposes of the analysis of differences between student outcomes for students in HSRR or comparison schools, school size was of interest in the event size of the campus affected the impact of HSRR participation on student outcomes. School size, represented by number of students in the cohort, was included in the analysis.

School Completion Analyses Model

As part of the investigation of differences in student outcomes at HSRR and comparison campuses, the evaluators conducted a comparison of graduation data. These analyses compared the outcomes of all students at the HSRR and comparison campuses in 2004,

Table D1. PEIMS Economic Disadvantage Codes

Code	*Label*
00	Not economically disadvantaged
01	Eligible for free meals
02	Eligible for reduced-price meals
99	Other economic disadvantage

Source. Texas Education Agency, PEIMS Data Standards

before grant implementation, and 2006, the latest year for which data were available.

Graduation rates from HSRR and comparison campuses in 2004 and 2006 were compared. Differences were examined through the use of chi-square tests of frequencies of the number of students who graduated versus those who did not graduate at HSRR and comparison campuses.

Graduation data were further analyzed for differences in the type of diploma earned by students graduating in HSRR and comparison campuses. The percent of students graduating with an advanced diploma were compared for 2004 and 2006 using t-tests of statistical significance between the mean percentage of students graduating with an advanced diploma for the HSRR and comparison school groups.

Results—Cycle 1 Student Cohort Analyses

Outcomes for this group of students who attended HSRR Cycle 1 schools were compared to those for a similar cohort of students who attended comparison schools. The student outcomes included:

- whether or not an 11th grade student met the TAKS mathematics passing standard on first attempt in 2007;
- whether or not an 11th grade student met the TAKS English language arts (ELA) passing standard on first attempt in 2007; and
- percentage of school days each of these students attended as a 10th grader in 2006.

Analysis of TAKS Passing Rates

Mathematics

The number of students in the HSRR and comparison school cohorts with valid TAKS mathematics scores in their 8th grade year (2004) and their 11th grade year (2007, the year of the analysis) totaled 2,465. Of those, 1,027 students were in HSRR grantee schools and 1,438 students were in comparison schools. The demographic distribution of the cohorts used for the Cycle 1 mathematics analyses are presented in Table D3.

A total of 1,806 students in the cohorts were at-risk, and 1,856 were economically disadvantaged. Students who were both at risk and economically disadvantaged totaled 1,395. The correlation of these student-level control variables is important because if the percentage of students who are represented in two or more categories is too high, the redundancy of information can affect the precision of regression coefficient estimation. To investigate the potential overlap between these demographic variables used in the

Table D2. Reading Objectives of 8th, 10th, and 11th Grade TAKS

TAKS	*Objective 1*	*Objective 2*	*Objective 3*	*Objective 4*
8th Grade Reading	Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
10th and 11th Grade ELA	Basic Understanding	Literary Elements and Techniques	Analysis and Evaluation	n/a

Source. Texas Education Agency, Student Assessment

analysis, the correlations between these variables were computed using PROC FREQ in SAS Statistical Software using an option that produces tetrachoric correlations between dichotomous variables. Correlations were considered low enough to include all variables. The possible exception is the relatively strong (-.71) correlation between being Caucasian and not economically disadvantaged. As models included variables identifying a student as African American or Hispanic, this particular relation was not of concern. Results of correlation calculations are presented in Table D4.

As seen in Table D5, the passing rates for the two groups were similar to each other in 2004 (56.1% vs. 57.9%). While the percentage of students passing the mathematics TAKS appeared to increase more between 2004 and 2007 for comparison schools than for HSRR schools, statistical analysis was necessary to determine whether these differences were significant and whether any differences could be related to HSRR funding. Therefore, 2007 passing rates were investigated to determine whether differences in a student's probability of passing were related to attending an HSRR school after controlling statistically for

Table D3. Demographic Distribution of Student Groups Used in Cycle 1 Mathematics Analysis

	HSRR Group (n = 1,027)	*Comparison Group (n = 1,438)*
Economically disadvantaged	81%	71%
At risk	74%	73%
African American	39%	25%
Hispanic	59%	64%
White	<5%	10%
American Indian/Alaskan Native	<5%	<5%
Asian/Pacific Islander	<5%	<5%

Source. Texas Education Agency, PEIMS Data

Table D4. Correlation Between Demographic Variables Used in Cycle 1 Between-School Mathematics TAKS Analysis

Variable (n)	*At risk*	*Economically Disadvantaged*
At risk (1,806)	1.0000	0.1335
Economically disadvantaged (1,856)	0.1335	1.0000
African American (755)	0.0065	-0.1958
Hispanic (1,535)	0.1668	0.4662
Caucasian (158)	-0.4085	-0.7074

Source. Texas Education Agency, PEIMS Data

demographic variables and prior academic achievement differences.[34]

Student 2007 TAKS mathematics passing was modeled using student-level and school-level variables. Three student-level background variables, economic status, at-risk status, and 2004 passing status, provided statistical controls for differences between students that were outside the influence of schools. Two school-level variables were included, school cohort size and HSRR or comparison school group. As discussed below, differences between HSRR and comparison schools were not statistically significant. Results are presented in Table D6.

In predicting the probability of 2007 TAKS passing status, the outcome is represented as "1" for passing or "0" for not passing. As discussed earlier in the Student Cohort Analyses Multilevel Statistical Models section of this Technical Appendix, regression coefficients produced from this analysis represent the incremental change in the log odds when that variable is included as a predictor. Log odds are useful in assessing the results of analyses of binary outcome variables in a way that restricts the resulting probabilities to a maximum of 100%. Considering the regression coefficients presented in Table D6, the equation for the probability of passing the 2007 TAKS for an economically disadvantaged, at-risk student in an HSRR school who met the 2004 passing standard can be expressed as:

$$P = \frac{1}{1 + e^{-X}}$$

Where X=(1.6730-0.3106(economically disadvantaged)-1.5865(at risk) +2.0810(met 2004 standard)-0.0004(school cohort size)-0.2683(HSRR school)).

