

*Bringing Achievement to Dodge to Graduate Each Student
BADGES*

Smaller Learning Communities
Annual Evaluation Report
Year 1 2008-2009

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Note to the Reader

Acronyms used in this report are as follows:

BHS	Bridgeport High School
BADGES	Bringing Achievement to Dodge to Graduate Each Student
CHS	Carthage High School
DCHS	Dodge County High School
DCSS	Dodge County School System
GaDOE	Georgia Department of Education
SHS	Spanish High School
SLC	Smaller Learning Community
TEG	The Evaluation Group
USDOE	U.S. Department of Education

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Executive Summary

In July of 2008, the U.S. Department of Education awarded a Smaller Learning Communities grant to the Dodge County School System. The program, known as *BADGES* (*Bringing Achievement to Dodge to Graduate Each Student*), is designed to promote the creation of school environments that foster the academic and personal growth of all students. *BADGES* is being implemented in four high schools.

The *BADGES* program strives to improve the educational outcomes of students by implementing strategies that enhance the learning environments in each of the schools. *BADGES* has two overarching goals: (1) Ensure that all students attain the skills and content knowledge required to succeed in post-secondary education and careers without requiring remediation. (2) Increase educational expectations and requirements for all students while engaging and motivating them to maximize their full academic potential.

Following is a summary of the findings from the evaluation of the program through Year 1 (2008-2009). It is organized using a *Question and Answer* format.

Is there a reasonable opportunity to implement the program?

- Over all of the schools, there is a good opportunity to implement the program. Generally, faculty members believe that there is a need for the program and that the program helps improve the academic performance of students.
- Limited parent involvement and the resistance of faculty members to change are the greatest barriers to the implementing the program.

Are the resources allocated to the program adequate for it to achieve what it hopes to?

- Adequacy of the resources allocated to the program varies by school and strategy. Bridgeport High School and Carthage High School have dedicated adequate resources to most of the strategies of the program.
- The advisory and parent involvement strategies are the two program components most likely to have insufficient resources dedicated to them.

To what extent are students and teachers participating in the program?

- All schools have activities that support the transition of students from middle to high school. Most rising ninth grade students participate in at least one of these activities.
- All schools have an advisory program, and all students participate.
- All schools provide some type of support to students who are struggling academically.
- Three schools provide most of their students with the opportunity to participate in advanced courses, but only about one-third of students agree that their teachers actually encourage them to take advanced courses.
- The level of parent involvement in school activities varies by school.

How well have the strategies of the program been implemented?

- The advisory programs sometimes meet the standards of best practice. This varies depending upon the grade-level of the students and the school.
- The academic supports provided to struggling students frequently reflect the standards of best practice.
- The extent to which the instructional programs are academically rigorous is unclear. Faculty members and students do not agree on this.
- Students do not report that their teachers encourage them to take advanced courses. Only about one-half of faculty members believe that all students benefit from access to advanced courses.
- One-half or less of students and faculty members believe that students are prepared to enter college after finishing high school.

What do students and faculty members have to say about the strategies?

- Faculty members think the middle to high school transition activities are worthwhile, while students do not.
- Faculty members are generally positive about the advisory programs, while students are not.
- Most students, tutors and classroom teachers think the afterschool tutoring programs are beneficial to students.

What are the knowledge, attitudes, skills, and aspirations of students and teachers?

- Faculty members report that teachers use personalization strategies in their instruction. Students report that teachers do not use personalization strategies.
- Faculty members, generally, think their school is safe and personalized while students do not think it is.
- Teachers are collegial.
- Faculty members are more inclined than students to think that students are prepared for post-secondary life.

Do the behaviors and practices of students change from year to year (Baseline to Year 1)?

- The percent of students absent for more than 15 days decreased at all four schools.
- For the four schools combined, the percent of students enrolling in an advanced level course increased from 10% to 13%.
- The percent of students scoring at the proficient or advanced level on the ELA assessment increased at all four schools.
- The percent of students scoring at the proficient or advanced level on the mathematics assessment increased at two schools and decreased at two schools.

What is the long term impact of the program (Baseline to Year 1)?

- The graduation rate increased at all four high schools.
- For the four schools combined, the percent of students passing one or more advanced level course increased from 9% to 13%.
- The percent of graduates enrolling in either a 4- or 2-year college the semester following graduation increased at two schools and decreased at two schools.

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Section I.

Background for the Evaluation

1.1 Introduction

In July of 2008, the U.S. Department of Education (USDOE) awarded a Smaller Learning Communities grant to four high schools in the Dodge County School System (DCSS). The program, known as *BADGES*, is designed to promote the creation of school environments that foster the academic and personal growth of all students.

The Evaluation Group (TEG) is the independent, third-party evaluator for the program. This report outlines the findings of the evaluation through June 2009 across the four high schools (Bridgeport High School, Carthage High School, Dodge County High School, and Spanish High School). The report describes both the implementation and the outcomes of the program.

1.2 The *BADGES* SLC Program

The *BADGES* program strives to improve the educational outcomes of students by implementing strategies that enhance the learning environments in each of the schools. *BADGES* has two overarching goals:

1. **Student Achievement:** Ensure all students attain the skills and content knowledge to succeed in post-secondary education and careers without requiring remediation.
2. **Academic Rigor:** Increase educational expectations and requirements for all students while engaging and motivating them to maximize their full academic potential.

The grant application outlines eight major strategies. The strategies are designed to promote the attainment of the goals and are listed in Table 1.1.

Table 1.1 Strategies of *BADGES*

1. *Middle to High School Transition (MS to HS):* Rising ninth grade students participate in activities that promote their successful transition to high school.
2. *Advisory:* Students participate in an advisory program.
3. *Parental Involvement:* Parents are provided with opportunities to become active participants in the academic career(s) of their child(ren).
4. *Academic Rigor:* Instruction reflects a rigorous, standards-based curriculum.
5. *Academic Support:* Students have the opportunity to master rigorous course work.
6. *Advanced Courses:* Students have the opportunity to participate in advanced courses.
7. *Post-Secondary Education:* Students have the skills required to apply to post-secondary institutions.
8. *Career Pathways(Pathways):* Students select a career pathway.

Source: *BADGES* Grant Application

1.3 Evaluation Overview

1.3.1 Purpose

The evaluation has three primary purposes:

1. *Provide stakeholders with information that helps them make decisions.* The evaluation strives to provide information that is timely, accurate, and useful in managing the program.
2. *Assess the implementation of the program.* The evaluation appraises the opportunity to establish the program; the status of implementation of the program; and the reactions of the stakeholders to the program.
3. *Measure and report on the outcomes of the program.* The evaluation measures the short-, medium-, and long-term outcomes of the program.

1.3.2 Objectives

The grant proposal lists thirty five objectives for the program. The objectives are listed in Table 1.2.

Table 1.2 Objectives of *BADGES*

Increase the percentage of all students* who score proficient and advanced on the Georgia English/language arts assessment by at least 1 percent per year (5-year increase of 5%) or until percentage exceeds 95%. (*Includes 5 additional objectives with the same metrics for student subgroups: a. White; b. Black; c. Hispanic, d. Students with disabilities; e. Students with economic disadvantages.)
Increase the percentage of all students* who score proficient or advanced on the Georgia mathematics assessment by at least 2 percent per year (5-year increase of 10%) or until the percentage exceeds 95%. (*Includes 5 additional objectives with the same metrics for student subgroups: a. White; b. Black; c. Hispanic, d. Students with disabilities; d. Students with economic disadvantages.)
Increase the graduation rate by at least 2 percent per year (5-year increase of 10 percent) or until all target schools exceed 95%.
Increase the percentage of graduates who enroll in post-secondary education, advanced training, or a registered apprenticeship program in the semester following high school graduation by at least 2 percentage points per year (5-year increase of 10%), or until the percentage exceeds 90%.
Increase the percentage of all students enrolling in advanced level courses (Dual-credit, AP, or IB) by at least 2 percentage points per year (5-year increase of 10%). (*Includes 5 additional objectives with the same metrics for student subgroups: a. White; b. Black; c. Hispanic, d. Students with disabilities; e. Students with economic disadvantages.)
Increase the percentage of students passing one or more Advanced-level courses (Dual-credit, AP or IB) by 2 percent per year. (*Includes 5 additional objectives with the same metrics for student subgroups: a. White; b. Black; c. Hispanic, d. Students with disabilities; e. Students with economic disadvantages).

Table 1.2 Objectives of *BADGES* (continued)

Among rising 9 th graders who enter high school reading significantly below grade level (one grade level or more), increase the percentage of students who, with intensive interventions, attain proficiency in reading by the end of 10 th grade; this percentage will increase by 8 percentage points per year (5-year increase of 32% above Year 1 baseline).
Among rising 9 th graders who enter high school with mathematics skills significantly below grade level (one grade level or more), increase the percentage of students who, with intensive interventions, attain proficiency in mathematics by the end of 10 th grade; this percentage will increase by 8 percentage points per year (5-year increase of 32% above Year 1 baseline).
By the end of 9 th grade, 100% of students will have developed, in conjunction with their teacher advisor or graduation coach, a 2-Year or 4-Year Post-Secondary Advisement Plan (PSAP), with a coherent sequence of rigorous English/language arts, mathematics, and science courses to guide course selection for the duration of their high school careers.
By the end of the 10 th grade, 100% of students, in conjunction with their teacher advisor or graduation coach, will have updated their PSAP to specify post-secondary plans.
Provide at least 3 different types of academic support each year, (such as tutoring, credit recovery, accelerated learning, etc.) to help students succeed in rigorous academic courses.
Increase the College Readiness Index* (CRI) for each school (1 objective per school) by 2 points per year, or until each school's CRI is above 20.

Source: *BADGES* SLC Grant Application

1.3.3 Evaluation Questions

The evaluation questions reflect the needs of the stakeholders of the program. The questions address opportunity; resources; participation; implementation; reactions; knowledge, attitudes, skills, and aspirations; behavior and practices; and eventual impact. The questions are structured within Bennett and Rockwell's TOPs model (Targeting Outcomes of Programs), a common framework used in program evaluation.

Question about Opportunity: The program will flourish when it has the *opportunity* to establish itself and grow within a school. To create this opportunity, the program must be a priority among the competing interests within a school; be supported by faculty members; have a clear purpose that is effectively communicated; and have few barriers that impede its implementation. The question about opportunity gauges the environment in which the program is undertaken. It assesses the perceptions of faculty members of the need for the program and the barriers to implementing it. The evaluation question is:

- Is there a reasonable opportunity to implement the program?

Question about Resources: *Resources* are the time, money, and personnel needed to develop the foundation of the program; they are required to plan, promote, and implement it. A lack of adequate resources is an obstacle to implementing an effective program. The evaluation question is:

- Are the resources allocated to the program adequate for it to achieve what it hopes to achieve?

Question about Participation: *Participation* refers to the extent to which stakeholders are engaged in the strategies of the program. Students and teachers not only need to be involved in the school, but also must be sufficiently engaged by the strategies of the program for it to have a positive impact on their attitudes and behaviors. The evaluation question is:

- To what extent are students and teachers participating in the program?

Question about Implementation: *Implementation* refers to the standards of best practice for SLC programs described in the educational literature. For the program to have a positive effect on the aspirations and behaviors of students, it is important that it adhere to these standards. The evaluation question is:

- How well have the strategies of the program been implemented?

Question about Reactions: *Reactions* are the perceptions of faculty members and students of the strategies of the program. These perceptions can be either positive or negative. Positive reactions frequently result from successful implementation and are often a precursor to positive changes in the attitudes and behaviors of students. The evaluation question is:

- What do students and faculty members have to say about the strategies of the program?

Question about Knowledge, Attitudes, Skills, and Aspirations: Positive changes in the *knowledge, attitudes, skills, and aspirations* of faculty members and students are the prerequisites to positive changes in their behavior and practices. Questions about knowledge, attitudes, skills, and aspirations address the outcomes expected to occur in the short-term. The evaluation question is:

- What are the knowledge, attitudes, skills, and aspirations of students and teachers?

Question about Behavior and Practices: Positive changes in the *behavior and practices* of students must occur for the program to meet its long-term goals. Questions about behavior and practices address the outcomes expected to occur in the medium-term. The evaluation question is:

- Do the behavior and practices of students change from year to year?

Question about the Eventual Impact:

Eventual impact reflects the long-term goals of the program. This includes increases in the graduation rate; the percent of students earning postsecondary credits; and the percent of students enrolling in postsecondary education. The evaluation question is:

- What is the long term impact of the program?

Section II. Methods

2.1 Approach

A mix of qualitative and quantitative techniques is used to address the questions posed in the evaluation.

2.2 Instruments and Techniques

2.2.1 Implementation Matrix

The Implementation Matrix addresses questions about participation in, and implementation of each of the strategies of the program. The purpose of the instrument is to describe (a) the extent to which stakeholders are engaged in each of the strategies, and (b) the extent to which each of the strategies is delivered according to standards of best practice. An implementation matrix was completed by each school, at the direction of the College and Career Coach, in the spring of 2009.

2.2.2 Student Survey

The Student Survey addresses questions about reactions; and knowledge, attitudes, skills, and aspirations. Students responded to the survey either on-line or via paper. The average time to complete the survey was 20 minutes. The survey has 55 items most of which have a 5-point, Likert-type rating scale. The scale ranges from “strongly disagree” to “strongly agree.”

The completion rates for the Student Survey are summarized in Table 1.3 and Figures 1.1 – 1.2. With 803 respondents from a population of 7643, the survey results compute to 4% margin of error at a 98% confidence level; thus, sample results are representative of the true population.

Table 1.3 Student Survey Completion Rates – Year 1 (2008-9)

	No. of Students Enrolled*	No. Surveys Completed	% of Students Completing a Survey
High School			
Bridgeport	1915	0	0
Carthage	1883	217	12
Dodge County	1994	240	12
Spanish	1851	346	19
TOTAL	7643	803	11

*Source: GaDOE website – 2008-9 Report Card

Figure 1.1 Student Survey Completion by Grade Level – Year 1 (2008-9)

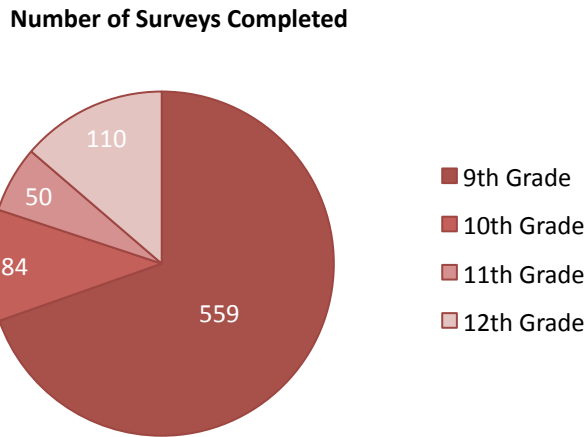
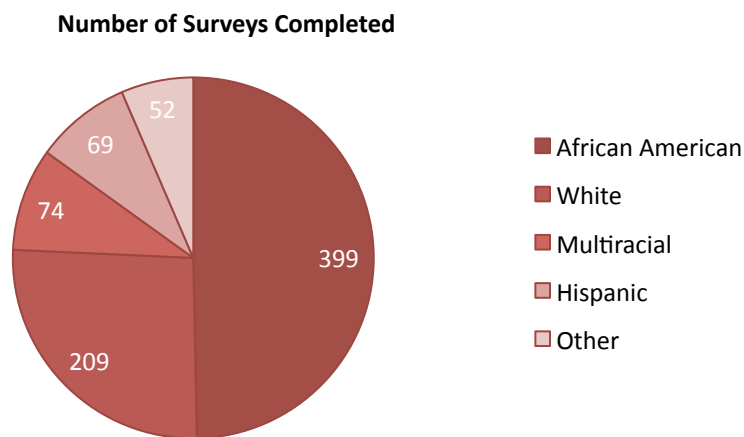


Figure 1.2 Student Survey Completion by Race/Ethnicity – Year 1 (2008-9)



2.2.3 Faculty Survey

The Faculty Survey addresses questions about opportunity; resources; reactions; and knowledge, attitudes, skills, and aspirations. Faculty members responded to the survey on-line and the average time to complete the survey was 30 minutes. The survey has 107 items most of which have a 5-point, Likert-type rating scale. The scale ranges from “strongly disagree” to “strongly agree.” There are three open-ended items in the survey. With 209 respondents from a population of 527, the survey results compute to 5% margin of error at a 93% confidence level; thus the sample results are representative of the true population.

The completion rates for the Faculty Survey are summarized in Table 1.4 and Figures 1.3 – 1.4.

Table 1.4 Faculty Survey Completion Rates – Year 1 (2008-9)

High School	No. of Faculty Members*	No. of Surveys Completed	% of Faculty Members Completing a Survey
Bridgeport	128	55	43
Carthage	131	60	46
Dodge County	141	0	0
Spanish	127	94	74
TOTAL	527	209	40

*Source: GaDOE website – Report Card (Administrators, Support Personnel, and PK-12 Teachers)

Figure 1.3 Faculty Survey Completion by Position – Year 1 (2008-9)

Number of Surveys Completed

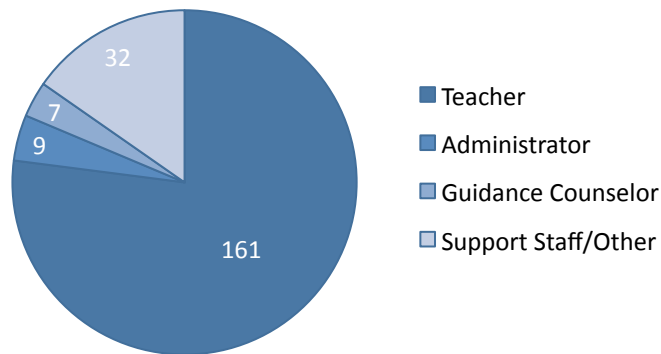
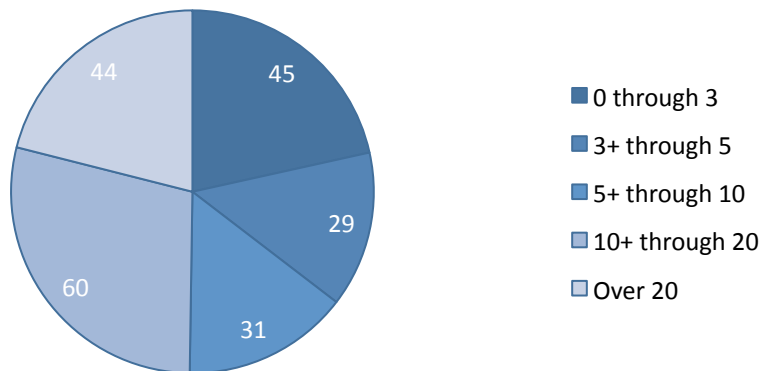


Figure 1.4 Faculty Survey Completion by Number of Years In Education – Year 1 (2008-9)

Number of Surveys Completed



2.2.4 Site Coordinator Interviews

The evaluator interviewed each of the four site coordinators at their schools. The purpose of the interviews was to help address questions about opportunity, resources, participation and implementation. The interviews were semi-structured and they focused on the extent of implementation of the strategies at the school. The interviewer probed to assess the frequency, coverage, and duration of each strategy.

2.2.5 Other Evaluation Tasks

Throughout Year 1, the evaluator performed these additional tasks and activities:

- Developed and analyzed surveys designed to assess the reactions of parents to the *BADGES* program
- Developed and analyzed surveys designed to assess the reactions of students and teachers to individual advisory groups sessions
- Developed and analyzed surveys designed to assess the reactions of students, tutors, and classroom teachers to the afterschool tutoring program.
- Developed and analyzed surveys designed to assess the reactions of stakeholders to the following activities: 1) Freshman Parents 101 Night; 2) Job Shadow Day; 3) Saturday Test Preparation; and 4) Freshman Academy.
- Collected and analyzed secondary data from both the DCSS and the GaDOE.