Multilevel logistic regression analysis found that the difference in the probability of passing the 2007 mathematics test between students who attended HSRR and comparison schools was not statistically significant after controlling for prior achievement history and demographics. The only variables that had a statistically significant relation with a student's

Table D5. Percentage of Cycle 1 Cohorts Passing Mathematics TAKS

Group (n)	*2004 % passing 8th grade*	*2007 % passing 11th grade*
HSRR Cycle 1 (*n* = 1,027)	56.1	65.5
Comparison (*n* = 1,438)	57.9	70.9

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

34 It should be noted that ethnicity was not included in this model because of convergence problems with statistical models. Ethnicity was included in Cycle 1 ELA and Cycle 2 analyses.

probability of passing the 2007 mathematics test were three student background variables: at-risk status, economic status, and 2004 passing history. The school-level variable cohort size was also non-significant in its relation with student probability of passing in 2007.

Given the research that it can take up to five years for reforms to influence student performance, is possible that there were no discernable impacts related to the HSRR grant because of the early phase of implementation during the time of data collection. This is especially true given the existing challenges at many of the Cycle 1 schools and the comprehensiveness of the redesign efforts undertaken, factors that could be expected to impede or delay effects on student outcomes.

English Language Arts

The number of students in the HSRR and comparison school cohorts with valid TAKS reading scores in 8th grade (2004) and valid TAKS ELA scores in their 11th grade year (2007, the year of the analysis) totaled 2,493. These cohorts included 1,049 students in HSRR grantee schools and 1,444 students in comparison schools. Demographic data for this group of students is displayed in Table D7.

Of these 2,493 students, 1,837 were at-risk, and 1,884 were economically disadvantaged. Students who were both at-risk and economically disadvantaged totaled 1,424. To be sure that it was advisable to include all demographic variables, the correlations between demographic variables for this group of students with valid ELA scores in 2004 and 2007 were computed using PROC FREQ in SAS Statistical Software using an option that produces tetrachoric correlations between dichotomous variables. As with the mathematics dataset, correlations were considered low enough to include all variables. The possible exception again is the relatively strong (-.69) correlation between being Caucasian and not economically disadvantaged. As models included variables identifying a student as African American or Hispanic, this particular relation was not of concern. Results of correlation calculations are presented in Table D8.

As shown in Table D9, the passing rates for the two groups were relatively similar in 2004

Table D6. Results From Initial Model Predicting Cycle 1 Cohorts Mathematics TAKS Passing Status

Variable	*Estimate*	*Standard Error*	*T Value*	*DF*	*Pr>t*
Intercept	1.6730	0.3297	5.07	57.42	<.0001
Economically disadvantaged	-0.3106	0.1330	-2.34	2459	0.0196
At risk	-1.5865	0.1852	-8.57	2459	<.0001
Passed 2004 math	2.0810	0.1133	18.37	2459	<.0001
School cohort size	-0.0004	0.0006	-0.67	15.95	0.5114
HSRR school	-0.2683	0.2526	-1.06	14.79	0.3052

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

(85.9% vs. 87.2%) but diverged in 2007 (84.5% vs. 87.8%). These passing rates were investigated to determine whether differences in a student's probability of passing were related to attending an HSRR school after controlling statistically for demographic variables and prior academic achievement differences.

The first multilevel model predicted whether or not a student passed the 2007 TAKS ELA using five student-level variables as controls and two school-level variables. The five student background variables included were economic status, at-risk status, ethnicity (African America or Hispanic), and 2004 passing. These variables were the same used in the previous mathematics analysis except that ethnicity was included in this model. Two school-level variables were also included: school cohort size and HSRR or comparison school group. As discussed below, differences between HSRR and comparison schools were not statistically significant. Results are presented in Table D10.

Similar to the analysis of mathematics passing, there were not statistically significant differences in student probability of passing

Table D7. Demographic Distribution of Student Groups Used in Cycle 1 ELA TAKS Analysis

	HSRR Group (n = 1,049)	*Comparison Group (n = 1,444)*
Economically disadvantaged	81%	72%
At risk	75%	73%
African American	39%	25%
Hispanic	59%	64%
White	<5%	10%
American Indian/ Alaskan Native	<5%	<5%
Asian/ Pacific Islander	<5%	<5%

Source. Texas Education Agency, PEIMS Data

Table D8. Correlation Between Demographic Variables Used in Cycle 1 Between-School ELA TAKS Analysis

Variable (n)	*At risk*	*Economically Disadvantaged*
At risk (1,837)	1.0000	0.1358
Economically disadvantaged (1,884)	0.1358	1.0000
African American (765)	0.0046	-0.2102
Hispanic (1,547)	0.1526	0.4739
Caucasian (163)	-0.3592	-0.6865

Source. Texas Education Agency, PEIMS Data

the ELA TAKS in 2007 based on attending an HSRR or comparison school. Only student background variables showed a statistically significant relation with ELA passing status in 2007. These variables were at-risk status and reading passing history from 2004. Unlike the previous analysis of Cycle 1 mathematics results, whether a student was economically disadvantaged did not have a statistically significant relation to the student's 2007 passing status. There were not statistically significant differences between student results based on ethnicity or size of school cohort. As with the analysis of TAKS mathematics performance, lack of impacts could be a result of the early stage of implementation of comprehensive redesign efforts in combination with existing conditions at Cycle 1 schools.

Attendance Rates

For the Cycle 1 HSRR schools and comparison campuses, the percentage of school days

Table D9. Percentage of Cycle 1 Cohorts Passing ELA TAKS

Group (n)	*2004 % passing 8th grade*	*2007 % passing 11th grade*
HSRR Cycle 1 (*n* = 1,049)	85.9	84.5
Comparison (*n* = 1,444)	87.2	87.8

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

Table D10. Results From Initial Model Predicting Cycle 1 Cohorts ELA TAKS Passing Status

Variable	*Estimate*	*Standard Error*	*T Value*	*DF*	*Pr>t*
Intercept	2.0336	0.4899	4.15	489.9	<.0001
Economically disadvantaged	0.0244	0.1710	0.14	2485	0.8868
At risk	-1.6989	0.2624	-6.47	2485	<.0001
African American	-0.5437	0.3895	-1.40	2282	0.1628
Hispanic	-0.2750	0.3903	-0.70	2143	0.4811
Passed 2004 reading	2.0710	0.1408	14.71	2485	<.0001
School cohort size	0.0004	0.0006	0.70	12.81	0.4955
HSRR school	-0.2765	0.2143	-1.29	11.14	0.2232

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

attended by the student cohorts is reported in Figure D1. Data were available for the 9th grade (2005) and 10th grade (2006) years. At HSRR schools, cohort student attendance dropped from 94.4% in 9th grade to 91.4% in 10th grade. At comparison schools, cohort student attendance dropped from 95.7% in 9th grade to 93.2% in 10th grade.

As can be seen in Table D1, the average attendance rate of students at HSRR schools was slightly lower than the average attendance rate of students at comparison schools in both 2005 and 2006. Attendance for the 9th grade cohort in 2005 is displayed along with the school averages for 10th, 11th and 12th grade students. The same cohort average when they attended 10th grade in 2006 is displayed along with the averages for 9th, 11th, and 12th grade students.

Attendance data as reported by schools typically are positively skewed; thus, the differences in attendance rate were not tested statistically.[35] In comparing the groups, however, there were no apparent differences. As was discussed in the preceding analyses, it is likely that it is too early in implementation for HSRR grants to have had impacts on attendance at Cycle 1 schools.

Results—Cycle 2 Student Cohort Analyses

HSRR Cycle 2 grants were awarded in February 2006. Students who were in 10th grade in 2007 comprised the student cohorts used in this analysis at 14 Cycle 2 HSRR schools and 14 matched comparison schools. Cycle 2 grants were implemented during the HSRR students' 9th grade year, thus, the HSRR 10th grade cohort students attended the school for the longest period of grant implementation and had the most exposure to grant strategies. Outcomes for this group of students were compared to outcomes of a similar cohort of students who attended comparison schools. The student outcomes included:

- whether or not a 10th grade student met the TAKS mathematics passing standard on first attempt in 2007; and
- whether or not a 10th grade student met the TAKS ELA passing standard on first attempt in 2007.[36]

Table D11. Student Cohort Attendance Compared to School Average

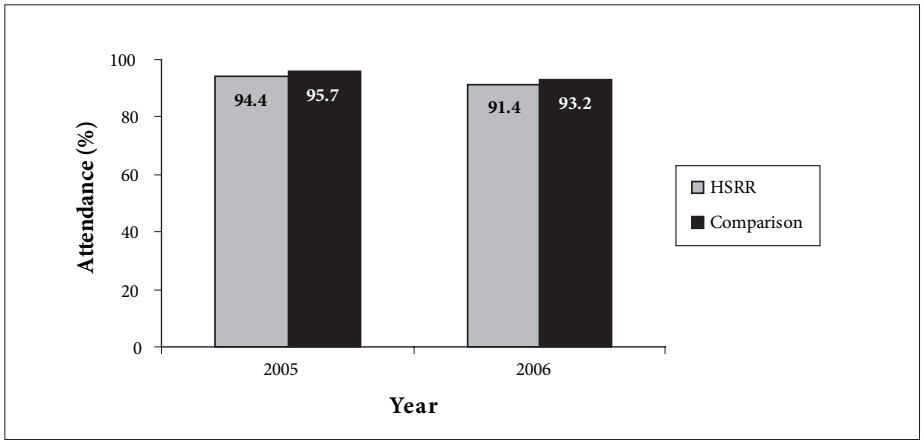
	2005		*2006*	
	HSRR	Comparison	HSRR	Comparison
Cohort	94.4	95.7	91.4	93.2
School Average	91.1	93.6	86.6	90.5

Source. Texas Education Agency, PEIMS Data

35 Attendance data are not normally distributed, but, rather, averages for all schools tend to cluster at the very high end of the range of 1%–100%, which makes statistical analysis extremely difficult to conduct and interpret.

36 Attendance and graduation data were not examined for Cycle 2 because data were available only through 2006, one year after baseline data (2005).

Figure D1. Student Percentage of Days Attended (Cycle 1 Cohorts)



Source. Texas Education Agency, PEIMS Data

Analysis of TAKS Passing Rates
Mathematics

There were a total of 3,563 HSRR and comparison students who had valid TAKS mathematics scores for their 8th grade (2005) and their 10th grade (2007) years. The HSRR cohort consisted of 2,001 students, and the comparison cohort consisted of 1,562 students. Demographic data for the cohort of students used in the Cycle 2 mathematics analysis are described in Table D12.

Of these 3,563 students, 2,016 were at-risk, and 2,343 were economically disadvantaged. Students who were both at-risk and economically disadvantaged totaled 1,512. To investigate the potential overlap between the demographic variables used in the Cycle 2 analysis, the correlations between these variables were computed using PROC FREQ in SAS Statistical Software using an option that produces tetrachoric correlations between dichotomous variables.