2.3 Data Collection Schedule

The schedule of the major data collection activities is summarized in Table 1.5.

Table 1.5 Data Collection Schedule

Data Collection Activity	Date(s)
Administration of the Student Survey	Spring 2009
Administration of the Faculty Survey	Spring 2009
Administration of the Parent Survey	Spring 2009
Completion of the Implementation Matrix	Spring 2009
Administration of the Advisory Program Surveys	Winter 2009; Spring 2009
Administration of Afterschool Tutoring Surveys	Fall 2008; Spring 2009
Interviews of College and Career Coaches	Fall 2008; Spring 2009
Other Techniques	Ongoing

2.4 Methods of Analysis

The results of the interviews were transcribed and the results categorized by strategy and theme. The responses to the open-ended survey questions were analyzed in a similar manner. The rating scale survey items were analyzed and reported using simple descriptive statistics.

Section III. Evaluation Findings

3.1 Opportunity

The program will flourish when it has the *opportunity* to establish itself and grow within a school. To create this opportunity, the program must be seen as a priority among the competing interests within a school; be supported by faculty members; have a clear purpose that is effectively communicated; and have few barriers that impede its implementation. Evaluation questions about opportunity gauge the environment in which the program is undertaken. They assess the perceptions of faculty members of the need for the program and the barriers to implementing it.

3.1.1 Opportunity – Summary of Findings – Is There A Reasonable Opportunity To Implement The Program?

Bridgeport High School, Carthage High School, and Spanish High School all have a reasonable “opportunity” to implement the program. At each of the schools, more than 80% of faculty members agree that their school has a need for the SLC program. In addition, almost two-thirds of faculty members agree that faculty members understand the vision that guides the program; and that the SLC program has helped students improve their academic performance.

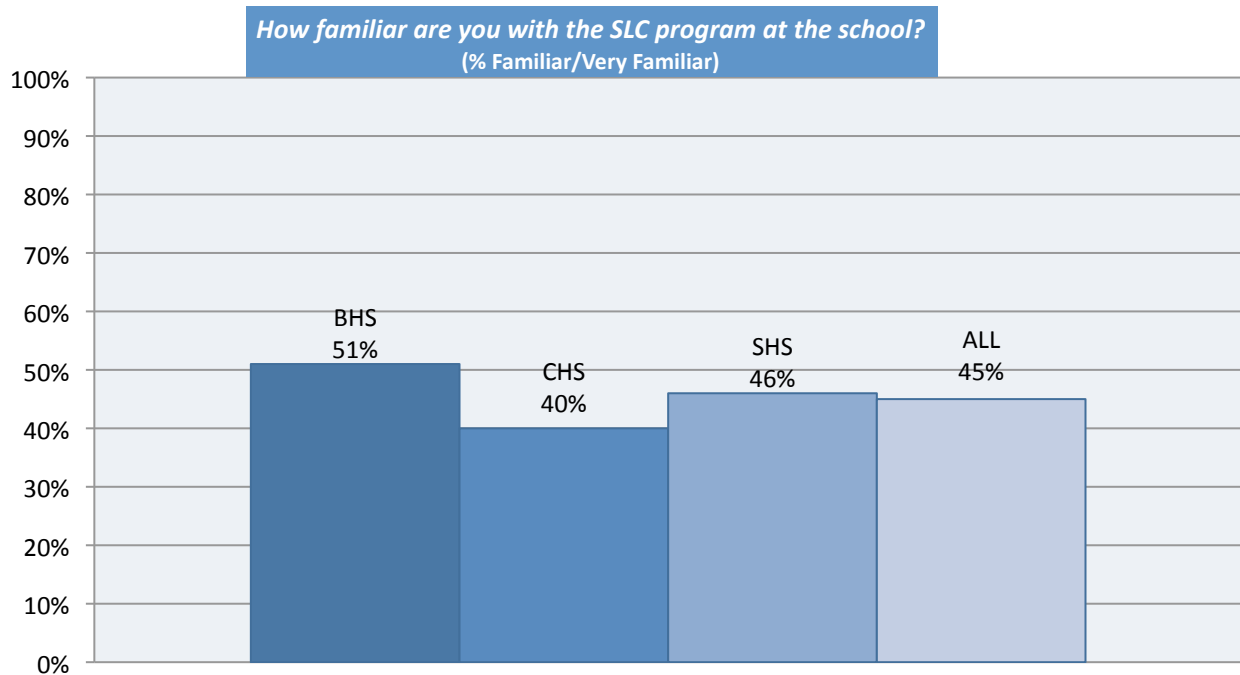
Parent involvement, resistance to change, and a clear and shared vision are the greatest barriers to implementing the program. Parent involvement is the greatest barrier to implementation at three schools; and resistance to change is the second greatest barrier at two schools.

The evaluation results that lead to these findings are summarized in sections 3.1.2 – 3.1.4.

3.1.2 Are Faculty Members Familiar With And Supportive Of The Program?

To be implemented successfully, school reform programs must be understood and supported by faculty members. The Faculty Survey contains four items designed to gauge whether faculty members understand and agree with the underlying premises of the program. The responses to the items are summarized in Figures 1.5 - 1.8.

Figure 1.5 Familiarity of Faculty Members with the Program

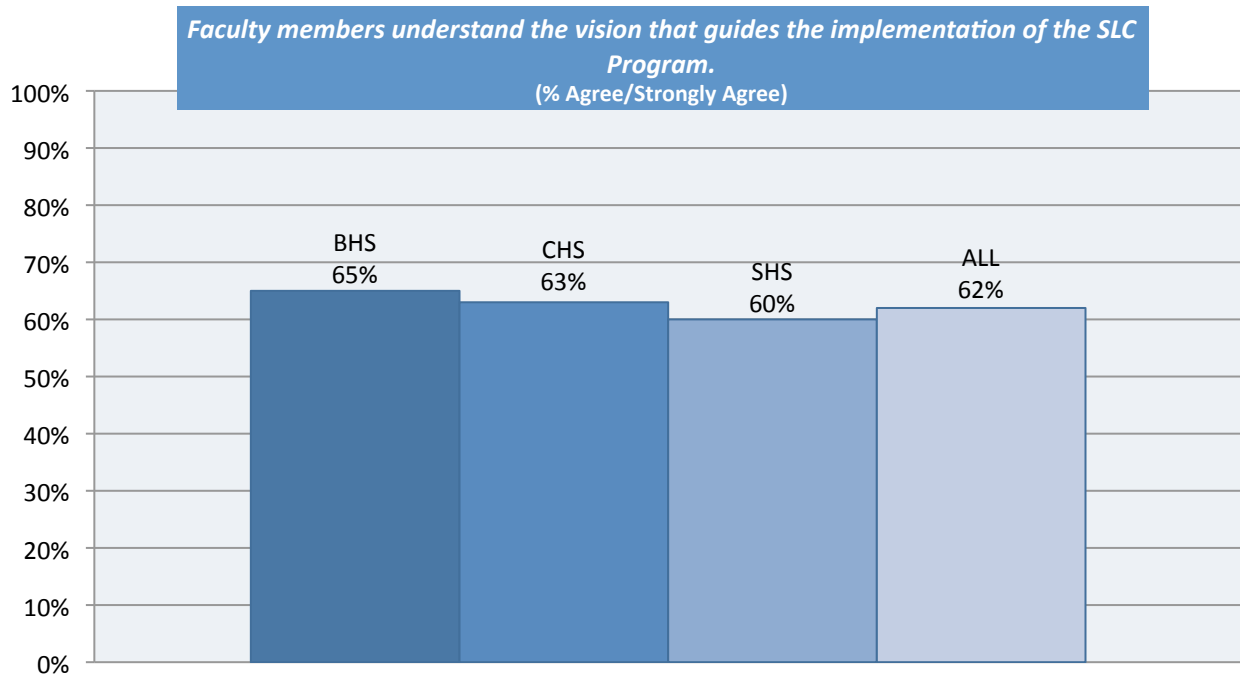


Source: Faculty Survey; Spring 2009; n=209

Reads: 45% of all of the faculty members who responded to the survey selected either "familiar" or "very familiar" when asked, "How familiar are you with the SLC program at the school?"

- Overall, less than one-half (45%) of faculty members are familiar with the program. This ranges from a low of 40% at CHS to a high of 51% at BHS.

Figure 1.6 Understanding of Faculty Members of the Program

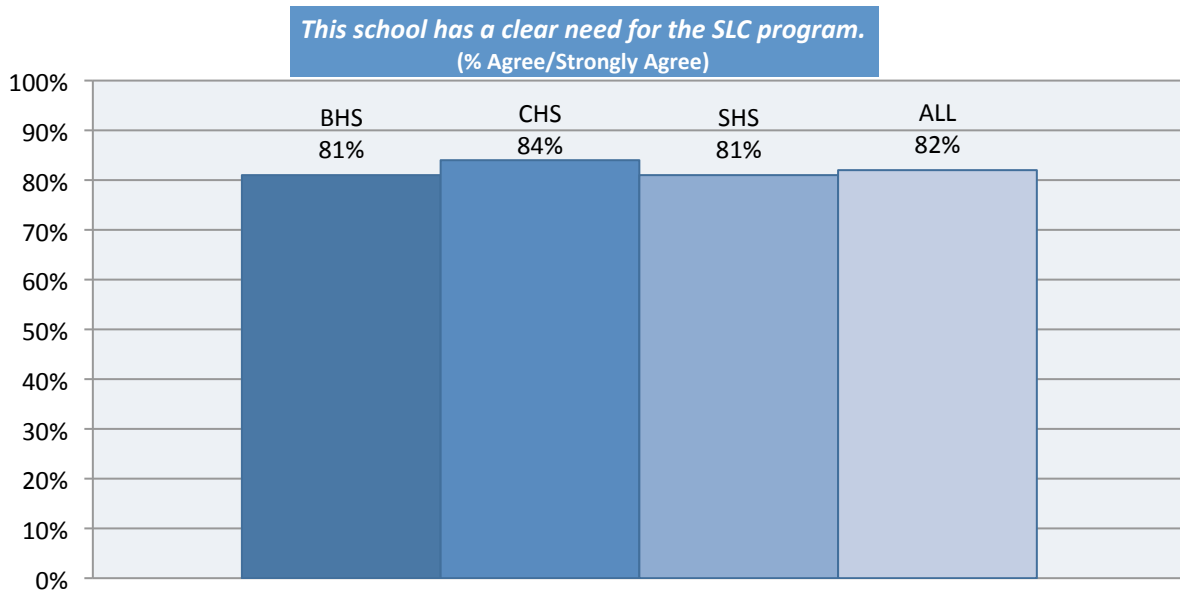


Source: Faculty Survey; Spring 2009; n=209

Reads: 62% of all of the faculty members who responded to the survey selected either “agree” or “strongly agree” when presented with the statement, “Faculty members understand the vision that guides the implementation of the SLC program.”

- Close to two-thirds (62%) of faculty members agree that faculty members, at their school, understand the vision that guides the SLC program. This is consistent across the three schools that administered the survey.

Figure 1.7 Support of Faculty Members of the Program

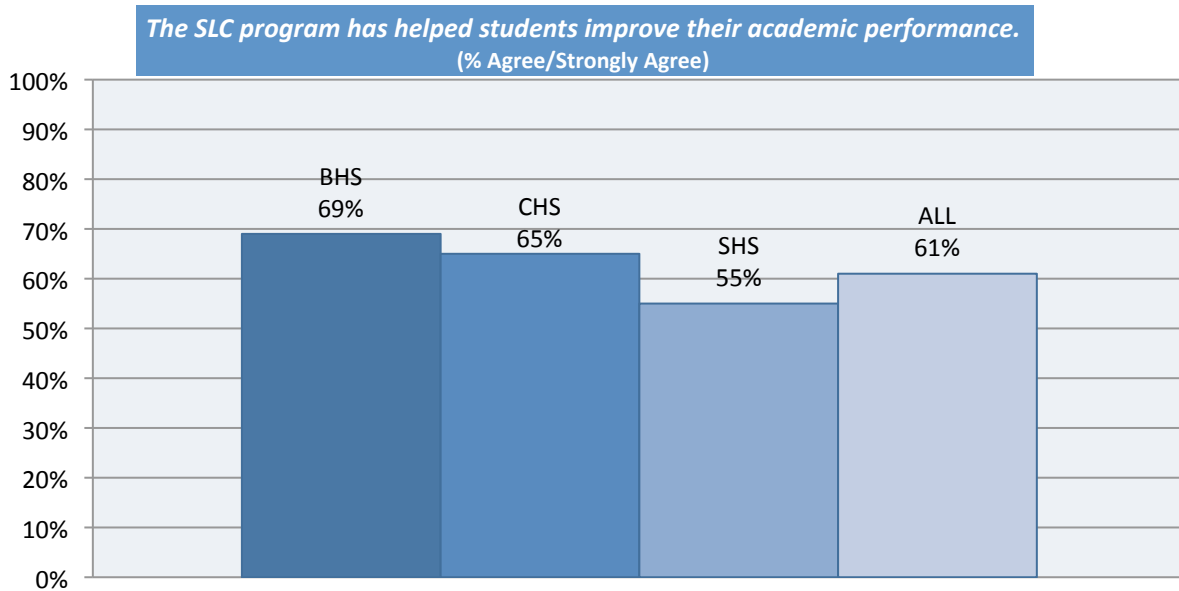


Source: Faculty Survey; Spring 2009; n=209

Reads: 82% of all of the faculty members who responded to the survey selected either “agree” or “strongly agree” when presented with the statement, “This school has a clear need for the SLC program.”

- More than 80% of faculty members agree that their school has a need for the SLC program. This is consistent across the three schools that administered the survey.

Figure 1.8 Perceptions of Faculty Members of the Program



Source: Faculty Survey; Spring 2009; n=209

Reads: 61% of all of the faculty members who responded to the survey selected either “agree” or “strongly agree” when presented with the statement, “The SLC program has helped students improve their academic performance.”

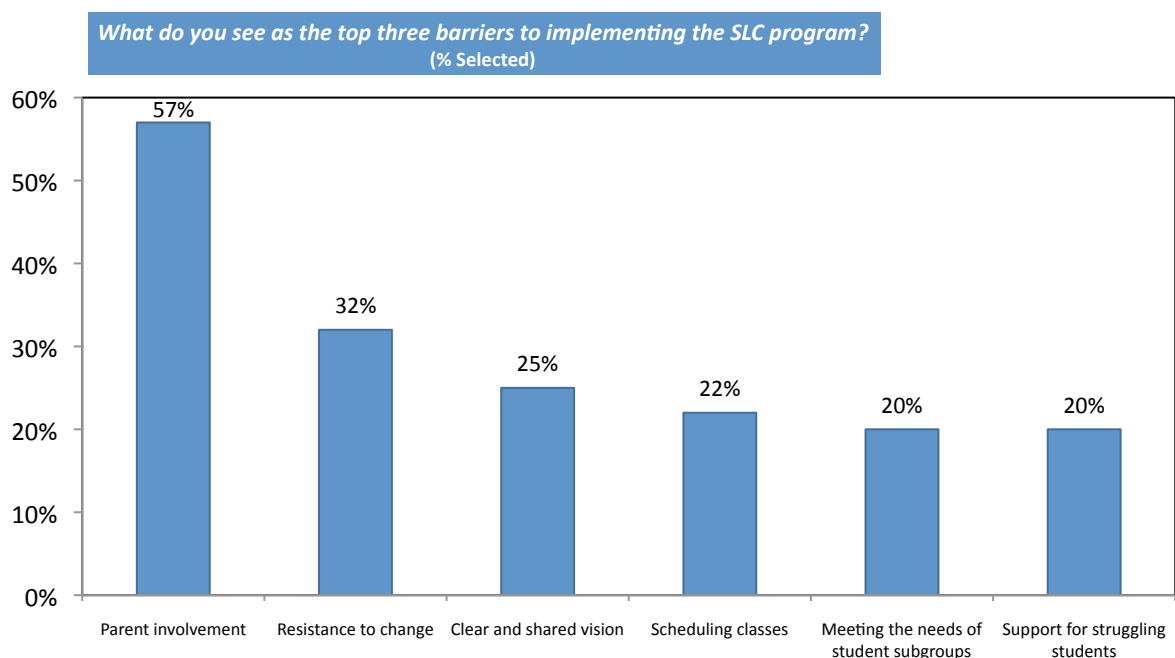
- Almost two-thirds (61%) of faculty members agree that the SLC program has helped students improve their academic performance. This is relatively consistent across the three schools that administered the survey.

3.1.3 What Are The Barriers To Implementing The Program?

The Faculty Survey includes one item that requires respondents to select three barriers from a list of sixteen possibilities.

The six most frequently selected barriers are presented in Figure 1.9.

Figure 1.9 Barriers to Implementing the Program



Source: Faculty Survey; Spring 2009; n=209

Reads: 57% of the faculty members who responded to the survey selected “parent involvement” when asked, “What do you see as the top three barriers to implementing the SLC program at your school?”

- “Parent involvement” was identified by faculty members as the top barrier to implementation at all three schools that administered the survey: BHS (56%); CHS (55%); and SHS (59%).
- “Resistance to change” was identified by faculty members as one of the top three barriers to implementation at all three schools that administered the survey: BHS (38%); CHS (28%); and SHS (30%).
- “Clear and shared vision” was identified by faculty members as one of the top three barriers at two of the schools that administered the survey: BHS (26%) and SHS (27%).

3.1.4 What Can Be Done To Improve The Program?

The Faculty Survey contains two open-ended items that ask respondents to suggest ways to improve the SLC program. A representative sample of the responses to the items is presented in Table 1.6.

Table 1.6 Improving the Program

• “Early start of student tutoring sessions (with parental involvement).”
• “To provide the services for all areas (in math, I did not have tutoring).”
• “Study hall sessions everyday for at risk and failing students (making it mandatory) as lot of students are not availing the opportunity of tutoring twice a week.”
• “A clear focus and clear expectations need to be stated at the beginning of the year and not changed throughout. Consistency needs to be improved.”
• “Advisement periods given more materials regarding post secondary options and requirements for post secondary schools.”
• “Advisement time needs to be improved so teachers can develop relationships with students and their parents.”
• “I need more information to fully understand how we are going to not only reach the goal of high graduation rate, but also having the students fully prepared for life after high school-whether it is college, technical school or work.”
• “Information needs to be made available to teachers so they have all the possible details so they are better involved and pass on the information to students who need it.”
• “It could be improved by truly incorporating throughout the school. First of all, reduce the classroom sizes and make academies etc., so that smaller learning can actually take place.”
• “I think our <i>BADGES</i> Program is off to a great start. Perhaps, opening up the opportunity to recruit highly qualified instructors to work one-on-one with students to help close gaps in academic instruction from our transient community.”
• “I would like to see more focus on what the SLC can do for the students instead of the SLC focusing on what teachers can do to help students. I know that teachers can do more in the classroom. I'm all for that. But making more and more work for teachers is too much.”
• “Enforce student accountability and responsibility. Students receive too many second chances which in the long run is an extreme hindering on their work ethic.”
• “More involvement with the counselors. They are the “EXPERTS” in what happens after high school, GPAs, HOPE scholarships, etc., but they have little to do with the process of advisement, and when they do advise or provide guidance it is usually to juniors and seniors or testing for higher education.”
• “More time needs to be allotted for advisement sessions and they need to be convened on a more regular basis.”
• “Need more parent/teacher correspondence and involvement. Need more guidance counselors and guidance-related activities throughout the school and in classrooms.”
• “Need more rules enforcement regarding behavior/dress expectations.”
• “Offer more flexible options to address remediation of students, and strive more to achieve greater parental involvement in the learning process.”
• “Students who need one-on-one instruction should have the attention of a teacher without a classroom full of students. Some programs are looked at as baby sitting or after school programs. If this can be avoided, SLC can be very effective.”
• “We need a “true” Freshman Academy where the same teachers remain freshman teachers and the academy remains pure. Currently our teachers change and we have upper classmen in the building throughout the day. We also have many freshman classes in the E building.”

Source: Faculty Survey; Spring 2009

3.2 Resources

Resources are the time, money, and personnel needed to develop the foundation of the program. They are required to plan, promote, and implement the program. A lack of adequate resources is an obstacle to implementing an effective program.

3.2.1 Resources – Summary Of Findings – Are The Resources Allocated To The Program Adequate For It To Achieve What It Hopes To?

Bridgeport High School: BHS has dedicated adequate resources to most of the strategies of the SLC program. Over two-thirds of faculty members report that sufficient resources are being allocated to the advisory, academic support, academic rigor, advanced courses, and post-secondary education strategies.

Carthage High School: CHS has dedicated adequate resources to most of the strategies of the SLC program. Three-fourths or more of faculty members report that sufficient resources are being allocated to the middle to high school transition, advisory, academic support, academic rigor, advanced courses, and post-secondary education strategies.

Spanish High School: SHS has dedicated adequate resources to only some of the strategies of the SLC program. About two-thirds of faculty members report that sufficient resources are being allocated to the academic support and post-secondary education strategies.

Parent Involvement Strategy: Over all of the schools, less than one-half of faculty members report that sufficient resources are being allocated to the parent involvement strategy, and only about one-third of faculty members report receiving enough training to implement the strategy.

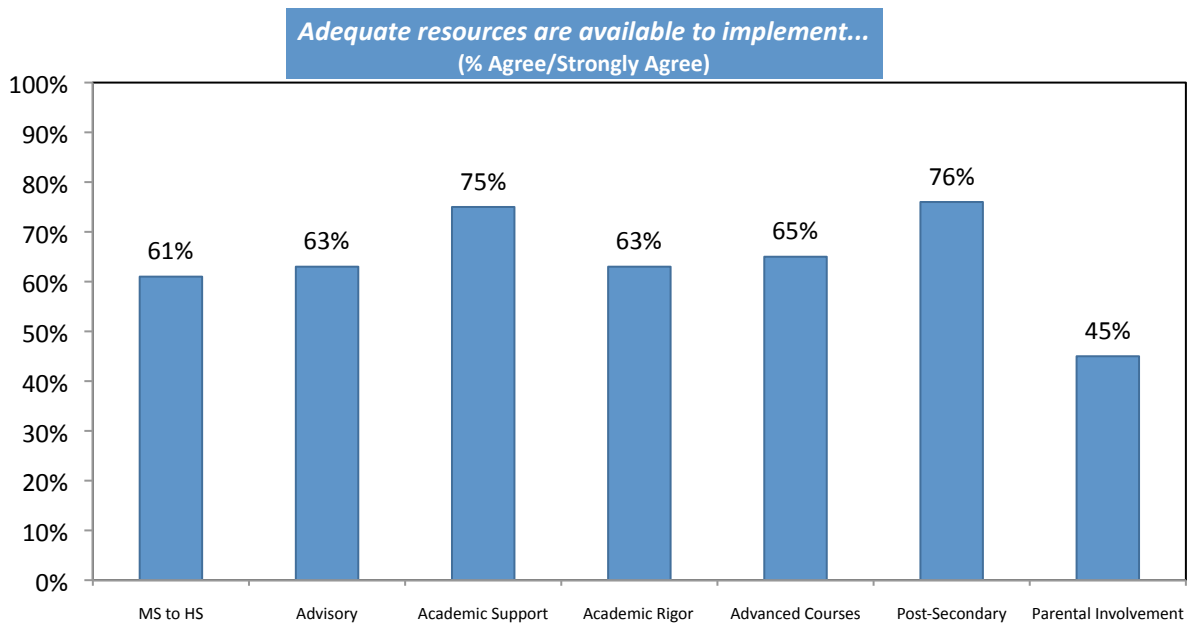
Advisory Strategy: Over all of the schools, only one-half of faculty members report receiving enough training to implement the advisory program. The percent is 69% for BHS; 57% for CHS and 35% for SHS.

The evaluation results that led to these findings are summarized in sections 3.2.2 – 3.2.3.

3.2.2 Are Sufficient Resources Available To Implement The Program?

The Faculty Survey contains seven items designed to gauge the adequacy of resources dedicated to each of the strategies of the program. The responses to the items are summarized in Figure 1.10.

Figure 1.10 Adequacy of Resources



Source: Faculty Survey; Spring 2009; n=209

Reads: 61% of the faculty members who responded to the survey selected either “agree” or “strongly agree” when presented with the statement, “Adequate resources are available to implement middle to high school transition activities.”

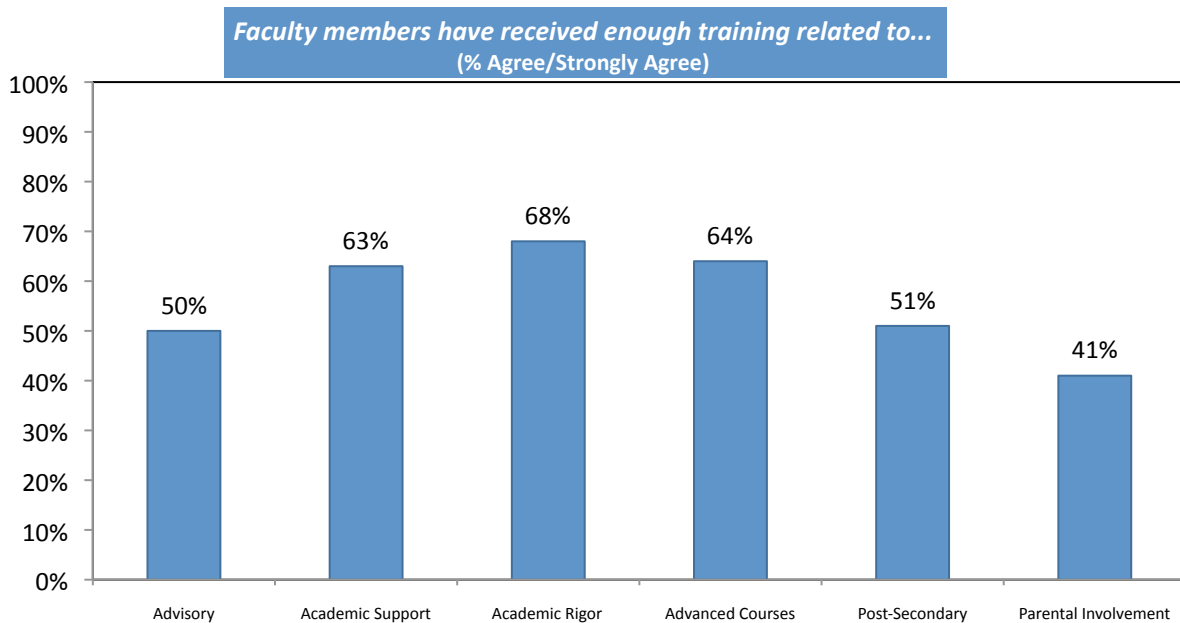
- *Middle to High School Transition:* Overall, about two-thirds (61%) of faculty members agree that sufficient resources are available to implement the middle to high school transition strategy. The percent of faculty members who agree is 76% at CHS; 60% at BHS; and 52% at SHS.
- *Advisory:* Overall, close to two-thirds (63%) of faculty members who agree that sufficient resources are available to implement the advisory program. The percent of faculty members who agree is 80% at CHS; 68% at BHS; and 48% at SHS.
- *Academic Support:* Overall, three-fourths of faculty members agree that sufficient resources are available to provide academic support to struggling students. The percent of faculty members who agree is 85% at BHS; 78% at CHS; and 68% at SHS.
- *Academic Rigor:* Overall, almost two-thirds (63%) of faculty members agree that sufficient resources are available to implement an academic program that is rigorous. The percent of faculty members who agree is 75% at CHS; 71% at BHS; and 51% at SHS.
- *Advanced Courses:* Overall, about two-thirds (65%) of faculty members agree that sufficient resources are available to provide all students with the opportunity to participate in advanced courses. The percent of faculty members who agree is 75% at BHS; 75% at CHS; and 53% at SHS.

- *Post-Secondary*: Overall, about three-fourths (76%) of faculty members agree that sufficient resources are available to provide all students with the support required to apply to post-secondary education. The percent who agree is 88% at CHS; 76% at BHS; and 68% at SHS.
- *Parental Involvement*: Overall, only about one-half (45%) of faculty members agree that sufficient resources are available for programs intended to increase parental involvement in the school. The percent of faculty members who agree is 59% at CHS; 45% at BHS; and 35% at SHS.

3.2.3 Have Faculty Members Been Trained To Implement The Program?

The Faculty Survey contains six items designed to gauge the adequacy of training that faculty members had received related to the strategies of the program. The responses to the items are summarized in Figure 1.11.

Figure 1.11 Sufficiency of Training of Faculty Members



Source: Faculty Survey; Spring 2009; n=209

Reads: 50% of all of the faculty members who responded to the survey selected either “agree” or “strongly agree” when presented with the statement “Faculty members have received enough training in the area of student advisement.”

- *Advisory*: Only one-half of faculty members agree that they have received enough training in the area of student advisement. The percent of faculty members who agree is 69% at BHS; 57% at CHS; and 35% at SHS.
- *Academic Support*: About two-thirds (63%) of faculty members agree that they have received enough training in supporting students who are struggling academically. The percent of faculty members who agree is 69% at BHS; 60% at CHS; and 60% at SHS.
- *Academic Rigor*: About two-thirds (68%) of faculty members agree that they have received enough training to implement a rigorous curriculum. The percent of faculty members who agree is 77% at CHS; 65% at BHS; and 64% at SHS.
- *Advanced Courses*: About two-thirds (64%) of faculty members agree that they have received enough training in encouraging students to participate in advanced courses. The percent of faculty members who agree is 66% at BHS; 66% at CHS; and 62% at SHS.
- *Post-Secondary*: Only about one-half (51%) of faculty members agree that they have received enough training in helping students apply to post-secondary education. The percent of faculty members who agree is 57% at BHS; 53% at CHS; and 46% at SHS.
- *Parental Involvement*: Less than one-half (41%) of faculty members agree that they have received enough training in the area of involving parents in the school. The percent of faculty members who agree is 46% at CHS; 40% at SHS; and 35% at BHS.

3.3 Participation

Participation refers to the extent to which stakeholders are engaged in the strategies of the program. Students and faculty members not only need to be involved in the school but also must be sufficiently engaged by the strategies of the program for it to have a positive impact on their attitudes and behaviors.

3.3.1 Participation – Summary Of Findings – To What Extent Are Students And Teachers Participating In The Program?

The Implementation Matrix contains eight items designed to assess the participation of students, teachers, and parents in the strategies of the program. The responses to the items are summarized in Table 1.7.

Table 1.7 Participation in Strategies

Strategy	Portion of Students/Teachers/Parents Who Participate By Number of Schools (out of 4)			
	None	Some (less than 25%)	Most (25% through 75%)	All (76% through 100%)
MS to HS (Students)			1	3
Advisory – 9 th Grade (Students)				4
Advisory – 10 th -12 th Grade (Students)				4
Academic Support (Students)		1		3
Academic Rigor – (Teachers)		1	1	2
Advanced Courses (Students)		1	1	2
Post-Secondary (Students)		4		
Parental Involvement (Parents)		3	1	

Source: Implementation Matrix; Spring 2009

Middle to High School Transition

At all four schools, either most or all of the rising ninth grade students participate in activities to support their transition from middle school to high school.

Advisory

At all four schools, all students participate in the advisory program.

Academic Support

At three schools, all of the students have the opportunity to master rigorous coursework. At one school, only some of the students have this opportunity.

Academic Rigor – At three schools, most or all of the instruction reflects a rigorous, standards-based curriculum. At one school, only some of the instruction is rigorous and standards-based.

Advanced Courses: At three schools, most or all of the students have the opportunity to participate in advanced courses. At one school, only some of the students have the opportunity to participate.

Post-Secondary Education: At all four schools, only some of the students have the skills required to apply to post-secondary institutions.

Parental Involvement: At three schools, only some of the parents participate in the activities offered by the school. At one school, most of the parents participate in the activities that are offered.

3.4 Implementation

Implementation refers to the standards of best practice for SLC programs described in the educational literature. For the program to have a positive effect on the aspirations and behaviors of students, it is important that it adhere to these standards, as closely as possible.

3.4.1 Implementation – Summary Of Findings - How Well Have The Strategies Of The Program Been Implemented?

Advisory

The ninth grade advisory programs frequently meet the standards of best practice. At three schools, ninth grade advisors are always provided with a curriculum; ninth grade advisors are likely to help students develop academic plans; and ninth grade advisory groups are likely to have 20 or fewer students. At only two schools, ninth grade advisory meetings are likely to be held at least twice per month.

The upper grade advisory programs only sometimes meet the standards of best practice. At all four schools, upper grade advisors are provided with a curriculum. At three schools advisors are likely to help students develop academic plans. At two schools, advisors are likely to connect students to college-related activities. At only two schools, upper grade advisory meetings are likely to be held at least twice a month. At only one school, upper grade advisory groups are likely to have 20 or fewer students.

Academic Support

The academic supports provided to struggling students frequently reflect the standards of best practice. At all four schools, ninth grade students who are identified as below average are likely to participate in a math support course. At all four schools, students are likely to have access to test preparation classes on Saturdays. At three schools, students are likely to have access to support from teachers before and/or after school; and students are likely to have access to the computer lab or media center during non-school hours.

Academic Rigor

The extent to which the instructional programs are academically rigorous is unclear. The data gathered from faculty members and students leads to different conclusions. According to faculty members, the instructional programs are academically rigorous. At least two-thirds of faculty members agree that instruction focuses on developing the thinking, problem solving, writing, and research skills of students; and requires students to engage in active, authentic inquiry. According to students, the instructional programs are not always rigorous. Less than one-half of students agree that their classes are challenging; and that their teachers focus on improving their thinking and problem-solving skills. Only about one-third of students agree that their teachers teach the material at a very high level.

Advanced Courses

Over all, only about one-third of students agree that their teachers encourage them to take advanced courses, and only about one-half of faculty members agree that all students benefit from access to advanced courses. Common methods of encouraging students to participate in advanced courses are frequently implemented. Three schools have an open enrollment policy for AP classes; consistently hold AP information sessions; increase, from year to year, the number of AP sections offered; and train teachers to teach new AP classes.

Post-Secondary

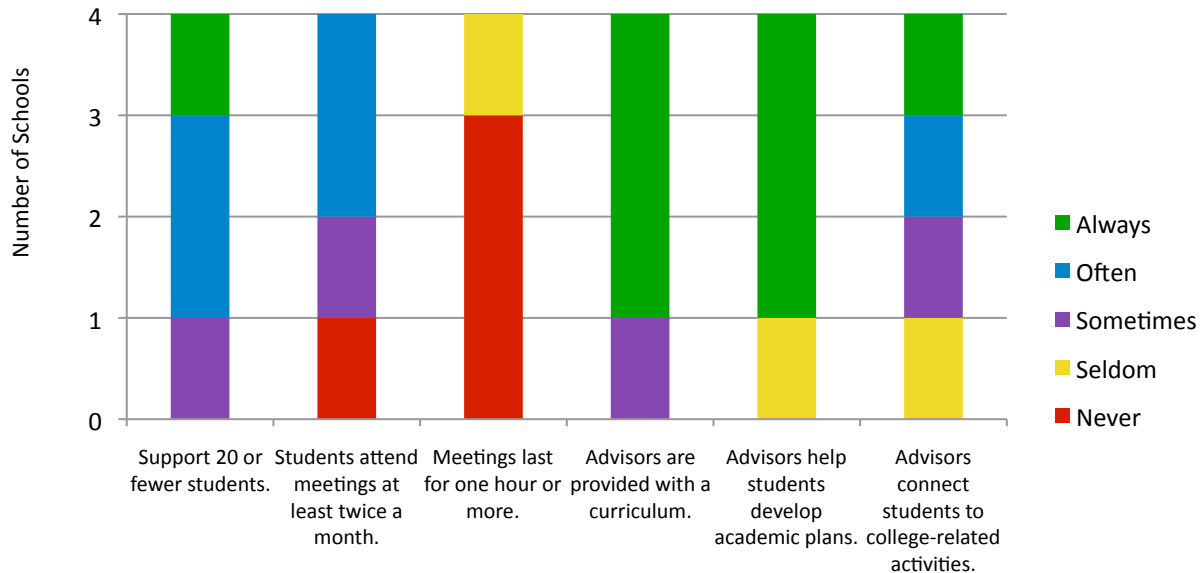
Overall, less than one-half of faculty members and about one-half of students agree that students are well prepared to enter college after finishing high school. Less than one-half of students agree that the school is preparing them for a job in the future. Common methods of preparing students for life after high school are frequently implemented. At three schools, students and parents are likely to be provided with opportunities to attend college fairs and financial aid workshops. At two schools, students are likely to be given opportunities to practice for the SAT and/or ACT. At all four schools, students are provided with the opportunity to participate in a career shadow day.

The evaluation results that led to these findings are summarized in sections 3.4.2-3.4.6.

3.4.2 What Are The Characteristics Of The Advisory Programs?

The Implementation Matrix contains twelve items designed to assess the quality of an Advisory Program. The responses to the items for the 9th grade and the 10th – 12th grade advisory programs are summarized in Figures 1.12 and 1.13.

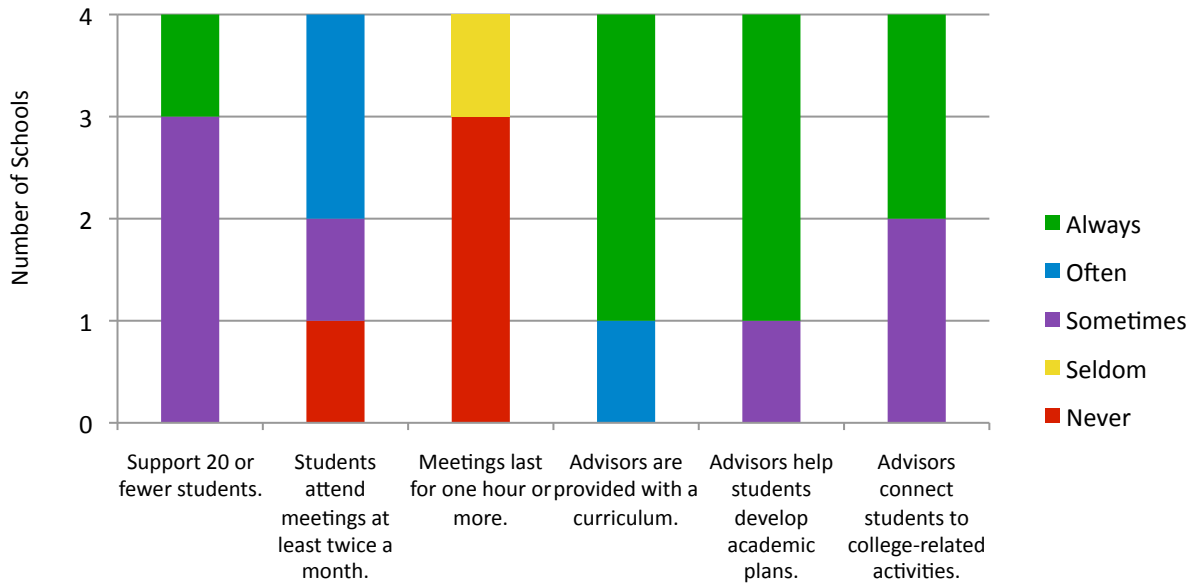
Figure 1.12 Implementation of Advisory Programs – 9th Grade



Source: Implementation Matrix; Spring 2009

- At three schools, ninth grade advisory groups are likely to support fewer than 20 students.
- At only two schools, ninth grade advisory meetings are likely to be held at least twice a month.
- None of the schools is likely to have ninth grade advisory meetings last for one hour or more.
- At three schools, ninth grade advisors are consistently provided with a curriculum.
- At three schools, ninth grade advisors are likely to help students develop academic plans.
- At only two schools, ninth grade advisors are likely to connect students to college-related activities.