Table D12. Demographic Distribution of Student Groups Used in Cycle 2 Mathematics Analysis

	HSRR Group (n = 2,001)	*Comparison Group (n = 1,562)*
Economically disadvantaged	68%	63%
At risk	57%	56%
African American	22%	33%
Hispanic	55%	41%
White	23%	24%
American Indian/ Alaskan Native	0%	0.4%
Asian/ Pacific Islander	1%	1%

Source. Texas Education Agency, PEIMS Data

In addition to the difference between cohort size between Cycle 1 and Cycle 2 schools, there were differences in the relation between demographic variables. The correlation between being economically disadvantaged and at risk was 0.13 for Cycle 1 students, compared to 0.35 for Cycle 2 students. The relation for an African American student between ethnicity and at-risk status was 0.33 compared to .01 in Cycle 1, and between ethnicity and economic disadvantage 0.12 compared to -0.20 for Cycle 1 students. Correlations were still considered low enough to include all variables in analysis models. The possible exception is the relatively strong (-.68) correlation between being Caucasian and not economically disadvantaged. As models included variables identifying a student as African American or Hispanic, this particular relation was not of concern. Results of correlation calculations are presented in Table D13.

As can be seen in Table D14, the passing rates in 2005 were 51.3% for the HSRR schools and 56.4% for the comparison schools. In 2007, the passing rate for HSRR schools averaged 59.1%, while the passing rate for comparison schools average 54.7%. Multilevel models were used to investigate whether differences in a student's probability of passing were related to attending an HSRR school after controlling statistically for demographic variables and prior academic achievement differences.

The multilevel model predicted whether or not a student passed the 2007 TAKS mathematics using student-level and school-level variables as controls. The student-level variables were 2005 passing, ethnicity, economic status and at-risk status. Two school-level variables were included, HSRR or comparison school group and school size. There were statistically significant differences in student probability of passing the 2007 TAKS mathematics between HSRR and comparison students' probability of passing. The probability of passing the 2007 mathematics TAKS was lower for students in comparison schools compared to students in HSRR schools, and the difference in these probabilities was statistically significant after controlling for demographic and prior academic achievement differences. Results are presented in Table D15.

The log odds of passing the 2007 mathematics TAKS were higher for students in HSRR schools compared to students in comparison schools, and the difference in these log odds was statistically significant after controlling

Table D13. Correlation Between Demographic Variables Used in Cycle 2 Between-School TAKS Mathematics Analysis

Variable (n)	*At risk*	*Economically Disadvantaged*
At risk (2,016)	1.0000	0.3510
Economically disadvantaged (2,343)	0.3510	1.0000
African American (960)	0.3323	0.1189
Hispanic (1,745)	0.0976	0.5022
Caucasian (826)	-0.4500	-0.6799

Source. Texas Education Agency, PEIMS Data

for demographic and prior academic achievement differences. There were also differences in student log odds of passing based on the student's background and prior academic history. The school-level variable cohort size was non-significant in its relation with student probability of passing in 2007.

The odds ratio comparing the relative odds of passing 2007 mathematics for each group is 1.828. This means that students in HSRR schools have almost twice the odds of passing the TAKS mathematics in 2007 than students in control schools.

This finding could indicate that participation in Cycle 2 HSRR grant funding may be making a difference for students in mathematics, especially since Cycle 2 schools tended to implement more focused, less comprehensive, redesign efforts targeting areas of deficiency responsible for Unacceptable accountability ratings.

English Language Arts

The number of students in the HSRR and comparison cohorts with valid TAKS reading scores in 2005, their 8th grade year, and valid TAKS ELA scores in 2007, their 10th grade year (the year of the analysis) totaled 3,563. This cohort consisted of 1,990 students in HSRR grantee schools and 1,573 students in comparison schools. The demographic distribution of the students included in the Cycle 1 ELA analyses are presented in Table D16.

Of these 3,563 students, 2,006 were at risk, and 2,338 were economically disadvantaged. Students who were both at risk and economically disadvantaged totaled 1,501. The students in this dataset were not exactly the same students as those in the previous analysis, due to differences in students having valid 2007 and 2005 TAKS scores for mathematics and for reading/ELA. Therefore, additional analysis of the correlations between demographic variables was computed using PROC FREQ in SAS Statistical Software using an option that produces tetrachoric correlations between dichotomous variables.

As with Cycle 2 mathematics analysis, in addition to the difference between cohort size between Cycle 1 and Cycle 2 schools, there were differences in the relation between demographic variables. The correlation between being economically disadvantaged and at risk was 0.14 for Cycle 1 students in the ELA dataset, compared to 0.35 for Cycle 2 students. The relation for an African

Table D14. Percentage of Cycle 2 Student Cohorts Passing Mathematics TAKS

Group (n)	*2005 % passing 8th grade*	*2007 % passing 10th grade*
HSRR Cycle 2 (n = 2,001)	51.3	59.1
Comparison (n = 1,562)	56.4	54.7

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

American student between ethnicity and at-risk status was 0.34 compared to .00 for students in the Cycle 1 ELA dataset, and between ethnicity and economic disadvantage 0.12 compared to -0.21 for Cycle 1 students. As with the mathematics dataset, correlations were considered low enough to include all variables. The possible exception again is the relatively strong (-.69) correlation between being Caucasian and not economically disadvantaged. As models included variables identifying a student as African American or Hispanic, this particular relation was not of concern. Results of correlation calculations are presented in Table D17.