Figure 1.13 Implementation of Advisory Programs – 10th–12th Grades



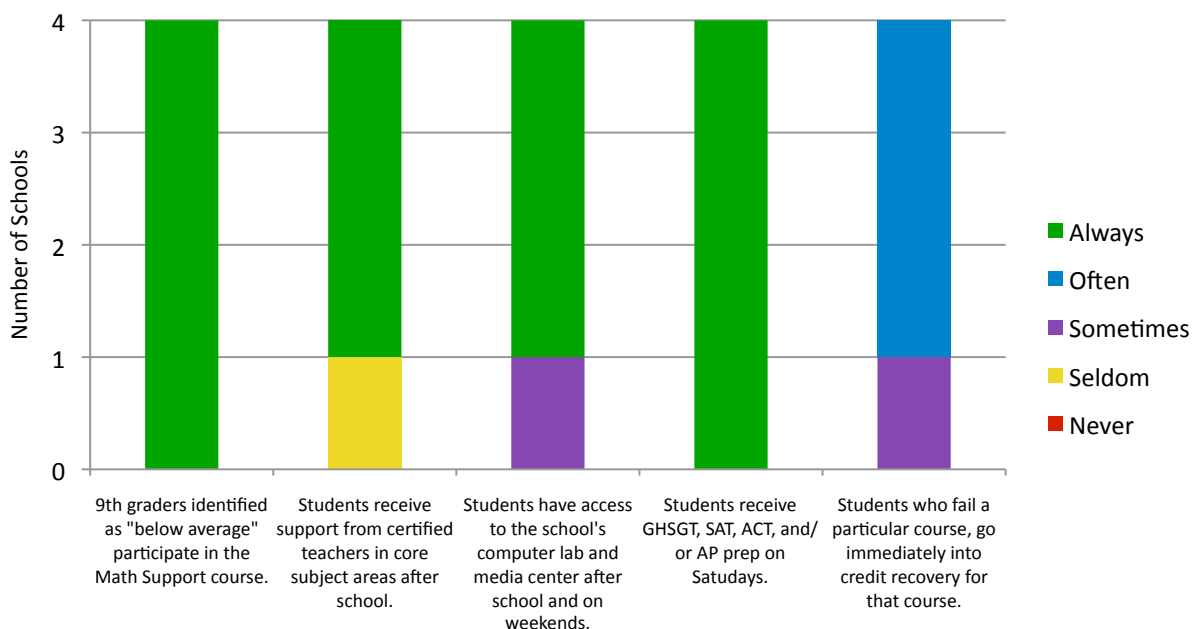
Source: Implementation Matrix; Spring 2009

- At only one school, upper grade advisory groups are likely to have 20 or fewer students.
- At only two schools, upper grade advisory meetings are likely to be held at least twice per month.
- No schools have upper grade advisory meetings that are likely to last for one hour or more.
- At three schools, upper grade advisors are provided with a curriculum.
- At three schools, upper grade advisors are likely to help students develop academic plans.
- At two schools, upper grade advisors are likely to connect students to college-related activities.

3.4.3 What Types of Academic Support Are Provided To Students?

The Implementation Matrix contains five items designed to assess the quality of academic support provided to students. The responses to the items are summarized in Figure 1.14.

Figure 1.14 Types of Academic Support



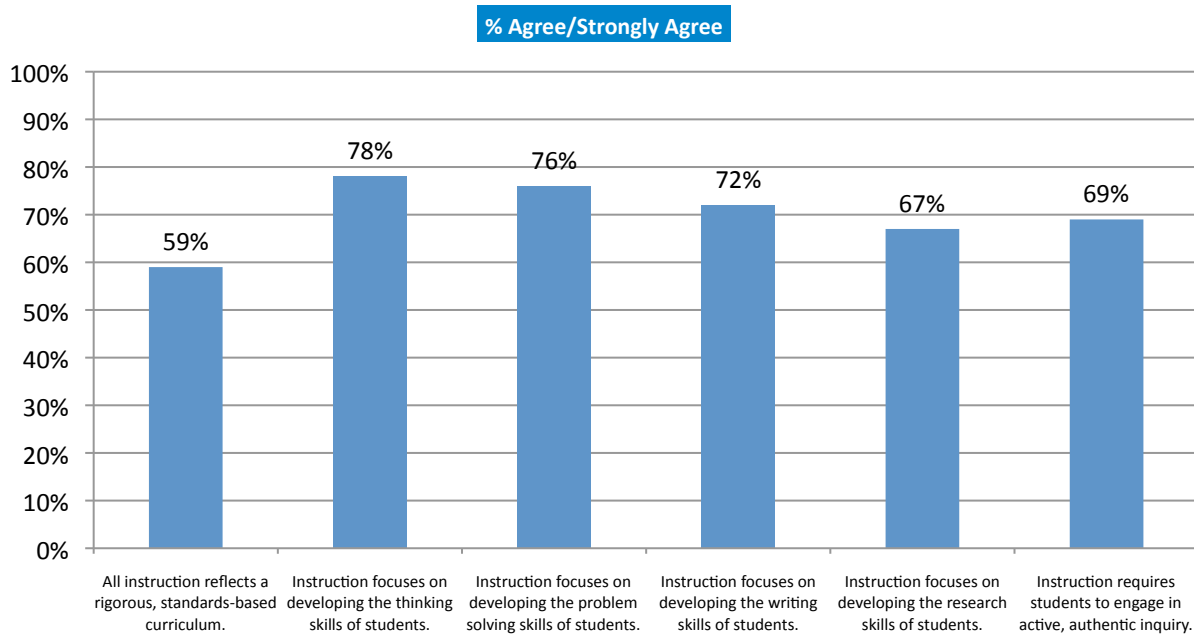
Source: Implementation Matrix; Spring 2009

- At all four schools, 9th graders who are identified as “below average” on the 8th grade CRCT participate in the Math Support course.
- At three schools, students, consistently, receive support from certified teachers and/or students in core subject areas after school.
- At three schools, students, consistently, have access to the school’s computer lab and media center after school and on weekends.
- At all four schools, students receive GHSGT, SAT, ACT, and/or AP prep on Saturdays.
- At three schools, students who fail a particular course are likely to go immediately into credit recovery for that course.

3.4.4 Are The Instructional Programs Academically Rigorous?

The Faculty Survey includes six items and the Student Survey includes three items designed to assess the rigor of the academic program. The responses to the items are summarized in Figures 1.15 and 1.16.

Figure 1.15 Rigor of Academic Program – Faculty Member Perspective

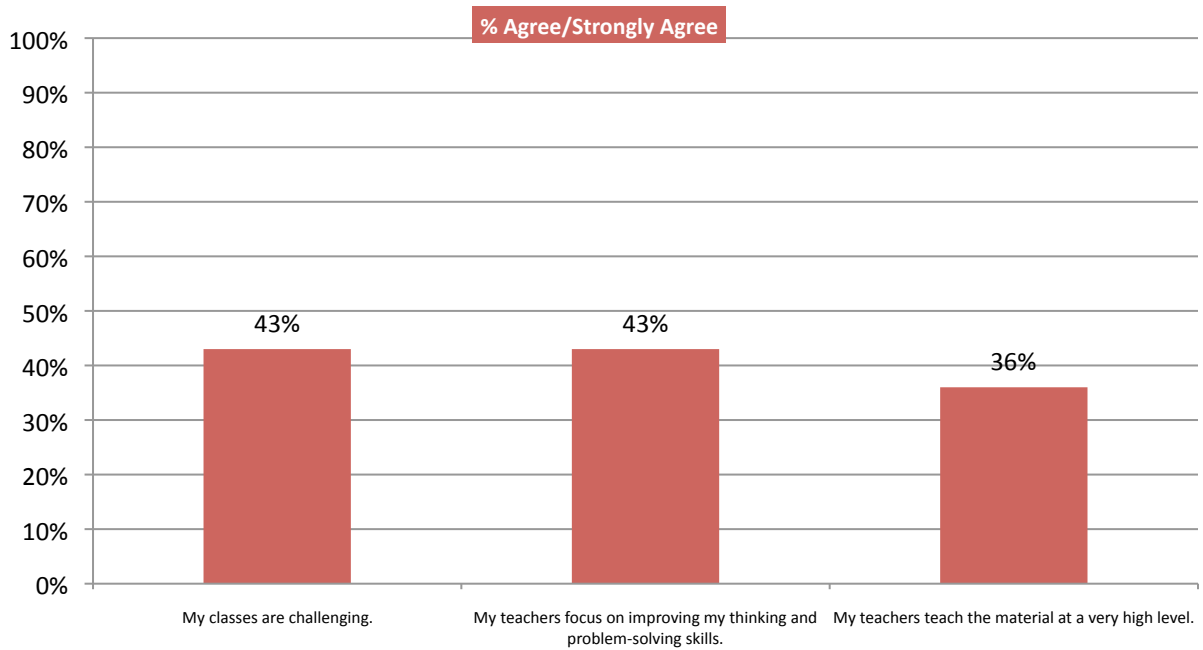


Source: Faculty Survey; Spring 2009; n=209

Reads: 59% of the faculty members who responded to the survey selected either “agree” or “strongly agree” when presented with the statement “All instruction reflects a rigorous, standards-based curriculum.”

- Over one-half (59%) of faculty members agree that all instruction reflects a rigorous, standards-based curriculum.
- About three-fourths (78%) of faculty members agree that instruction focuses on developing the thinking skills of students.
- About three-fourths (76%) of faculty members agree that instruction focuses on developing the problem solving skills of students.
- About three-fourths (72%) of faculty members agree that instruction focuses on developing the writing skills of students.
- About two-thirds (67%) of faculty members agree that instruction focuses on developing the research skills of students.
- About two-thirds (69%) of faculty members agree that instruction requires students to engage in active, authentic inquiry.

Figure 1.16 Rigor of Academic Program – Student Perspective



Source: Student Survey; Spring 2009; n=803

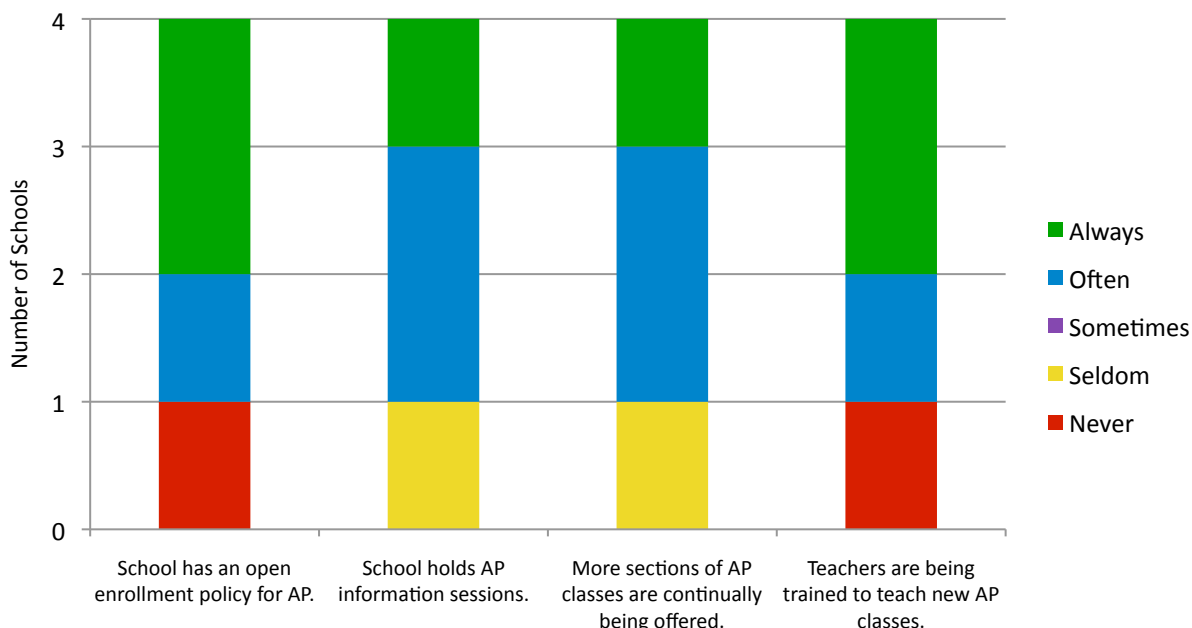
Reads: 43% of the students who responded to the survey selected either “agree” or “strongly agree” when presented with the statement “My classes are challenging.”

- Less than one-half (43%) of students agree that their classes are challenging.
- Less than one-half (43%) of students agree that their teachers focus on improving their thinking and problem-solving skills.
- About one-third (36%) of students agree that their teachers teach the material at a very high level.

3.4.5 What Opportunities Do Students Have To Participate In Advanced Courses?

The Implementation Matrix contains four items designed to assess the opportunity for students to participate in advanced courses. The responses to the items are summarized in Figure 1.17.

Figure 1.17 Opportunities for Advanced Courses

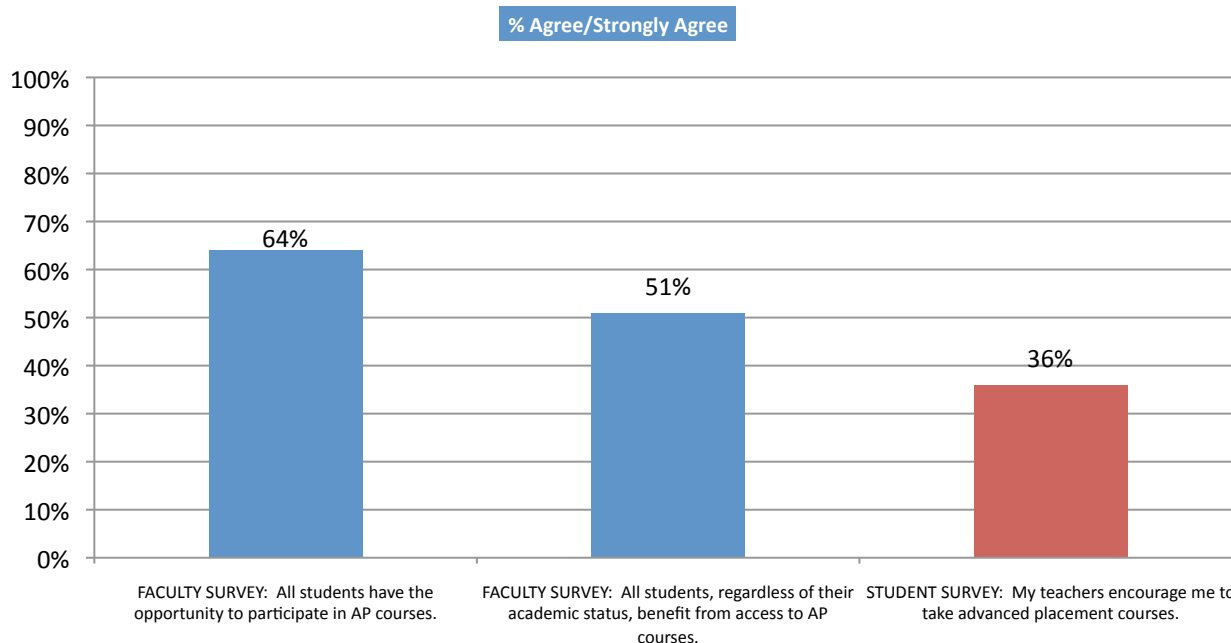


Source: Implementation Matrix; Spring 2009

- Three schools have an open enrollment policy for AP classes.
- Three schools consistently hold AP information sessions.
- Three schools increase the number of AP sections they offer from year to year.
- Three schools train their teachers to teach new AP classes.

The Faculty Survey includes two items and the Student Survey includes one item designed to assess the advanced course strategy. The responses to the items are summarized in Figure 1.18.

Figure 1.18 Advanced Courses - Faculty Member and Student Perspectives



Source: Faculty Survey; Spring 2009; n=209

Student Survey; Spring 2009; n=803

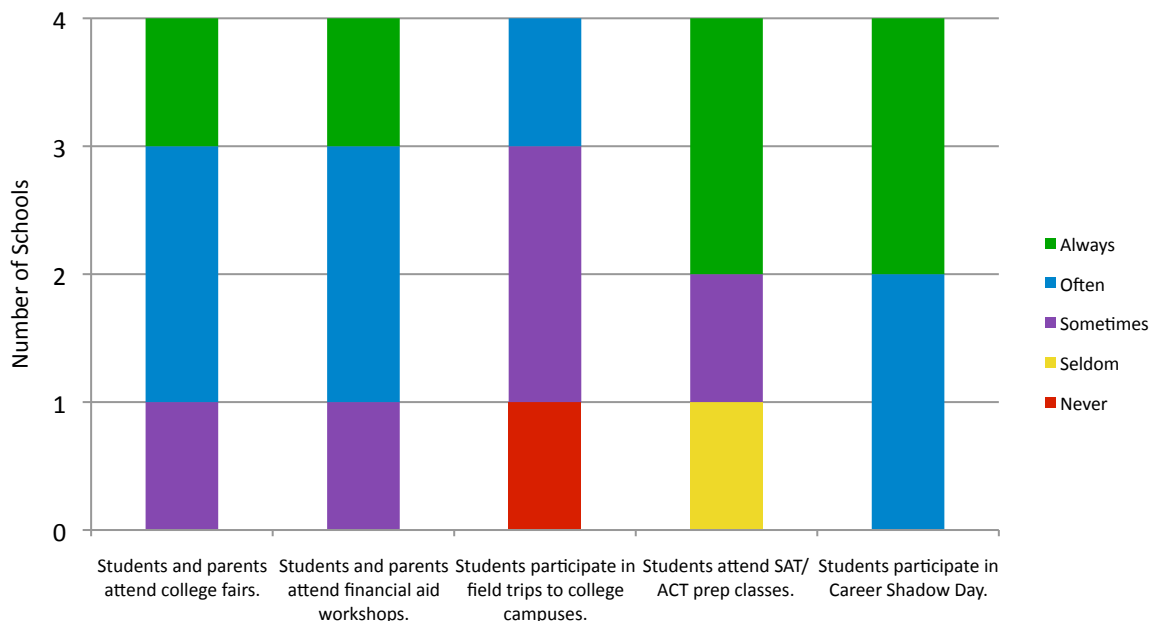
Reads: 64% of the faculty members who responded to the survey selected either “agree” or “strongly agree” when presented with the statement “All students have the opportunity to participate in AP courses.”

- About two-thirds (64%) of faculty members agree that all students have the opportunity to participate in AP courses.
- Only about one-half (51%) of faculty members agree that all students benefit from access to AP courses regardless of their academic status.
- Only about one-third (36%) of students agree that their teachers encourage them to take advanced placement courses.

3.4.6 What Is Done To Help Students Apply To Post-Secondary Educational Institutions?

The Implementation Matrix contains five items designed to assess the quality of the post-secondary strategy. The responses to the items are summarized in Figure 1.19.