Table D15. Results From Initial Model Predicting Cycle 2 Cohorts Mathematics TAKS Passing Status

Variable	*Estimate*	*Standard Error*	*T Value*	*DF*	*Pr>t*
Intercept	-0.03135	0.2478	-0.13	33.02	0.9001
Economically disadvantaged	-0.2208	0.1077	-2.05	3555	0.0404
At risk	-1.2655	0.1041	-12.15	3555	<.0001
African American	-0.5490	0.1876	-2.93	459.6	0.0036
Hispanic	-0.2171	0.1574	-1.38	1544	0.1681
Passed 2005 math	2.2232	0.0977	22.76	3555	<.0001
School cohort size	0.0003	0.0007	0.41	10.86	0.6897
HSRR school	0.6034	0.2300	2.62	11.51	0.0229

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

Table D16. Demographic Distribution of Student Groups Used in Cycle 1 ELA Analysis

	HSRR Group (n = 1,990)	*Comparison Group (n = 1,573)*
Economically disadvantaged	68%	63%
At risk	57%	56%
African American	22%	34%
Hispanic	55%	41%
White	23%	24%
American Indian/ Alaskan Native	<5%	<5%
Asian/ Pacific Islander	<5%	<5%

Source. Texas Education Agency, PEIMS Data

The passing rates for the two groups in 2005 were 80.7% for the HSRR schools and 83.1% for the comparison schools. In 2007, the passing rate for HSRR schools averaged 84.2%, while the passing rate for comparison schools averaged 82.3%. Differences in students' probability of passing were investigated for their relation to attending an HSRR school after controlling statistically for demographic variables and prior academic achievement differences. The numbers of students and passing rates for the cohort in 2005 and 2007 are presented in Table D18.

The multilevel model predicted whether or not a student passed the 2007 TAKS ELA using the student-level predictors 2005 passing, ethnicity, economic status and at-risk status, and two school-level predictors, HSRR or comparison school group and school size. The difference in the probability of passing the 2007 ELA test between students who attended HSRR and comparison schools was not statistically significant. See Table D19 for results.

Only student background variables showed a statistically significant relation with ELA passing status in 2007. These variables were at-risk status and reading passing history from 2005. The difference in the probability of passing the 2007 ELA test between students who attended HSRR and comparison schools was not statistically significant. The student economic status and ethnicity variables were not statistically significant and neither was the school-level variable cohort size.

Table D17. Correlation Between Demographic Variables Used in Cycle 2 Between-School TAKS ELA Analysis

Variable (n)	*At risk*	*Economically Disadvantaged*
At risk (2,006)	1.0000	0.3474
Economically disadvantaged (2,338)	0.3474	1.0000
African American (962)	0.3368	0.1187
Hispanic (1,744)	0.1001	0.5068
Caucasian (825)	-0.4590	-0.6854

Source. Texas Education Agency, PEIMS Data

Table D18. Percentage of Cycle 2 Cohorts Passing ELA TAKS

Group (n)	*2005 % passing 8th grade*	*2007 % passing 10th grade*
HSRR Cycle 2 (n = 1,990)	80.7	84.2
Comparison (n = 1,573)	83.1	82.3

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

Early indications of differences in student outcomes between HSRR and comparison schools that could show a relation to HSRR funding were more apparent in mathematics than ELA for Cycle 2 schools. It is possible that because ELA was a less frequently cited area of deficiency in Unacceptable accountability ratings, this subject area did not receive the same level of focus as mathematics in Cycle 2 HSRR-funded programming devoted to curriculum and TAKS passing issues.

Results—Cycle 1 School Completion Analyses

In addition to the student cohort analyses, differences in school completion data between HSRR and comparison campuses were examined. Despite the fact that students included in the two years of analysis are different students, rather than one cohort followed across time, differences between schools before and after grant funding were of interest. These further analyses compared the completion rates and percent of graduates completing an advanced diploma at HSRR and comparison schools in 2004, before grant implementation, and 2006, the most current data. These analyses were performed only for Cycle 1 schools based on data availability constraints related to state data reporting timelines. These analyses allow a comparison of outcomes before grant implementation and after grant implementation. Analyses were conducted to investigate between-group differences for the campuses.

Outcome variables for these analyses included the following variables for both 2004 and 2006:

- overall completion rate (2004 vs. 2006); and
- percentage of students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma (2004 vs. 2006).

Completion Rate

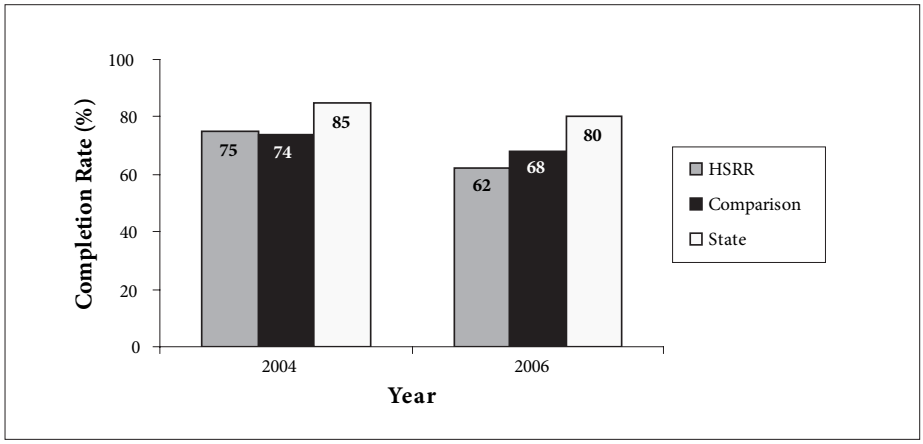
While TAKS passing rates and student attendance are indicators related to future