Figure 1.19 Implementation of Post-Secondary Strategy

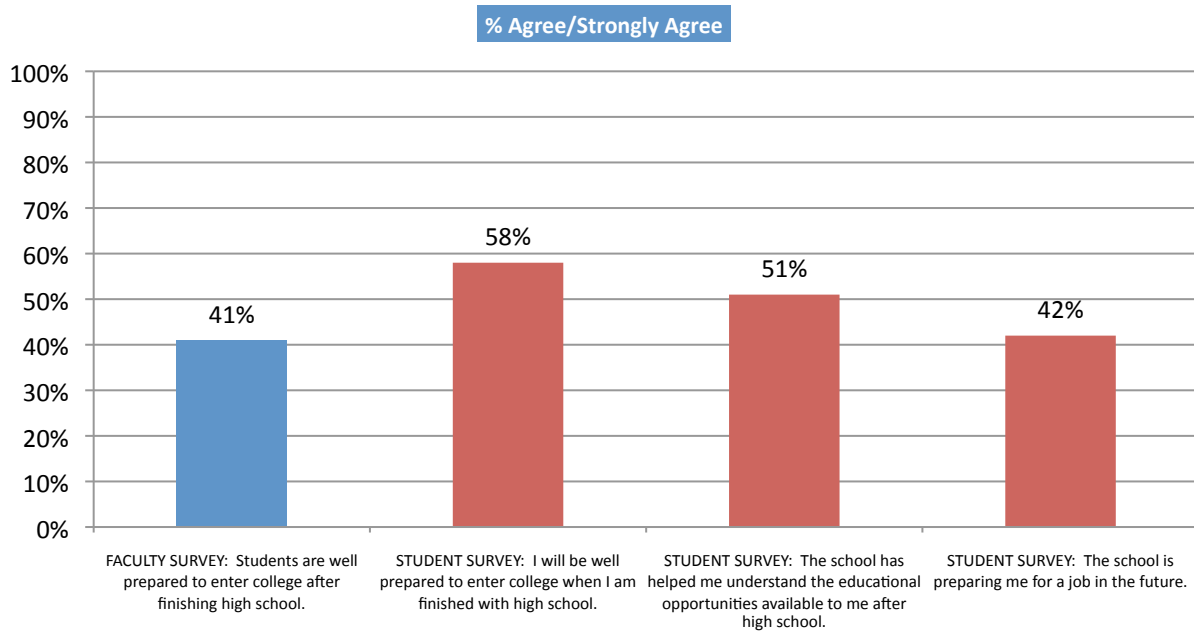


Source: Implementation Matrix; Spring 2009

- At three schools, students and parents are likely to attend college fairs.
- At three schools, students and parents are likely to attend financial aid workshops.
- At one school, students are likely to participate in field trips to college campuses.
- At two schools, students are likely to attend SAT/ACT prep classes.
- At all four schools, students are likely to participate in Career Shadow Day.

The Faculty Survey includes one item and the Student Survey includes three items designed to assess the quality of implementation of the post-secondary strategy. The responses to the items are summarized in Figure 1.20.

Figure 1.20 Post-Secondary Strategy - Faculty Member and Student Perspectives



Source: Faculty Survey; Spring 2009; n=209

Student Survey; Spring 2009; n=803

Reads: 41% of the faculty members who responded to the survey selected either “agree” or “strongly agree” when presented with the statement “Students are well prepared to enter college after finishing high school.”

- Less than one-half (41%) of faculty members agree that students are well prepared to enter college after finishing high school.
- Over one-half (58%) of students agree that they will be well prepared to enter college when finished with high school.
- About one-half (51%) of students agree that the school has helped them understand the educational opportunities available to them after high school.
- Less than one-half (42%) of students agree that their school is preparing them for a job in the future.

3.5 Reactions

Reactions are the perceptions of faculty members and students of the strategies of the program. These perceptions can be either positive or negative. Positive reactions are frequently a consequence of successful implementation. Similarly, positive reactions are often a prerequisite to positive changes in the attitudes and behaviors of students.

3.5.1 Reactions – Summary of Findings – What Do Students and Faculty Members Have To Say About The Strategies?

Middle to High School Transition

Faculty members and students do not feel the same way about the middle to high school transition activities. The reactions of faculty members are generally favorable while those of students are not favorable. Overall, more than three-fourths of faculty members agree that students who participate in middle to high school transition activities are more successful in ninth grade than those who do not participate. Unfortunately, less than one-half of students agree that the orientation activities they participated in helped them adjust to high school.

Advisory

Faculty members and students do not react similarly to the advisory programs. The reactions of faculty members are generally positive while those of students are not entirely positive. Overall, about three-fourths of faculty members agree that advisory groups are beneficial to students. Unfortunately, only about one-half of students agree that advisory groups are useful.

Afterschool Tutoring

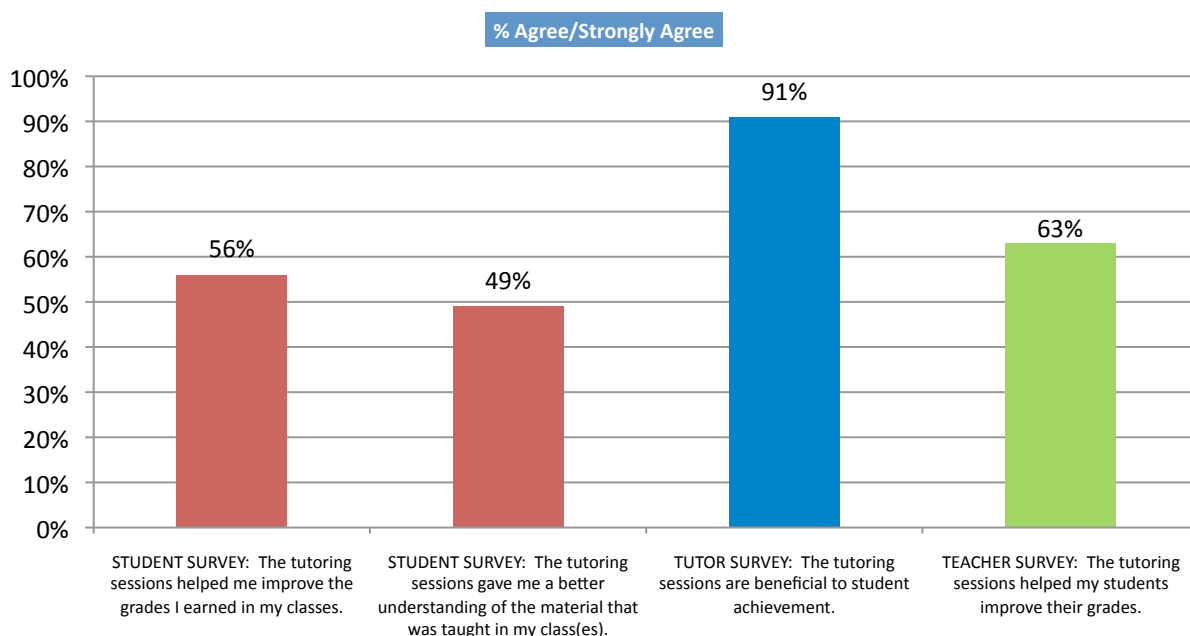
Students, tutors and classroom teachers react positively to the afterschool tutoring programs. Almost all tutors agree that the tutoring sessions are beneficial to student achievement. About two-thirds of teachers agree that the afterschool tutoring program has helped their students improve their grades. Over one-half of students agree that the program has helped them improve their grades.

The evaluation results that led to these findings are summarized in sections 3.5.2-3.5.4.

3.5.4 Are The Afterschool Tutoring Programs Beneficial To Students?

Surveys were administered to students, tutors and classroom teachers in the fall of 2008 and the spring of 2009. The purpose of the surveys was to assess the reactions of students, tutors and classroom teachers to the afterschool tutoring program. The responses to four items from the surveys are summarized in Figure 1.23.

Figure 1.23 Reactions of Students, Tutors, and Classroom Teachers to Afterschool Tutoring Programs



Source: Student Survey; Fall 2008 and Spring 2009; n=161
Tutor Survey; Fall 2008 and Spring 2009; n=56
Teacher Survey; Fall 2008 and Spring 2009; n=86

Reads: 56% of the students who responded to the survey selected either “agree” or “strongly agree” when presented with the statement “The tutoring sessions helped me improve the grades I earned in my classes.”

Overall,

- About one-half (56%) of students agree that the tutoring sessions helped them improve their grades; and about one-half (49%) of students agree that the tutoring sessions gave them a better understanding of the material that was taught in their classes.
- Almost all (91%) of tutors agree that the tutoring sessions are beneficial to student achievement.
- Almost two-thirds (63%) of classroom teachers agree that the tutoring sessions helped their students improve their grades.

3.6 Knowledge, Attitudes, Skills, or Aspirations

In order to accomplish the medium- and long-term objectives of the program, positive changes in certain knowledge, attitudes, skills, or aspirations of faculty members and students must occur. Questions about knowledge, attitudes, skills, or aspirations address what the program is trying to achieve in the short-term.

3.6.1 Knowledge, Attitudes, Skills, or Aspirations – Summary of Findings – What Are the Knowledge, Attitudes, Skills, and Aspirations of Students and Teachers?

Personalization of Instruction

Faculty members and students do not agree on whether teachers use personalization strategies in their instruction. Approximately two-thirds or more of faculty members agree that teachers provide all students with the same opportunities; do not exhibit bias; and assess the interests of students. Unfortunately, only about one-third of students feel the same way.

Safety and Personalization of the School

Faculty members generally think the school is safe and personalized while students do not think it is. At least three-fourths of faculty members agree that their school has a positive environment; is a safe place for students; and welcomes all students. In contrast, only about one-fourth of students agree that teachers listen to their opinions and are concerned about their lives and, only about one-third of students agree that they feel safe at school.

Monitoring the Academic Progress of Students

Students do not perceive that their overall academic progress is being monitored at the school. Less than one-half of students believe that their teachers keep track of their academic progress, and less than one-fourth of students agree that their teachers know how they are doing in other classes.

Collegiality of Teachers

Generally, teachers are collegial. About two-thirds of faculty members agree that teachers communicate regularly with each other; feel like members of a teaching team and collaborate with each other to plan for instruction.

Preparation of Students for Post-Secondary Life

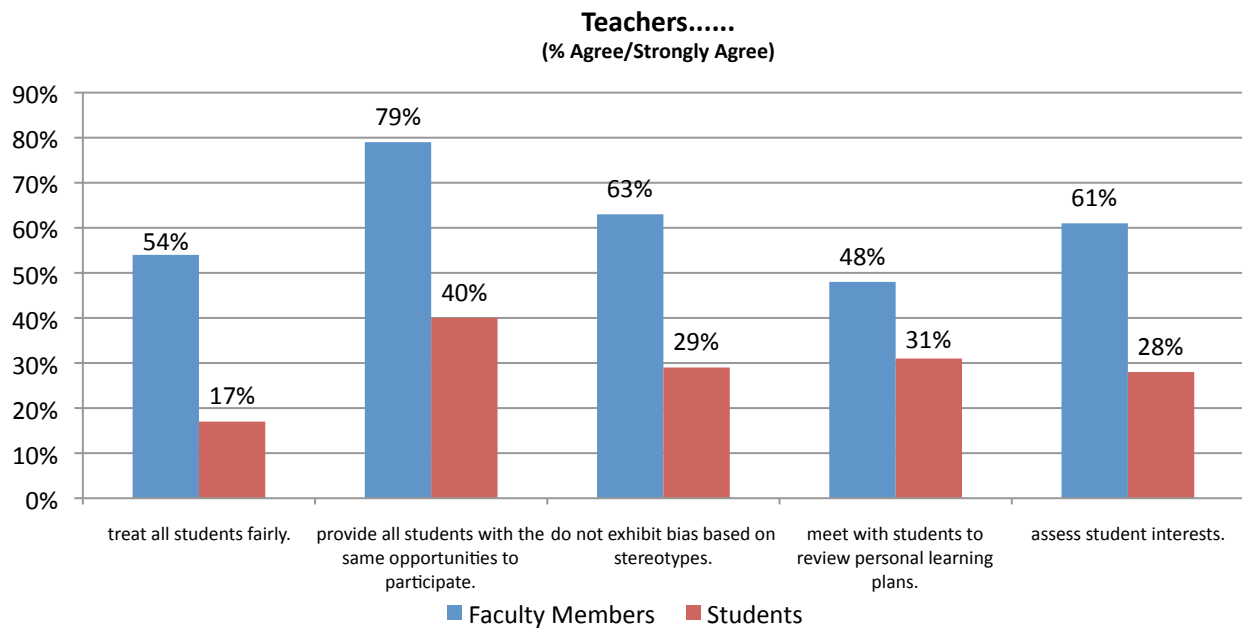
Faculty members are more inclined than students to think that students are prepared for post-secondary life. Almost two-thirds of faculty members but only a little more than one-third of students agree that the school is preparing students for a job in the future. Almost three-fourths of faculty members but only one-half of students agree that the school has helped students understand the educational opportunities available to them after high school.

The evaluation results that led to these findings are summarized in sections 3.6.2-3.6.6.

3.6.2 Do Teachers Personalize Instruction?

The use of personalization strategies by teachers is believed to increase the feelings of connectedness that students have toward their teachers, their school and to each other. The Faculty Survey and Student Survey each include five items designed to assess the use of personalization strategies by teachers. Survey respondents are asked to report on the extent to which they believe each personalization strategy is evident in their school. The responses to the ten items are summarized in Figure 1.24.

Figure 1.24 Use of Personalization Strategies by Teachers



Source: Faculty Survey; Spring 2009; n=209

Student Survey; Spring 2009; n=803

Reads: 54% of the faculty members who responded to the survey selected either “agree” or “strongly agree” when presented with the statement “Teachers treat all students fairly.”

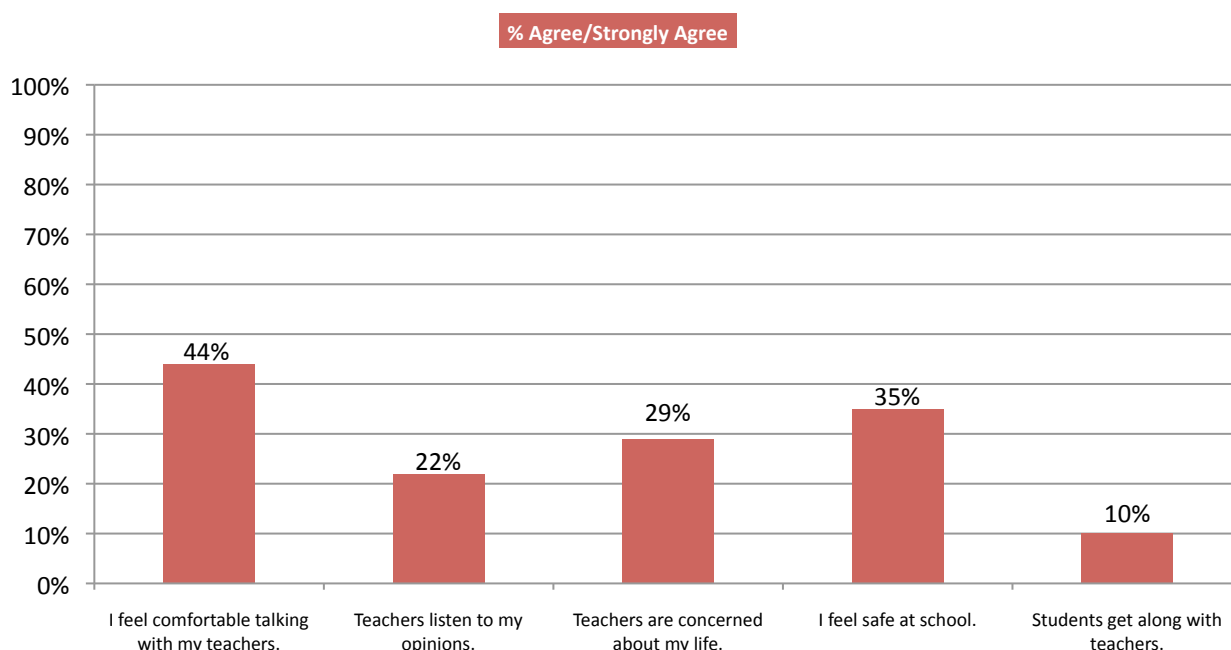
- 54% of faculty members agree while only 17% of students agree that teachers treat all students fairly.
- 79% of faculty members agree while only 40% of students agree that teachers provide all students with the same opportunities to participate.
- 63% of faculty members agree while only 29% of students agree that teachers do not exhibit bias based on stereotypes.
- 48% of faculty members agree while only 31% of students agree that teachers meet with students to review personal learning plans.
- 61% of faculty members agree while only 28% of students agree that teachers assess student interests.

3.6.3 Is The School Safe And Personalized?

One of the founding premises of an SLC program is that a school environment needs to be highly personalized. Personalization is a prerequisite to effective teaching and learning, and undergirds a school environment where students feel safe and accepted.

The Student Survey includes five items and the Faculty Survey each includes three items designed to assess the degree of safety and personalization of the school. The responses to the items are summarized in Figures 1.25 and 1.26.

Figure 1.25 Safety and Personalization of the School – Student Perspective



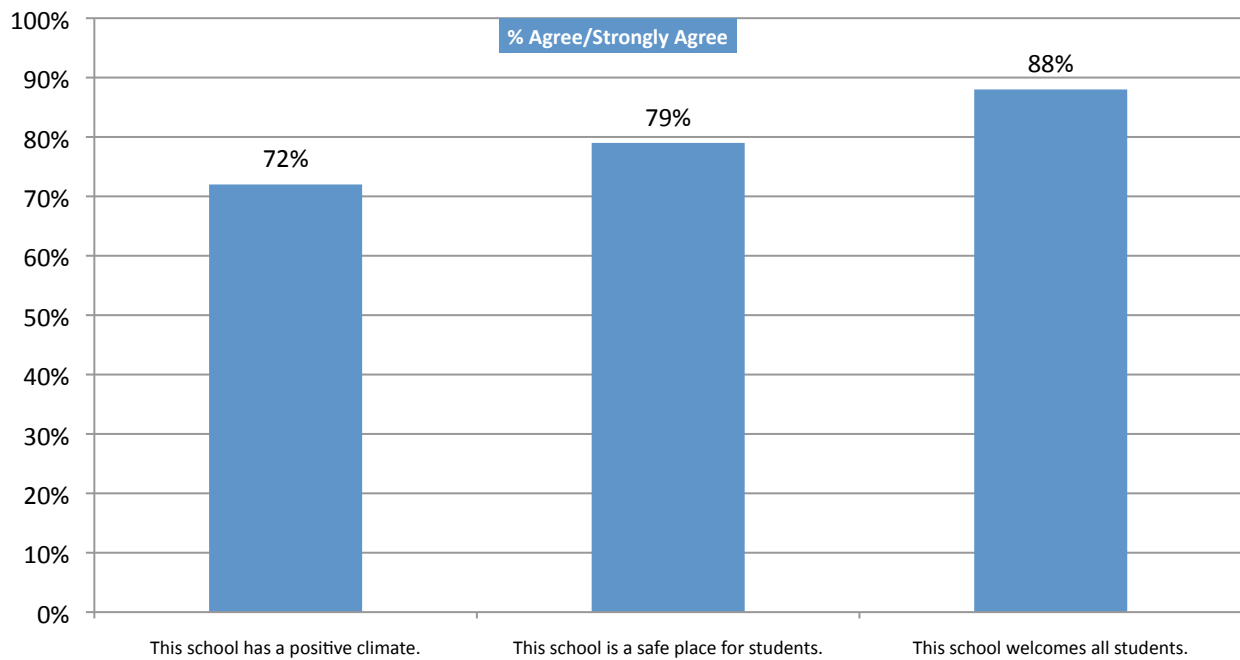
Source: Student Survey; Spring 2009; n=803

Reads: 44% of the students who responded to the survey selected either “agree” or “strongly agree” when presented with the statement “I feel comfortable talking with my teachers.”

Overall,

- Less than one-half (44%) of students agree that they feel comfortable talking with their teachers.
- Less than one-fourth (22%) of students agree that teachers listen to their opinions.
- Less than one-third (29%) of students agree that teachers are concerned about their lives.
- Only about one-third (35%) of students agree that they feel safe at school.
- Only one-tenth (10%) of students agree that students get along with teachers.