Table D19. Results From Initial Model Predicting Cycle 2 Cohorts ELA TAKS Passing Status

Variable	*Estimate*	*Standard Error*	*T Value*	*DF*	*Pr>t*
Intercept	0.7646	0.2949	2.59	70.06	0.0116
Economically disadvantaged	-0.0213	0.1241	-0.17	3555	0.9735
At risk	-1.1361	0.1332	-8.53	3555	<.0001
African American	-0.0499	0.2091	-0.24	841.8	0.8113
Hispanic	0.1891	0.1839	1.03	2278	0.3041
Passed 2005 reading	1.6411	0.1099	14.93	3555	<.0001
School cohort size	0.0011	0.0007	1.51	17.53	0.1483
HSRR school	0.1183	0.2515	0.47	17.65	0.6437

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

Figure D2. Cycle 1 Comparison of High School Completion Rates



Source. Texas Education Agency, PEIMS Data

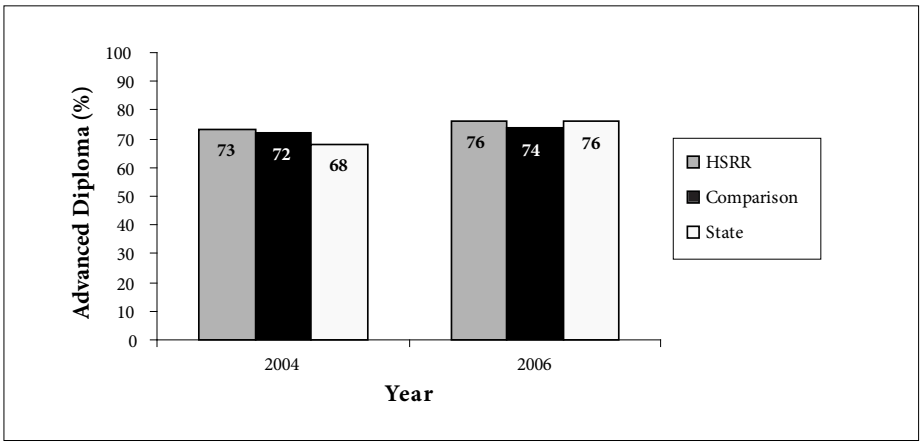
student graduation, ideally, this evaluation could include comparison of high school completion rates for a cohort of students who entered HSRR and comparison schools in 2005, the first year of grant implementation. However, those students are not scheduled to graduate until 2008. Therefore, Cycle 1 HSRR and comparison campuses were compared as to their completion rates before grant funding (2004) and the last year of available graduation data (2006), with the rationale that high school seniors graduating in 2006 potentially could have been exposed to HSRR strategies for a period of up to 14 months for Cycle 1 grants, which were funded in April 2005. (See Figure D2 for more information.)

In reviewing completion rates, it should be noted that average completion rates statewide decreased between 2004 and 2006 because of changes in the way the rates were calculated for all schools. The completion rate used in this analysis is the number of students in a cohort of 9th grade students who graduated, received a GED, or are still in school four years later. In the 2005–06 school year, TEA began using a more rigorous dropout definition, which impacted completion rates. Specifically, the categories of reasons students left school that resulted in the student NOT being classified as a dropout decreased from 19 to 11 that year. The effect of this change was to increase the pool of students included in the denominator of the completion-rate calculation. The numerator, number of students graduating, did not change, and the end result was lower completion rates statewide. Both HSRR and comparison schools reflect this general trend, with completion rates decreasing between 2004 and 2006.

In both 2004 and 2006 HSRR and comparison school completion rates are lower than the state average. However, between 2004 and 2006, the rate at HSRR schools dropped more than the rate in comparison schools. In 2004, no statistically significant difference was found in completion rates between HSRR and comparison schools. However, in 2006 significantly fewer students at the HSRR schools than at comparison schools were completers ($\chi^2(1)=16.04$, $p < .0001$).

Differences in completion rates were likely related to the history of low performance and

Figure D3. Cycle 1 Comparison of Students Graduating With Advanced Diploma



Source: Texas Education Agency, PEIMS data

Unacceptable accountability ratings at many of the Cycle 1 schools. Students scheduled to graduate in 2006 were finishing 11th grade when grants were implemented in April 2005 and were likely to be only minimally impacted by HSRR grant strategies if at all.

Graduation Type

Another variable examined was the type of diploma earned by the students who graduated in 2004, the year before grant funding, and 2006, the last year for which graduation data were available. Cycle 1 HSRR and comparison campuses were compared as to the proportion of graduates who completed an advanced diploma as compared to a standard or special education degree in 2004 and 2006. There are two types of advanced diploma available to students in Texas high schools. These are the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP).[37] The RHSP became the default graduation plan for Texas public high school students effective in the 2004–05 academic year. (See Figure D3 for the percentage of graduating students with an RHSP or DAP diploma in 2004 and 2006.)

In both 2004 and 2006, HSRR schools graduated students with an advanced diploma at the same or a higher percentage than the state average. Comparison schools were higher than the state average in 2004, but lower than the state average in 2006. Within each of the two years, differences between these percentage levels for HSRR and comparison campuses were not statistically significant. In both HSRR Cycle 1 and comparison schools, approximately three-quarters of students were graduating with an RHSP or DAP diploma. These results were consistent in 2004, before

37 The RHSP offers courses designed to give students opportunities to succeed in technical school, community college, or a four-year university in Texas. The DAP goes beyond the RHSP. It requires advanced schoolwork that reflects college- or professional-level skills. For further information see http://www.collegefortexans.com/preparing/rhsp.cfm

HSRR grants were awarded, and 2006, approximately one year after grants were awarded. As with the completion rate analysis, students graduating in 2006 would have had at most one year of exposure to any grant-related changes at their campuses. As the seniors included in the analysis were likely already well into their planned course of study at this time, it is likely that it is too early to assess impact of HSRR funding on diploma type.

Evaluation Question. How did student-level outcomes at grantee schools (within cycles) vary with the degree of implementation of the reform strategies?

Student Cohort Analysis Variables (Within-Group)

A second area of interest for this evaluation was potential differences in student outcomes among HSRR schools. Analyses associated with the second evaluation question were designed to investigate whether differences in student outcomes at HSRR schools were related to differences in school score on the two scales which comprised the staff surveys and the school implementation score assigned by evaluators. Cycle 1 and Cycle 2 schools were examined separately.

Likelihood of passing the 2007 mathematics and ELA TAKS were examined for differences between students based on school-level variables after controlling for student background characteristics such as ethnicity, socioeconomic status, at-risk status, and 2004 8th grade passing on the relevant TAKS. The school-level variables created from surveys and site visits at HSRR schools were:

- school score on the School-Wide Program Teacher Questionnaire (SWPTQ);
- school score on the School Climate Inventory (SCI); and
- school implementation level.[38]

Each of these measures is explained briefly here and more fully in chapter 1.

The SWPTQ consists of 28 items designed and reported to measure the five constructs underlying school reform: external support, school capacity, internal focus, pedagogical change, and outcomes. Teachers respond using a 5–point Likert-type scale ranging from "Strongly Disagree" to "Strongly Agree." The SCI consists of seven dimensions, or scales, logically and empirically linked with the five constructs associated with successful school reform efforts. The seven dimensions of the instrument are order, leadership, environment, involvement, instruction, expectations, and collaboration. Each scale contains seven items, with 49 statements comprising the inventory. School staff respond using a 5–point Likert-type scale ranging from "Strongly Disagree" to "Strongly Agree." Each scale yields a mean ranging from 1 to 5 with higher scores being more positive. School average SWPTQ and SCI scores were calculated for use in these analyses. Averages for each school are reported in chapter 2.

In addition, evaluators assigned an overall implementation score to each school using an instrument designed to assess

38 For a full description of these measures see chapter 1.

the strength of implementation of reform efforts (USDE, 2003b). Data used in the calculation of implementation scores included grant applications and budgets, campus improvement plans, school-submitted grant progress reports required by TEA, site visit data, and survey data. Cycle 1 implementation scores ranged from 14.23 to 41.44, and Cycle 2 implementation scores ranged from 18.93 to 38.04 on scales of 0–53. As discussed in chapter 1, Cycle 1 and Cycle 2 are not comparable in terms of the implementation scores used in this report due to differences in grant start dates and the data collection and evaluation timeframe. Implementation scores for each school are reported in chapters 2 and 3.

Results—Cycle 1 Within-Group Analysis

Analysis of TAKS Passing Rates

Mathematics

The first multilevel model predicted whether or not a student passed the 2007 TAKS mathematics controlling for student-level background variables including 2004 passing, ethnicity, economic status, and at-risk status, and three school-level variables, implementation score, SCI score, and SWPTQ score. Results are presented in Table D20.

Analysis of mathematics passing rates found that there were no statistically significant differences in probability of passing the 2007 mathematics TAKS for students at HSRR schools with different implementation levels, SCI scale scores, or SWPTQ scale scores. Only student background variables, including ethnicity, at-risk status, and passing history from 2004 had a statistically significant relation with student passing 2007 TAKS mathematics.

English Language Arts

The multilevel model predicted whether or not a student passed the 2007 TAKS ELA using the student-level background variables 2004 passing, ethnicity, economic status and at-risk status, and three school-level

Table D20. Results From Initial Model Predicting Mathematics TAKS Passing Status in Cycle 1 HSRR Schools

Variable	*Estimate*	*Standard Error*	*T Value*	*DF*	*Pr>t*
Intercept	8.4133	5.5243	1.52	4.536	0.1941
Economically disadvantaged	-0.0461	0.2092	-0.22	1017	0.8257
At risk	-1.2967	0.2431	-5.33	1017	<.0001
African American	-1.7593	0.8332	-2.11	1017	0.0350
Hispanic	-1.7044	0.8065	-2.11	1017	0.0348
Passed 2004 math	1.8642	0.1629	11.44	1017	<.0001
School cohort size	-0.0025	0.0021	-1.17	3.233	0.3197
Implementation score	0.0187	0.0324	0.58	4.422	0.5925
SCI score	1.5236	3.0429	0.50	5.485	0.6360
SWPTQ score	-3.2220	2.2678	-1.42	6.856	0.1992

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

variables, implementation score, SCI, and SWPTQ. School cohort size was not included in this analysis because of model convergence problems. Results are presented in Table D21.

Analysis of ELA passing rates found that there were no statistically significant differences in probability of passing the 2007 ELA TAKS for students at schools with different implementation levels, SCI scale scores, or SWPTQ scale scores. Student probability of passing was related only to student background variables, at-risk status, and 2004 passing history.

Results—Cycle 2 Within-Group Analysis

Analysis of TAKS Passing Rates

Mathematics

The multilevel model predicted whether or not a student passed the 2007 TAKS mathematics using the student-level predictors 2005 passing, ethnicity, economic status and at-risk status, and three school-level variables, implementation score, SCI, and SWPTQ. Results are presented in Table D22.

Analysis of mathematics passing rates found that there were no statistically significant differences in probability of passing the 2007 mathematics TAKS for students at schools with different implementation levels, SCI, scale scores, or SWPTQ scale scores. Only the student background variables at-risk status, ethnicity, and passing history showed a statistically significant relation to 2007 passing.