Figure 1.26 Safety and Personalization of the School – Faculty Member Perspective



Source: Faculty Survey; Spring 2009; n=209

Reads: 72% of the faculty members who responded to the survey selected either “agree” or “strongly agree” when presented with the statement “This school has a positive climate.”

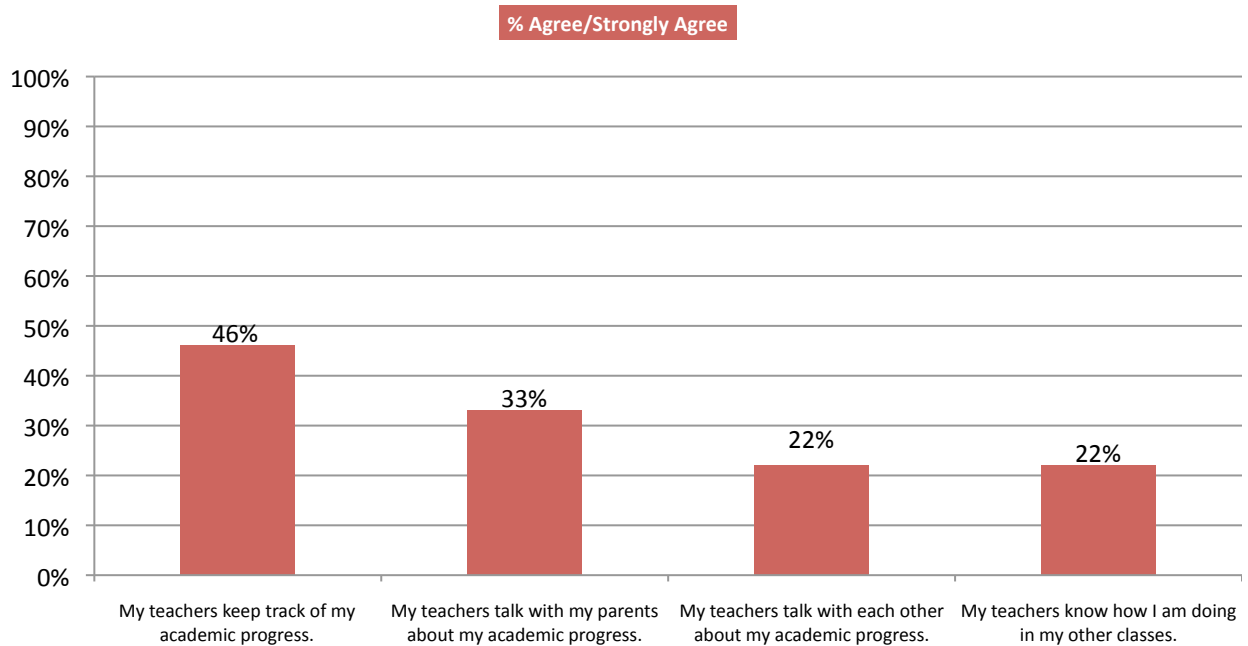
Overall,

- About three-fourths (72%) of faculty members agree that their school has a positive environment.
- More than three-fourths (79%) of faculty members agree that their school is a safe place for students.
- Most faculty members (88%) agree that their school welcomes all students.

3.6.4 Do Teachers Monitor The Academic Progress Of Their Students?

The Student Survey includes four items designed to gauge the degree to which students perceive that their academic progress is being monitored by their teachers. The responses to the items are summarized in Figure 1.27.

Figure 1.27 Monitoring of Academic Performance of Students



Source: Student Survey; Spring 2009; n=803

Reads: 46% of the students who responded to the survey selected either “agree” or “strongly agree” when presented with the statement “My teachers keep track of my academic progress.”

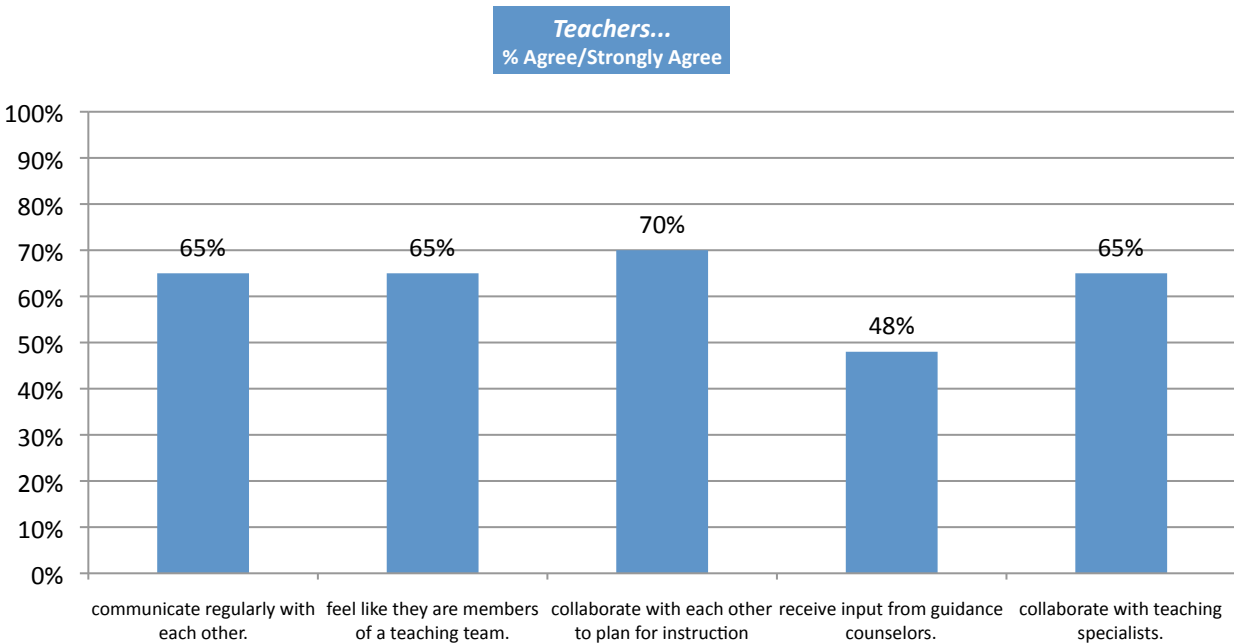
Overall,

- Less than one-half (46%) of students agree that their teachers keep track of their academic progress.
- One-third of students agree that their teachers talk with their parents about their academic progress.
- Less than one-fourth (22%) of students agree that their teachers talk with each other about their academic progress.
- Less than one-fourth (22%) of students agree that their teachers know how they are doing in other classes.

3.6.5 Are Teachers Collegial And Do They Work As A Team?

The Faculty Survey includes five items designed to assess the collegiality of teachers. The responses to the five items are summarized in Figure 1.28.

Figure 1.28 Teamwork and Collegiality of Teachers



Source: Faculty Survey; Spring 2009; n=209

Reads: 65% of the faculty members who responded to the survey selected either “agree” or “strongly agree” when presented with the statement “Teachers communicate regularly with each other.”

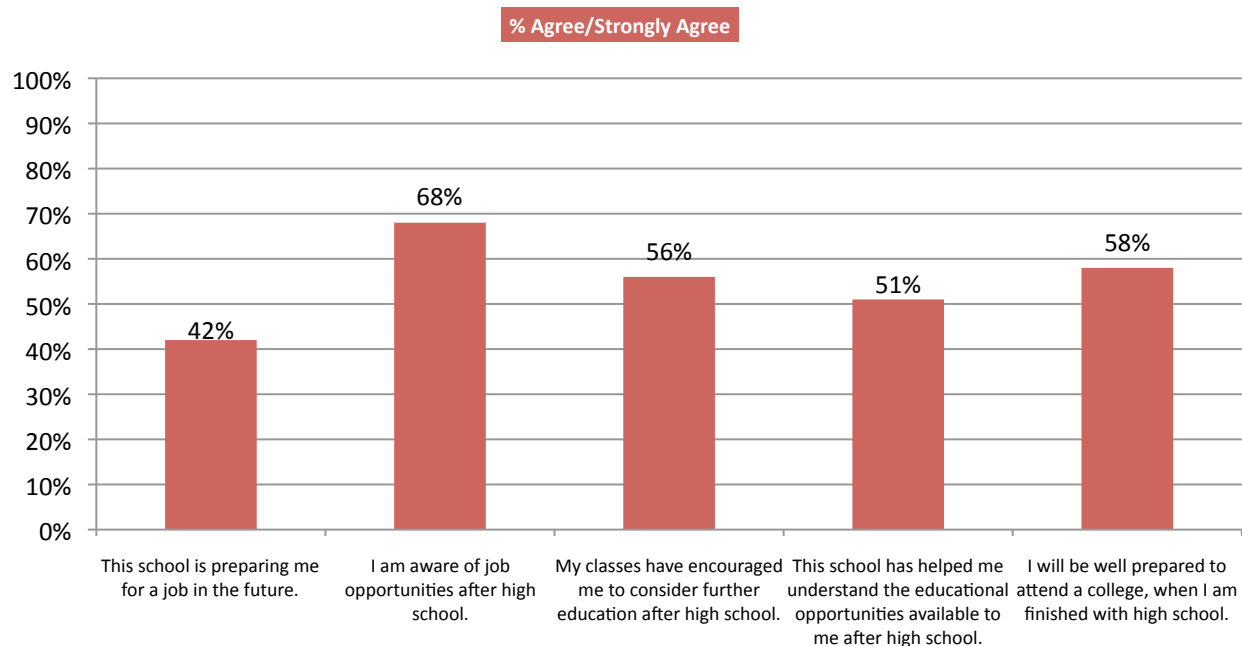
Overall,

- About two-thirds (65%) of faculty members agree that teachers communicate regularly with each other.
- About two-thirds (65%) of faculty members agree that teachers feel like they are members of a teaching team.
- About two-thirds (70%) of faculty members agree that teachers collaborate with each other to plan for instruction.
- Less than one-half (48%) of faculty members agree that teachers receive input from guidance counselors.
- About two-thirds (65%) of faculty members agree that teachers collaborate with teaching specialists.

3.6.6 Are Students Prepared For Life After High School?

The Student Survey and the Faculty Survey each include five items designed to assess the preparation of students for life after high school. The responses to the items are summarized in Figures 1.29 and 1.30.

Figure 1.29 Preparedness of Students for Post-Secondary Life – Student Perspective



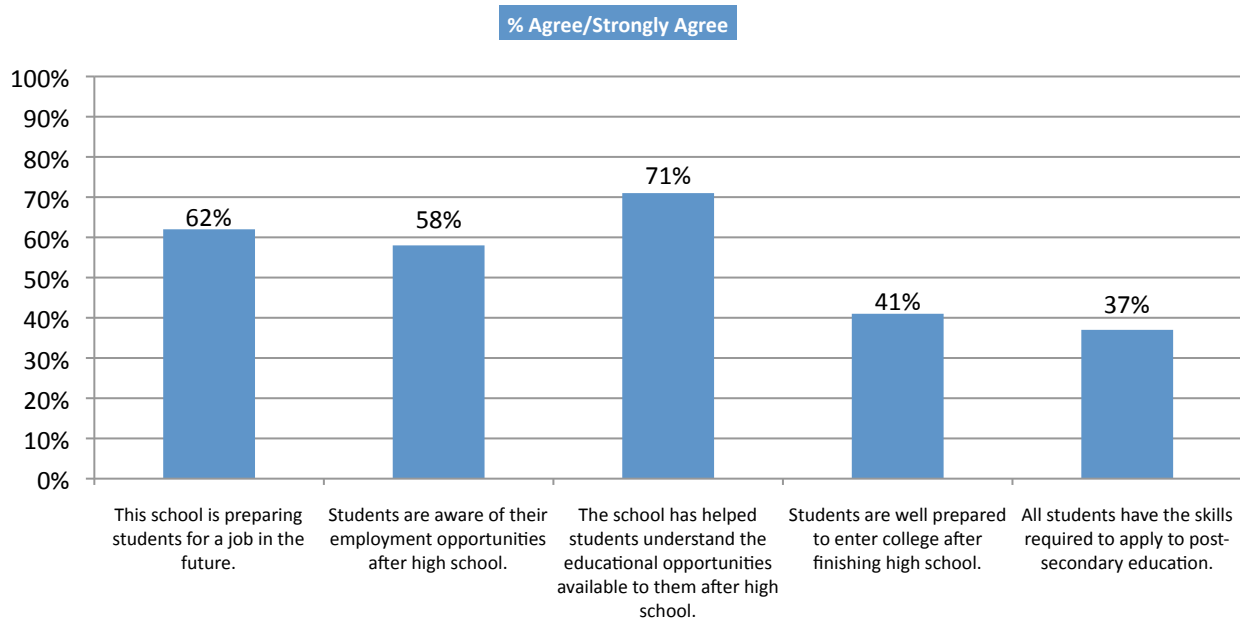
Source: Student Survey; Spring 2009; n=803

Reads: 42% of the students who responded to the survey selected either “agree” or “strongly agree” when presented with the statement “This school is preparing me for a job in the future.”

Overall,

- Almost one-half (42%) of students agree that their school is preparing them for a job in the future.
- About two-thirds (68%) of students agree that they are aware of job opportunities after high school.
- Only about one-half (56%) of students agree that their classes have encouraged them to consider further education after high school.
- Only about one-half (51%) of students agree that their school has helped them understand the educational opportunities available after high school.
- More than one-half (58%) of students agree that they will be well prepared to attend college.

Figure 1.30 Preparedness of Students for Post-Secondary Life – Faculty Member Perspective



Source: Faculty Survey; Spring 2009; n=209

Reads: 62% of the faculty members who responded to the survey selected either “agree” or “strongly agree” when presented with the statement “The school is preparing students for a job in the future.”

Overall,

- Almost two-thirds (62%) of faculty members agree that the school is preparing students for a job in the future.
- Over one-half (58%) of faculty members agree that students are aware of their employment opportunities after high school.
- Almost three-fourths (71%) of faculty members agree that the school has helped students understand the educational opportunities available to them after high school.
- Less than one-half (41%) of faculty members agree that students are well prepared to enter college after finishing high school.
- Only about one-third (37%) of faculty members agree that all students have the skills required to apply to post-secondary education.

3.7 Behavior and Practices

In order to accomplish the long-term objectives of the program, positive changes in certain behaviors and practices of the students and the faculty must occur. Questions about behavior and practices address what the program expects to achieve in the medium term.

3.7.1 Behavior and Practices – Summary of Findings – Do The Behavior and Practices of Students Change From Year To Year?

Percent of Students Absent For More Than 15 Days

From 2007-8 to 2008-9 (Year 1), the percent of students absent for more than 15 days decreased at all four schools. The percentage point decreases ranged from a low of 1.7 points at CHS to a high of 4.6 points at BHS.

Percent of Students Enrolling in Advanced Level Courses

For all schools combined, the percent of students enrolling in an advanced level course increased from 10% in 2007-8 to 13% in 2008-9 (Year 1).

English Language Arts Assessment

From 2007-8 to 2008-9 (Year 1), the percent of students scoring at the proficient or advanced level on the ELA assessment increased at all schools. The percentage point increase ranged from a high of 4.8 points at ASHS to a low of 0.5 points at SHS.

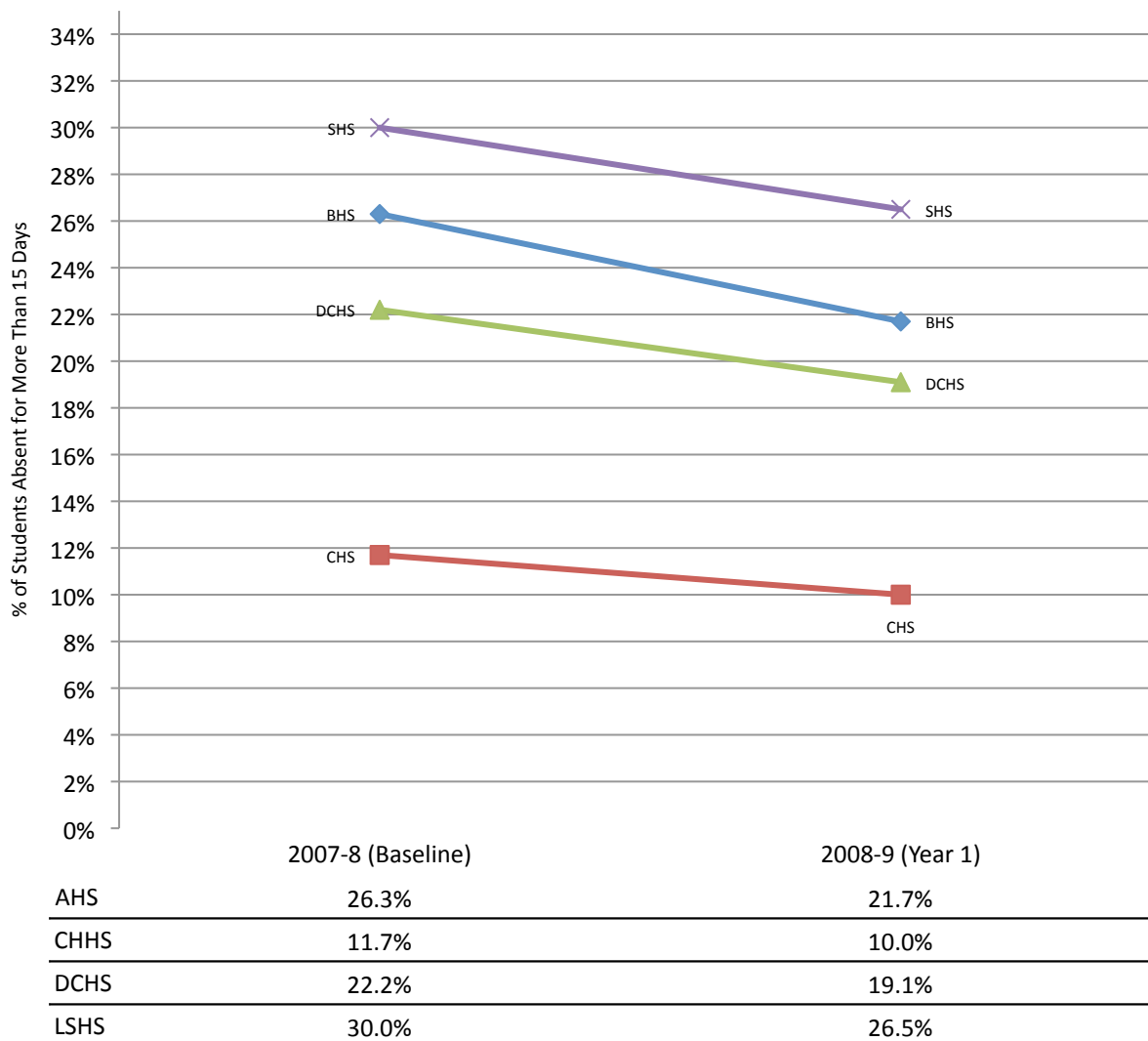
Mathematics Assessment

From 2007-8 to 2008-9 (Year 1), the percent of students scoring at the proficient or advanced level on the mathematics assessment increased at two schools and decreased at two schools. The percentage point change was an increase of 5.8 at BHS; an increase of 1.3 at SHS; a decrease of 2.7 at DCHS; and a decrease of 3.7 at CHS.

The evaluation results that led to these findings are summarized in sections 3.7.2-3.7.6.