English Language Arts

The first multilevel model predicted whether or not a student passed the 2007 TAKS ELA using four student-level predictors, 2005 passing, ethnicity, economic status and at-risk status, and four school-level variables, implementation score, SCI, and SWPTQ. Results are presented in Table D23.

Table D21. Results From Initial Model Predicting ELA TAKS Passing Status in Cycle 1 HSRR Schools

Variable	*Estimate*	*Standard Error*	*T Value*	*DF*	*Pr>t*
Intercept	3.8835	2.2991	1.69	21.73	0.1055
Economically disadvantaged	0.1822	0.2606	0.70	1040	0.4846
At risk	-1.3844	0.3273	-4.23	1040	<.0001
African American	-0.0377	0.7046	-0.05	1040	0.9573
Hispanic	-0.2329	0.7009	-0.33	1040	0.7397
Passed 2004 math	2.2040	0.2111	10.44	1040	<.0001
Implementation score	0.0334	0.0196	1.70	8.317	0.1259
SCI score	0.0526	1.5594	0.03	18.95	0.9734
SWPTQ score	-1.1358	1.3593	-0.84	18.17	0.4143

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

Table D22. Results From Initial Model Predicting Mathematics TAKS Passing Status in Cycle 2 HSRR Schools

Variable	*Estimate*	*Standard Error*	*T Value*	*DF*	*Pr>t*
Intercept	-1.3127	3.7090	-0.35	4.34	0.7399
Economically disadvantaged	-0.1884	0.1579	-1.19	1748	0.2329
At risk	-1.1919	0.1532	-7.78	1748	<.0001
African American	-0.6233	0.3126	-1.99	1748	0.0463
Hispanic	-0.3453	0.2323	-1.49	1648	0.1374
Passed 2005 math	2.1286	2.1286	14.76	1748	<.0001
School cohort size	-0.0007	0.0015	-0.46	4.458	0.6639
Implementation score	-0.02037	0.0535	-0.38	5.41	0.7177
SCI score	3.6075	1.4728	2.45	5.384	0.0545
SWPTQ score	-3.0533	1.3910	-2.20	7.857	0.0601

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

Table D23. Results From Initial Model Predicting ELA TAKS Passing Status in Cycle 2 HSRR Schools

Variable	*Estimate*	*Standard Error*	*T Value*	*DF*	*Pr>t*
Intercept	-2.1591	3.9111	-0.55	4.724	0.6060
Economically disadvantaged	-0.1455	0.1924	-0.76	1733	0.4495
At risk	-0.9675	0.1896	-5.10	1733	<.0001
African American	-0.2170	0.3524	-0.62	1733	0.5382
Hispanic	-0.0019	0.2760	-0.01	1733	0.944
Passed 2005 reading	1.6500	0.1621	10.18	1733	<.0001
School cohort size	0.0014	0.0015	0.88	4.961	0.4189
Implementation score	-0.0457	0.1566	-0.81	6.226	0.4495
SCI score	2.3072	1.6067	1.44	6.197	0.1995
SWPTQ score	-1.1738	1.4953	-0.78	8.975	0.4527

Source. Texas Education Agency, PEIMS Data; Student Assessment Data

Analysis of ELA passing rates found that there were no statistically significant differences in probability of passing the 2007 ELA TAKS for students at schools with different implementation levels, SCI scale scores, or SWPTQ scale scores. Only the student background variables at-risk status and passed 2005 reading TAKS were statistically significantly related to 2007 student passing status.

Conclusion

These analyses of student outcomes between HSRR and comparison schools and among HSRR schools were conducted relatively early in the implementation process of HSRR grants. As noted earlier, TAKS data were collected two years after Cycle 1 HSRR grants were awarded and one year after the award of Cycle 2 grants. Graduation and attendance data were analyzed for Cycle 1 schools one year after grants were awarded. Due to this limited timeframe, all interpretations of the student outcomes analysis presented in this chapter should be considered in the context of the research base indicating that impacts on student outcomes typically require 4–5 years to occur (U.S. Department of Education, 2003).

While the analyses did not indicate impacts on Cycle 1 schools, analysis of student outcomes between HSRR Cycle 2 and comparison schools indicated there could be some early effects. At Cycle 1 schools, neither the difference in probability of passing mathematics TAKS nor the difference in probability of passing ELA TAKS in 2007 was statistically significant for students in HSRR versus comparison schools after controlling for demographic and prior achievement differences. Analysis indicated a difference in graduation results between students at HSRR and comparison schools in 2006, with students at comparison schools having a higher completion rate. Because of the short timeframe of the evaluation, any differences in completion rates were more likely related to the history of low performance and Unacceptable accountability ratings at many of the Cycle 1 schools, and any changes in completion rates related to HSRR funding would be expected to be in evidence at a later time. Similarly, HSRR grant strategies were unlikely to have impacted the types of diplomas received by upper-grade students who were well into their course of study when grants were implemented.

Data indicated that students attending Cycle 2 HSRR schools had a higher probability of passing the mathematics TAKS than students attending comparison schools, after controlling statistically for demographic and prior achievement differences. Differences in ELA TAKS results between students at HSRR and comparison campuses were not statistically significant. HSRR funding could be related to the significantly different TAKS mathematics passing rates at HSRR Cycle 2 schools, though contextual issues and types of HSRR strategies implemented (targeted vs. comprehensive redesign) could have also influenced these findings.

Differences in student outcomes between HSRR schools based on implementation level, SCI, or SWPTQ scale score were not statistically significant for either Cycle 1 or Cycle 2 schools. This lack of findings is likely related to the timing of the evaluation, as schools were early in the process of implementing reforms when data for the evaluation was being collected.