3.7.2 What Percent Of Students Is Absent For More Than 15 Days?

Figure 1.31 Percent of Students Absent For More Than 15 Days



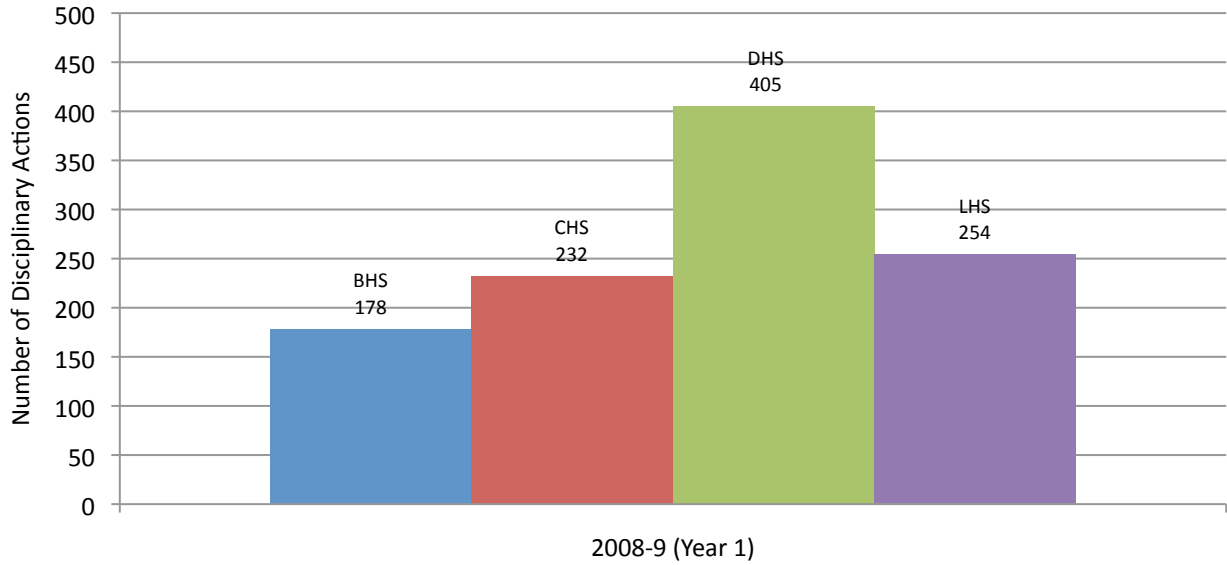
Source: GaDOE website; 2008-9 Report Card

Reads: In the 2007-8 school year, 26.3% of the students at Bridgeport High School (BHS) were absent for more than 15 days.

- From 2007-8 to 2008-9 (Year 1), the percent of students absent for more than 15 days decreased at all four schools.
- From 2007-8 to 2008-9 (Year 1), the percentage point decrease in the percent of students absent for more than 15 days was 4.6 at BHS; 3.5 at SHS; 3.1 at DCHS; and 1.7 at CHS.

3.7.3 How Many Disciplinary Actions Occur?

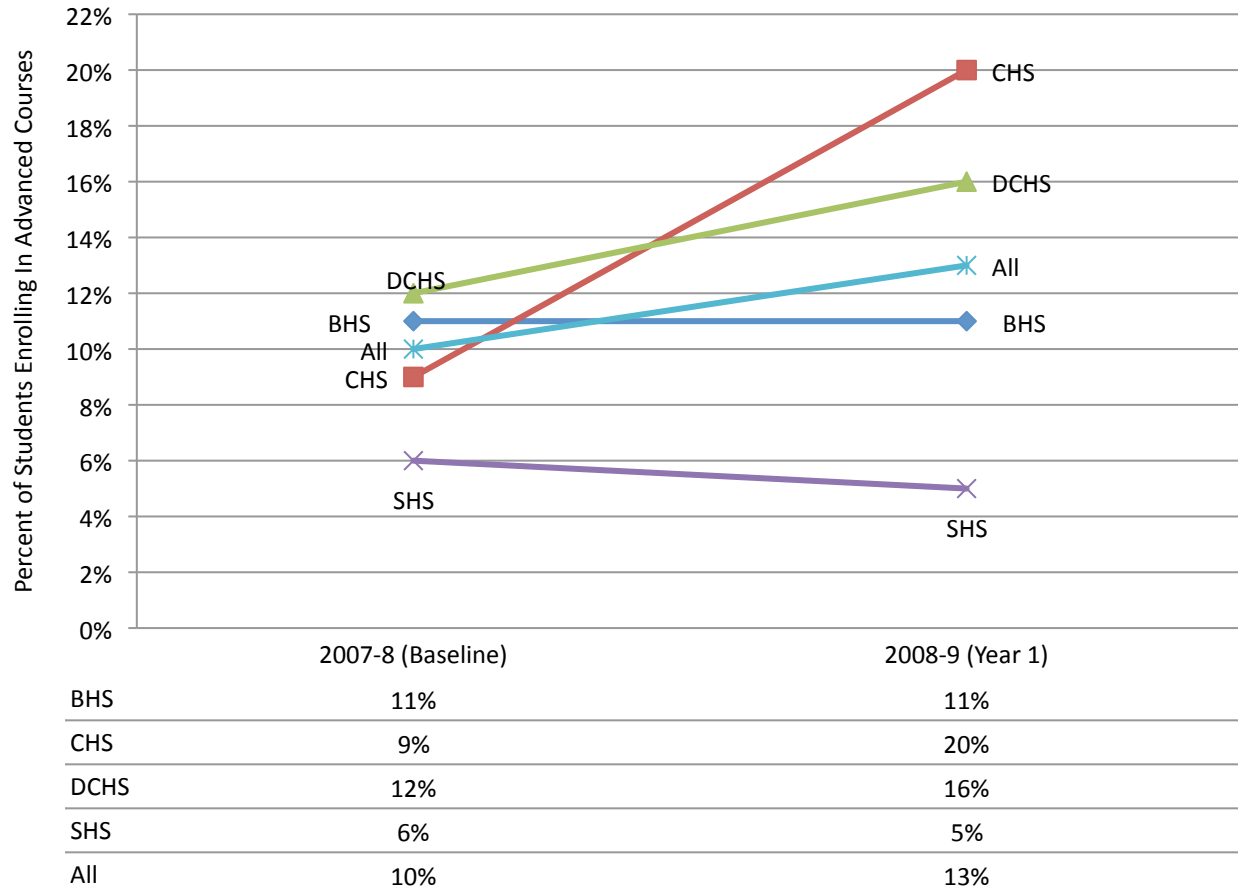
Figure 1.32 Number of Disciplinary Actions (Suspensions and Expulsions)



Source: DCSS
Reads: In the 2008-9 school year, there were 178 disciplinary actions at Bridgeport High School (BHS).

3.7.4 What Percent Of Students Enrolls In Advanced Level Courses? (Dual-credit, AP, or IB)

Figure 1.33 Percent of Students Enrolling in Advanced Level Courses



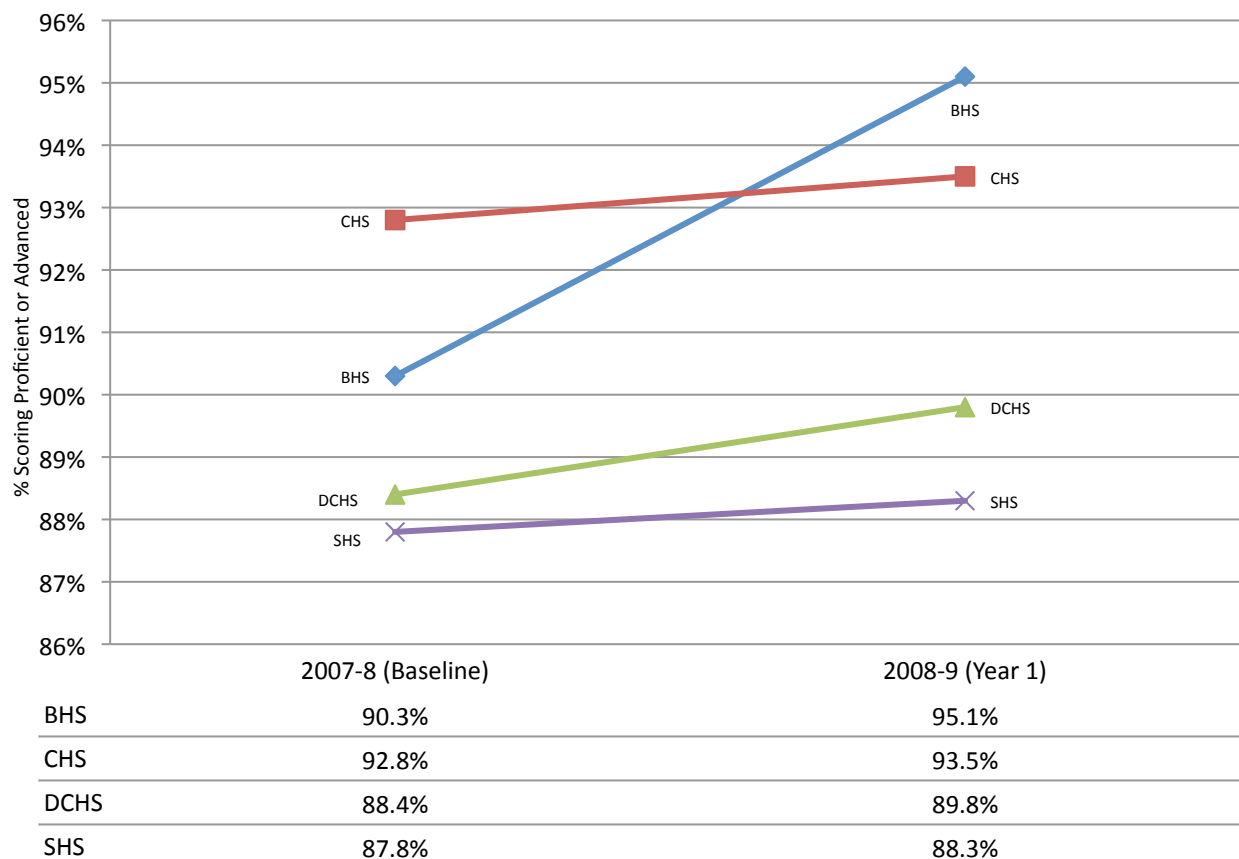
Source: DCSS

Reads: In the 2007-8 school year, 11% of the students at Bridgeport High School (BHS) enrolled in at least one advanced level course.

- From 2007-8 to 2008-9 (Year1), the overall percent of students enrolling in an advanced level course increased from 10% to 13%
- From 2007-8 to 2009-9 (Year 1), the percent of students enrolling in an advanced level courses increased at both CHS and DCHS.

3.7.5 What Percent Of Students Scores At The Proficient Or Advanced Level On The English Language Arts Assessment?

Figure 1.34 Percent of Students Scoring at the Proficient or Advanced Level on the ELA Assessment by School



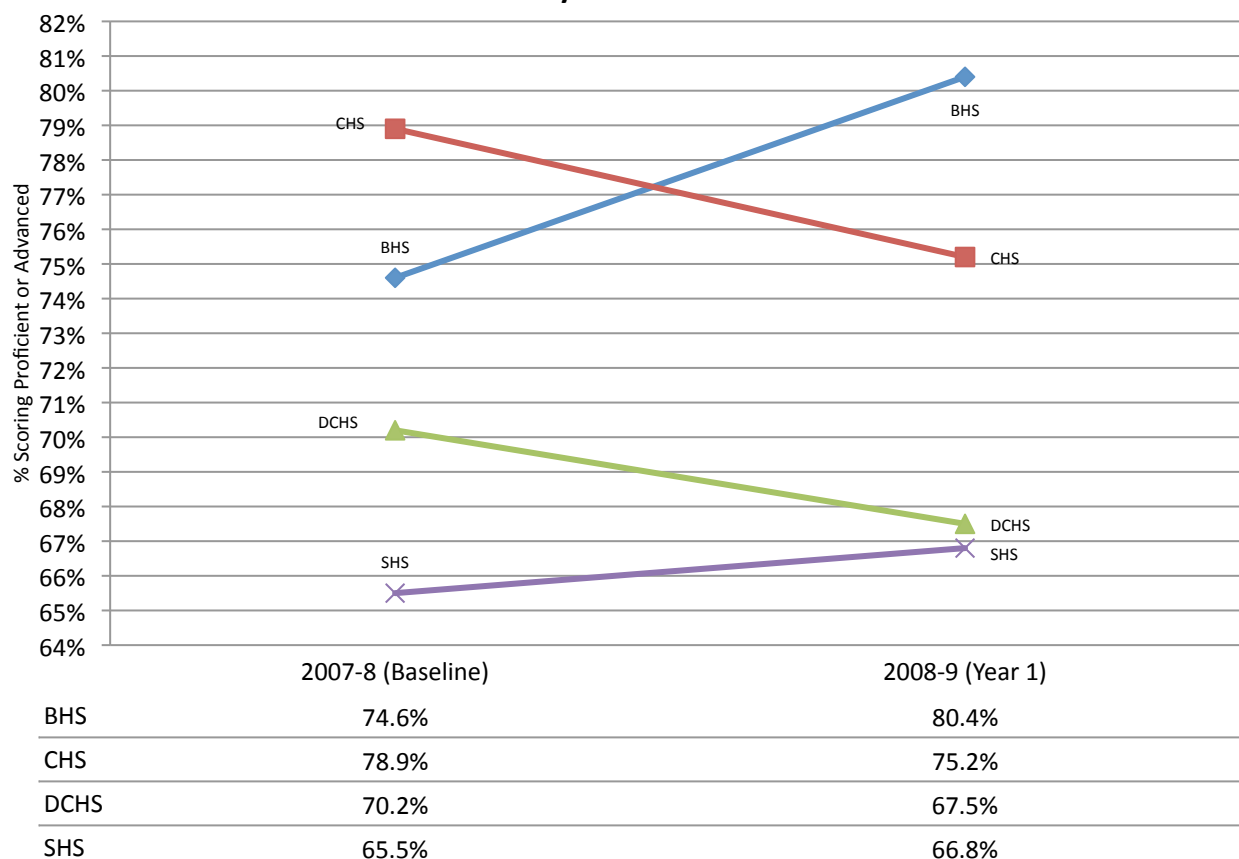
Source: GaDOE website; 2008-9 Report Card

Reads: In the 2007-8 school year, 90.3% of the students who took the English Language Arts assessment at Bridgeport High School (BHS) earned a score of proficient or advanced.

- From 2007-8 to 2008-9 (Year 1), the percent of students scoring at the proficient or advanced level on the ELA Assessment increased at all schools.
- From 2007-8 to 2008-9 (Year 1), the percentage point increase in the percent of students scoring at the proficient or advanced level on the ELA assessment was 4.8 at BHS; 1.4 at DCHS; 0.7 at CHS; and 0.5 at SHS.

3.7.6 What Percent Of Students Scores At The Proficient Or Advanced Level On The Mathematics Assessment?

Figure 1.35 Percent of Students Scoring at the Proficient or Advanced Level on the Mathematics Assessment by School



Source: GaDOE website; 2008-9 Report Card

Reads: In the 2007-8 school year, 74.6% of the students who took the mathematics assessment at Bridgeport High School (BHS) earned a score of proficient or advanced.

- From 2007-8 to 2008-9 (Year 1), the percent of students scoring at the proficient or advanced level on the mathematics assessment increased at two schools (BHS and SHS) and decreased at two schools (CHS and DCHS).
- From 2007-8 to 2008-9 (Year 1), the percentage point change in the percent of students scoring at the proficient or advanced level on the mathematics assessment was an increase of 5.8 at BHS; an increase of 1.3 at SHS; a decrease of 2.7 at DCHS; and a decrease of 3.7 at CHS.

3.8 Eventual Impact

Eventual Impact reflects the long-term goals of the program, and includes increases in the graduation rate; the percent of students earning postsecondary credits; and the percent of the graduates enrolling in postsecondary education.

3.8.1 Eventual Impact – Summary of Findings - What Is The Long Term Impact Of The Program?

Graduation Rate

From 2007-8 to 2008-9 (Year 1), the graduation rate increased at all four high schools. The percentage point increase in the graduation rate was 7.4 at BHS; 5.9 at DCHS; 2.7 at SHS; and 0.5 at CHS.

Percent of Students Passing One or More Advanced Level Course

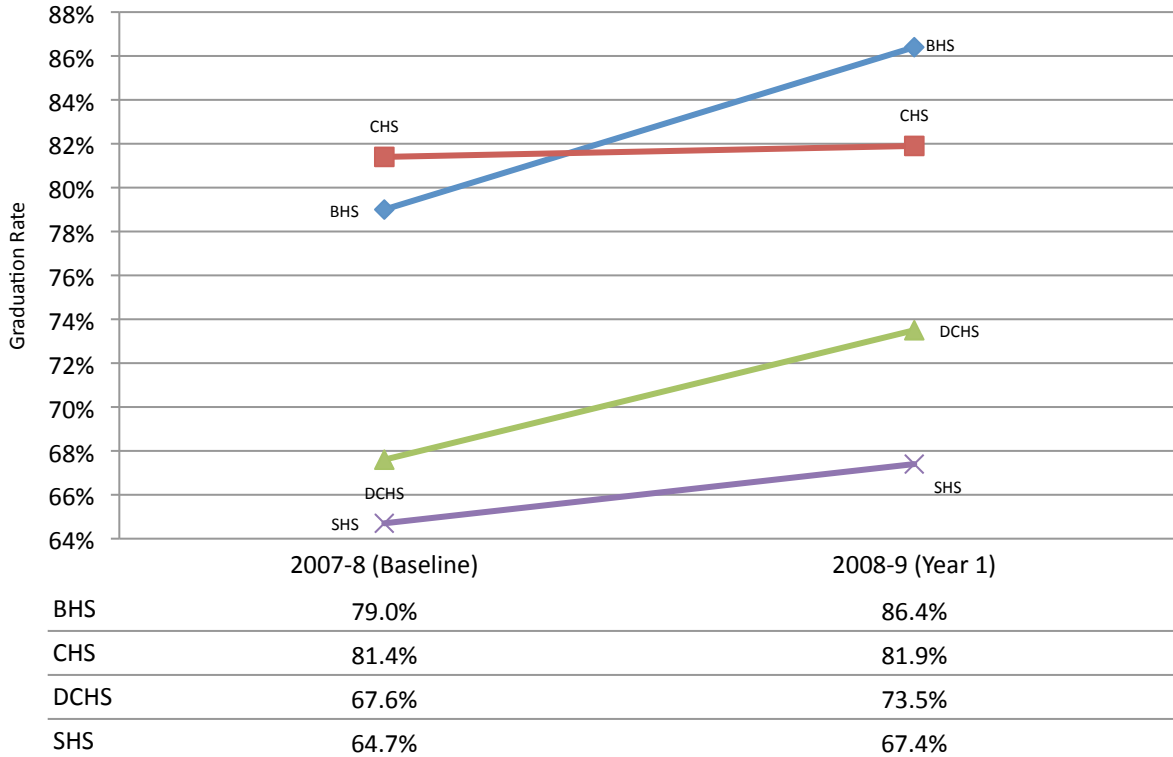
For all schools combined, the percent of students passing one or more advanced level course increased from 9% in 2007-8 to 13% in 2008-9 (Year 1).

Percent of Graduates Enrolling in Post-Secondary Education

From 2007-8 to 2008-9 (Year 1), the percent of graduates enrolling in either a 4- or 2-year college the semester following graduation increased at two schools. The percentage point change in the percent of students enrolling in either a 4- or 2-year college the semester following graduation was an increase of 4 at BHS; an increase of 3 at SHS; and a decrease of 1 at both CHS and DCHS.

3.8.2 What Is The Graduation Rate?

Figure 1.36 Graduation Rate by School



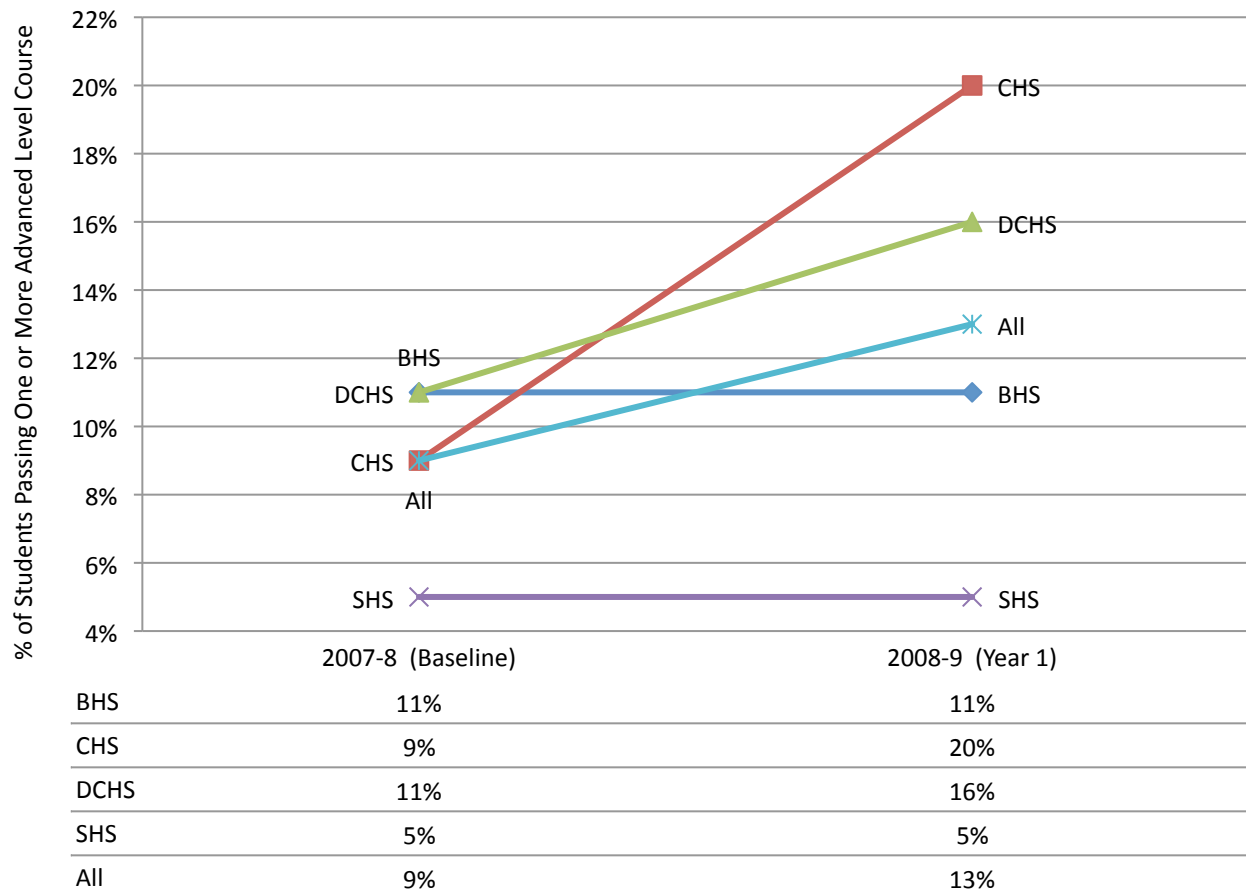
Source: GaDOE website; 2008-9 Report Card

Reads: In the 2007-8 school year, the graduation rate at Bridgeport High School (BHS) students was 79.0%

- From 2007-8 to 2008-9 (Year 1), the graduation rate increased at all four high schools.
- From 2007-8 to 2008-9 (Year 1) the percentage point increase in the graduation rate was 7.4 at BHS; 5.9 at DCHS; 2.7 at SHS; and 0.5 at CHS.

3.8.3 What Percent Of Students Passes One Or More Advanced Level Course? (Dual-credit, AP, or IB)

Figure 1.37 Percent of Students Passing One or More Advanced Level Course



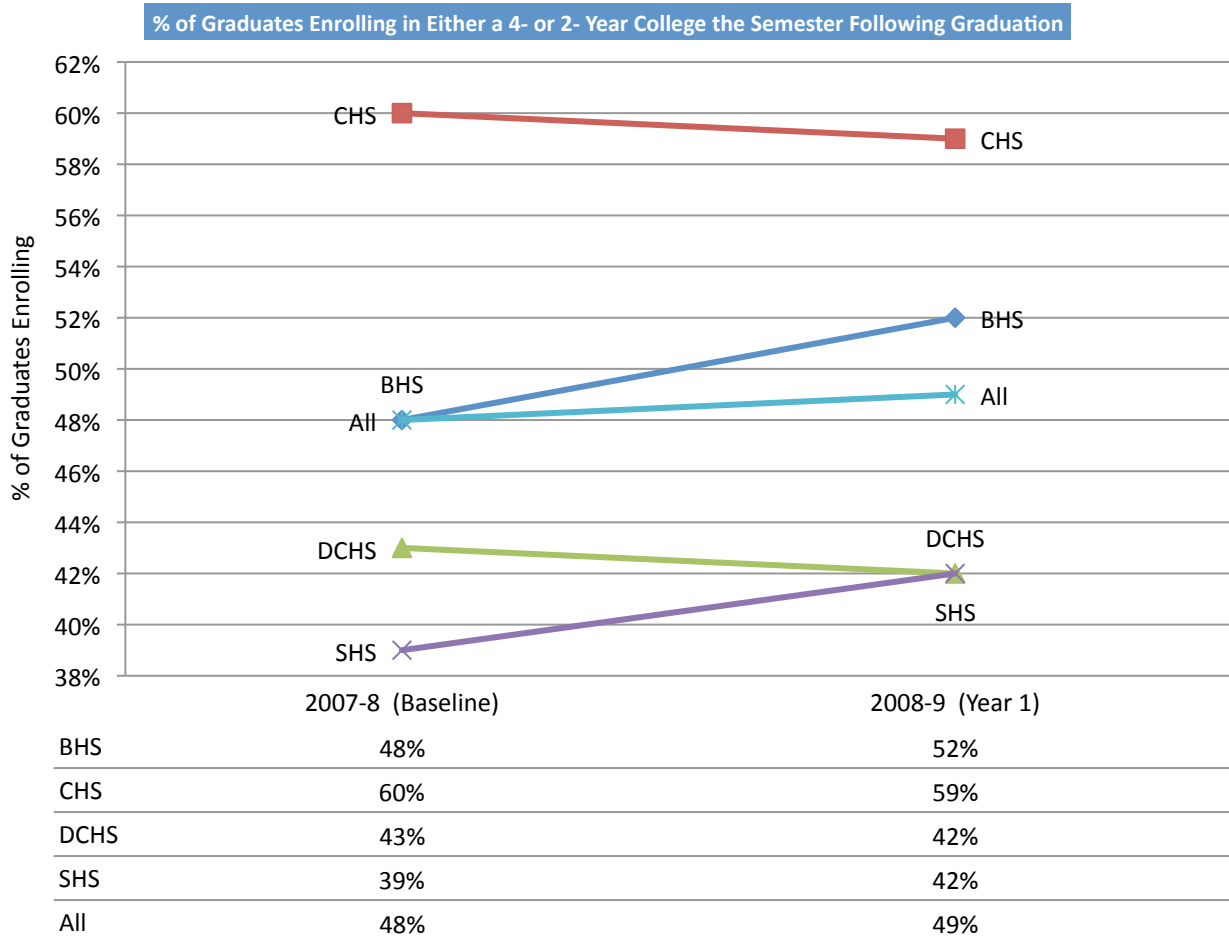
Source: DCSS

Reads: In the 2007-8 school year, 11% of the students at Bridgeport High School (BHS) passed one or more advanced level course.

- From 2007-8 to 2008-9 (Year 1), the percent of students passing one or more advanced level course increased at two high schools and remained the same at two schools.
- From 2007-8 to 2008-9 (Year 1), the percentage point change in the percent of students passing one or more advanced level course was 11 at CHS; 5 at DCHS; 0 at BHS; and 0 at SHS.

3.8.4 What Percent Of Graduates Enrolls In Post-Secondary Education In The Semester Following Graduation?

Figure 1.38 Percent of Graduates Enrolling in Postsecondary Education



Source: DCSS; National Student Clearinghouse

Reads: 48% of the students who graduated from Bridgeport High School (BHS) in 2008 enrolled in either a 4-year or a 2-year college the semester following graduation.

- From 2007-8 to 2008-9 (Year 1), the percent of graduates enrolling in either a 4- or 2-year college the semester following graduation increased at two schools.
- From 2007-8 to 2008-9 (Year 1), the percentage point change in the percent of students enrolling in either a 4- or 2-year college the semester following graduation was an increase of 4 at BHS; an increase of 3 at SHS; and a decrease of 1 at both CHS and DCHS.

Section IV. Summary and Recommendations

4.1 Summary of Findings

Is there a reasonable opportunity to implement the program?

Bridgeport High School, Carthage High School, and Spanish High School all have a reasonable “opportunity” to implement the program. At each of the schools, more than 80% of faculty members agree that their school has a need for the SLC program. In addition, almost two-thirds of faculty members agree that faculty members understand the vision that guides the program; and that the SLC program has helped students improve their academic performance.

Parent involvement, resistance to change, and a clear and shared vision are the greatest barriers to implementing the program. Parent involvement is the greatest barrier to implementation at three schools; and resistance to change is the second greatest barrier at two schools.

Are the resources allocated to the program adequate for it to achieve what it hopes to?

Bridgeport High School has dedicated adequate resources to most of the strategies of the SLC program. Over two-thirds of faculty members report that sufficient resources are being allocated to the advisory, academic support, academic rigor, advanced courses, and post-secondary education strategies.

Carthage High School has dedicated adequate resources to most of the strategies of the SLC program. Three-fourths or more of faculty members report that sufficient resources are being allocated to the middle to high school transition, advisory, academic support, academic rigor, advanced courses, and post-secondary education strategies.

Spanish High School has dedicated adequate resources to only some of the strategies of the SLC program. About two-thirds of faculty members report that sufficient resources are being allocated to the academic support and post-secondary education strategies.

Over all of the schools, less than one-half of faculty members report that sufficient resources are being allocated to the parent involvement strategy, and only about one-third of faculty members report receiving enough training to implement the strategy.

Over all of the schools, only one-half of faculty members report receiving enough training to implement the advisory program. The percent is 69% for BHS; 57% for CHS and 35% for SHS.

To what extent are students and teachers participating in the program?

Middle to High School Transition

At all four schools, either most or all of the rising ninth grade students participate in activities to support their transition from middle school to high school.

Advisory

At all four schools, all students participate in the advisory program.

Academic Support

At three schools, all of the students have the opportunity to master rigorous coursework. At one school, only some of the students have this opportunity.

Academic Rigor – At three schools, most or all of the instruction reflects a rigorous, standards-based curriculum. At one school, only some of the instruction is rigorous and standards-based.

Advanced Courses: At three schools, most or all of the students have the opportunity to participate in advanced courses. At one school, only some of the students have the opportunity to participate.

Post-Secondary Education: At all four schools, only some of the students have the skills required to apply to post-secondary institutions.

Parental Involvement: At three schools, only some of the parents participate in the activities offered by the school. At one school, most of the parents participate in the activities that are offered.

How well have the strategies of the program been implemented?

Advisory

The ninth grade advisory programs frequently meet the standards of best practice. At three schools, ninth grade advisors are always provided with a curriculum; ninth grade advisors are likely to help students develop academic plans; and ninth grade advisory groups are likely to have 20 or fewer students. At only two schools, ninth grade advisory meetings are likely to be held at least twice per month.

The upper grade advisory programs only sometimes meet the standards of best practice.

At all four schools, upper grade advisors are provided with a curriculum. At three schools advisors are likely to help students develop academic plans. At two schools, advisors are likely to connect students to college-related activities. At only two schools, upper grade advisory meetings are likely to be held at least twice a month. At only one school, upper grade advisory groups are likely to have 20 or fewer students.

Academic Support

The academic supports provided to struggling students frequently reflect the standards of best practice. At all four schools, ninth grade students who are identified as below average are likely to participate in a math support course. At all four schools, students are likely to have access to test preparation classes on Saturdays. At three schools, students are likely to have access to support from teachers before and/or after school; and students are likely to have access to the computer lab or media center during non-school hours.

Academic Rigor

The extent to which the instructional programs are academically rigorous is unclear. The data gathered from faculty members and students leads to different conclusions. According to faculty members, the instructional programs are academically rigorous. At least two-thirds of faculty members agree that instruction focuses on developing the thinking, problem solving, writing, and research skills of students; and requires students to engage in active, authentic inquiry. According to students, the instructional programs are not always rigorous. Less than one-half of students agree that their classes are challenging; and that their teachers focus on improving their thinking and problem-solving skills. Only about one-third of students agree that their teachers teach the material at a very high level.

Advanced Courses

Over all, only about one-third of students agree that their teachers encourage them to take advanced courses, and only about one-half of faculty members agree that all students benefit from access to advanced courses. Common methods of encouraging students to participate in advanced courses are frequently implemented. Three schools have an open enrollment policy for AP classes; consistently hold AP information sessions; increase, from year to year, the number of AP sections offered; and train teachers to teach new AP classes.

Post-Secondary

Overall, less than one-half of faculty members and about one-half of students agree that students are well prepared to enter college after finishing high school. Less than one-half of students agree that the school is preparing them for a job in the future. Common methods of preparing students for life after high school are frequently implemented. At three schools, students and parents are likely to be provided with opportunities to attend college fairs and financial aid workshops. At two schools, students are likely to be given opportunities to practice for the SAT and/or ACT. At all four schools, students are provided with the opportunity to participate in a career shadow day.

What do students and faculty members have to say about the strategies?

Middle to High School Transition

Faculty members and students do not feel the same way about the middle to high school transition activities. The reactions of faculty members are generally favorable while those of students are not favorable. Overall, more than three-fourths of faculty members agree that students who participate in middle to high school transition activities are more successful in ninth grade than those who do not participate. Unfortunately, less than one-half of students agree that the orientation activities they participated in helped them adjust to high school.

Advisory

Faculty members and students do not react similarly to the advisory programs. The reactions of faculty members are generally positive while those of students are not entirely positive. Overall, about three-fourths of faculty members agree that advisory groups are beneficial to students. Unfortunately, only about one-half of students agree that advisory groups are useful.

Afterschool Tutoring

Students, tutors and classroom teachers react positively to the afterschool tutoring programs. Almost all tutors agree that the tutoring sessions are beneficial to student achievement. About two-thirds of teachers agree that the afterschool tutoring program has helped their students improve their grades. Over one-half of students, agree that the program has helped them improve their grades.

What are the knowledge, attitudes, skills, and aspirations of students and teachers?

Personalization of Instruction

Faculty members and students do not agree on whether teachers use personalization strategies in their instruction. Approximately two-thirds or more of faculty members agree that teachers provide all students with the same opportunities; do not exhibit bias; and assess the interests of students. Unfortunately, only about one-third of students feel the same way.

Safety and Personalization of the School

Faculty members generally think the school is safe and personalized while students do not think it is. At least three-fourths of faculty members agree that their school has a positive environment; is a safe place for students; and welcomes all students. In contrast, only about one-fourth of students agree that teachers listen to their opinions and are concerned about their lives and, only about one-third of students agree that they feel safe at school.

Monitoring the Academic Progress of Students

Students do not perceive that their overall academic progress is being monitored at the school. Less than one-half of students believe that their teachers keep track of their academic progress,

and less than one-fourth of students agree that their teachers know how they are doing in other classes.

Collegiality of Teachers

Generally, teachers are collegial. About two-thirds of faculty members agree that teachers communicate regularly with each other; feel like members of a teaching team and collaborate with each other to plan for instruction.

Preparation of Students for Post-Secondary Life

Faculty members are more inclined than students to think that students are prepared for post-secondary life. Almost two-thirds of faculty members but, only a little more than one-third of students agree that the school is preparing students for a job in the future. Almost three-fourths of faculty members but, only one-half of students agree that the school has helped students understand the educational opportunities available to them after high school.

Do the behavior and practices of students change from year to year?

Percent of Students Absent For More Than 15 Days

From 2007-8 to 2008-9 (Year 1), the percent of students absent for more than 15 days decreased at all four schools. The percentage point decreases ranged from a low of 1.7 points at CHS to a high of 4.6 points at BHS.

Percent of Students Enrolling in Advanced Level Courses

For all schools combined, the percent of students enrolling in an advanced level course increased from 10% in 2007-8 to 13% in 2008-9 (Year 1).

English Language Arts Assessment

From 2007-8 to 2008-9 (Year 1), the percent of students scoring at the proficient or advanced level on the ELA assessment increased at all schools. The percentage point increase ranged from a high of 4.8 points at ASHS to a low of 0.5 points at SHS.

Mathematics Assessment

From 2007-8 to 2008-9 (Year 1), the percent of students scoring at the proficient or advanced level on the mathematics assessment increased at two schools and decreased at two schools. The percentage point change was an increase of 5.8 at BHS; an increase of 1.3 at SHS; a decrease of 2.7 at DCHS; and a decrease of 3.7 at CHS.

What is the long term impact of the program?

Graduation Rate

From 2007-8 to 2008-9 (Year 1), the graduation rate increased at all four high schools.

The percentage point increase in the graduation rate was 7.4 at BHS; 5.9 at DCHS; 2.7 at SHS; and 0.5 at CHS.

Percent of Students Passing One or More Advanced Level Course

For all schools combined, the percent of students passing one or more advanced level course increased from 9% in 2007-8 to 13% in 2008-9 (Year 1).

Percent of Graduates Enrolling in Post-Secondary Education

From 2007-8 to 2008-9 (Year 1), the percent of graduates enrolling in either a 4- or 2-year college the semester following graduation increased at two schools. The percentage point change in the percent of students enrolling in either a 4- or 2-year college the semester following graduation was an increase of 4 at BHS; an increase of 3 at SHS; and a decrease of 1 at both CHS and DCHS.

4.2 Options and Ideas

Continue with a deliberate and disciplined approach to implementation.

Implementing new initiatives in high schools is notoriously difficult. Change is difficult at the best of times, but the likelihood of successful implementation increases by adopting a deliberate approach. *BADGES* has begun a phased-in approach that balances the need for the support of administrators and faculty members with the need to demonstrate progress in implementation. It will be important to maintain a patient, disciplined approach and be satisfied with a series of ongoing “small victories” over the remaining four years of the program. Celebrating these small victories will help keep the momentum going. It is unrealistic to think that every strategy proposed in the grant narrative can (or should) be implemented, especially in light of ever-shifting contexts and circumstances, and certainly all interventions cannot (or should not) be implemented all at once. Similarly, considerable planning is often a prerequisite to successful implementation and a gradual phasing-in of each program component is frequently the most realistic and practical approach. The challenge is to minimize the *implementation gap* between what is proposed and what actually is in place, recognizing that the gap will never be completely closed.

Assess “parent involvement” as a potential barrier to implementation.

When asked to identify barriers to implementing the program, faculty members chose “parent involvement” as the top barrier. At this point, it is unclear as to what exactly is meant by “parent involvement” and why faculty members think this is a barrier to implementation of the SLC program.

Continue to develop and refine the advisory program.

The advisory program is an important part of the SLC program. Continue to refine the advisory program by 1) establishing the purposes of the program and clarifying roles; 2) addressing the resistance of faculty members to the program; 3) ensuring that all advisors receive the training required to be effective; 4) reducing, whenever possible, the size of the advisory groups to fifteen or fewer students; and 5) holding advisory group meeting, at least twice a month.

Investigate why the perceptions of faculty members and students of the strategies of the program differ so greatly.

When asked about the use of personalization strategies by teachers, and the safety and personalization of the school, faculty members responded positively while, students did not. It is unclear as to why the perceptions of faculty members and students are different. Understanding the differences may help further implementation and, thereby, the outcomes and sustainability of the program.

