The Empowerment Schools Study: Year II Interim Report

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Introduction

Years I and II of the Empowerment Schools Study (ESS) were conducted by the UNLV Center for Evaluation and Assessment (CEA) for the Clark County School District's Department of Research and School Improvement – Ms. Arlene Lewis, Director. The project was conducted under the auspices of Dr. Karlene Lee, CCSD Associate Superintendent for the Superintendent's Schools. The study was large and complex. Four elementary schools were selected to be Empowerment Schools (ESs) by Clark County School District (CCSD): **Kirk Adams Elementary School**, **Lee Antonello Elementary School**, **Paul Culley Elementary School**, and **Rose Warren Elementary School**. Schools had to apply for Empowerment School (ES) status and all administrators and teaching staff had to reapply for their positions. As a result of this process, two schools that were selected as ESs entered the project intact from the previous year (Adams and Antonello), while the other two ESs had new leadership and significant changes in the teaching staff (Culley and Warren).

Each ES was paired with a Comparison School (CS) via cluster analyses using factors such as enrollment, free and reduced lunch, school diversity, and IEP students as the basis for the selection. The following schools were selected to be Comparison Schools (CSs): Harley Harmon Elementary School, Howard Hollingsworth Elementary School, Eva Simmons Elementary School, and Vegas Verdes Elementary School. Table 1 shows the Empowerment Schools and their matched Comparison Schools.

Empowerment Schools	Comparison Schools
Adams Elementary School	Vegas Verdes Elementary School
Antonello Elementary School	Simmons Elementary School
Culley Elementary School	Hollingsworth Elementary School
Warren Elementary School	Harmon Elementary School

Table 1. ESs and Matched CSs.

This report is organized according to principles developed at the meeting of the Empowerment School Study Technical Advisory Panel (ESTAP) on September 7, 2007. Subsequent to the introduction, the Year II Interim Report is organized around the following seven major headings:

- The CCSD Empowerment Model (CCSD-EM)

- Design Philosophy, Achievement Measures, and Mediating Variable Measures
- Instruments
- School Organization and Governance
- ES-CS Group Comparisons
- ESs Stages of Concern Cumulative Profile
- Conclusions from Year II and Plans for Year III.

The CCSD Empowerment Model (CCSD-EM)

There are many definitions of "school empowerment" in the educational research literature. Generally, these definitions involve moving administrative control toward school sites and away from district central offices. Details of how the "empowerment" concept is implemented vary greatly beyond this widely accepted general definition. CCSD has made a clear statement of what is meant by the term "Empowerment School" to remove these definitional disagreements. The components of the CCSD-EM include the following:

- **Smaller Class Size**
  - Reduced to a student/teacher ratio of 25 to 1 in core classes -- smaller classes in other areas may already be governed by class size reduction requirements.
- **Additional Time**
  - Twenty-nine minutes per teacher per day
  - Five more days per teacher per year
- **Increased Funding**
  - $150,000 in discretionary funds
  - A five percent increase in pay for ES principals
  - A two percent incentive pay package for all licensed staff – if and when achievement goals are met
  - $50,000 of temporary funding over three years
  - Financial support from each school's community partner
- **Increased decision-making authority vested in each individual ES**

- ES principals have greater authority to:
    - Hire and fire school personnel
    - Select school curriculum materials and programs
    - Create new school structure
    - Create new governance structures
    - Influence instructional approach

Design Philosophy, Achievement Measures, and Mediating Variable Measures

Design Philosophy

The design philosophy underlying the ESS was based on the principle of triangulation or within-design corroboration of evidence. The rationale for this approach stems from concerns about the validity and reliability of information collected for purposes of evaluation using single, non-standardized instruments. Triangulation (asking similar questions on different instruments to the same and different groups of people) helps create deeper understandings of the issues, particularly when two or more different perceptions of the issue emerge from the data.

Standard paired school and paired group analyses were done to determine differential school achievement progress within and between ESs and CSs. Year II analyses will culminate with the conceptualization of a tentative "empowerment school reform" model, in which primary and secondary predictors of student achievement will be presented. That model will be presented *a priori* in January of Year III and will be tested using data collected at the end of that academic year.

Achievement Measures

CCSD administrators are particularly interested in knowing whether not implementation of the CCSD-EM affected student achievement as measured by students' scores on the Nevada State Criterion Reference Test (CRT) in reading and math. The Iowa Test of Basic Skills (ITBS), reading and math subscales, was used in Year I, but was not available in Years II and III.

Mediating Variable Measures

Data on mediating variables was collected for at least four reasons: (1) They provide insight into additional variables that may mediate any relationships that arise between the implementation of the CCSD-EM and changes in student achievement; (2) They provide triangulation measures for other data points, thus improving the predictive power and validity of each variable; (3) They foster a deeper understanding of the

achievement data; and (4) They will provide information to be used in modeling the prominent predictors of success in the CCSD-EM.

Data on the following mediating variables were collected:

Teachers' Perceptions. Teacher perceptions concerning the ES concept, school governance, organizational structures, student performance, etc were sampled. These data were collected using surveys, interviews, and a **Stages of Concern Questionnaire** (SoCQ).

Parents' Perceptions. Parent perceptions of involvement in their children's school and education were investigated. These data were collected using a parent survey, presented in both Spanish and English as needed, and a Parent Focus Group (translators included as needed).

Instructional Practices. In Year I, instructional practices in each school were sampled using the **Data-in-a-Day** data collection protocol – a walk through of participating schools and classrooms to sample instructional practices being used. Corroborative data for this measure will be collected via classroom observations in Years II and III of the study. These results will not be reported until the end of Year III.

Curriculum Materials. Data on the research-based nature of the curriculum materials used will be collected using document analysis and a curriculum description provided by the Principal of each school. Information from teacher interviews and surveys will be used to triangulate this information. A full report of this data will not be made until the end of Year III.

Principal Perceptions. Principal perceptions concerning the ES concept, school governance, the school change process, organizational structures, and student performance were sampled. These data were collected using interviews. Interviewers used a 10-question protocol. In addition, teachers filled out Change Facilitator Style Questionnaires (CFSQ) on their principals. These two data sources helped the Evaluators better understand the role of the principal as a change agent in each ES and CS.

Instruments

CEA staff used several existing protocols and tests, and created five new instruments to help evaluate the implementation of the CCSD-EM.

Achievement Tests

The CRT and ITBS measures are existing instruments. The data used was supplied by CCSD. Results from CRT tests reading and math subscales given in 2007 and 2008 were

used in the Year II analyses. All students in grades three, four, and five at all eight participating schools were tested at each school once per year. The CEA Qualitative Analyses Team was headed by Dr. Gwen Marchand.

Parent Survey

A Parent Survey was constructed to evaluate parents' sense of how involved they were in their children's education, of whether or not they thought the school was providing a high quality education for their children, and whether or not they were involved in decisions at the their children's school. This survey had 14 questions (see Appendix I). All parents at the eight participating schools were sent this survey at the beginning and end of each academic year.

Parent Focus Group Protocol

A Parent Focus Group Protocol was constructed to collect additional information about parents' sense of their involvement in their children's education and of the quality of job being done by the principal and the teachers at their children's school. Parent focus groups were done at all eight study schools at the end of Year II. The protocol contained 10 questions (See Appendix I).

Teacher Survey

A Teacher Survey was constructed to evaluate teachers' perceptions of working in an ES school -- including their expectations for student achievement, school success in involving parents in school decisions and activities, school organization and governance, the research basis for curriculum and instruction decisions, and the allocation of funds. The survey had 37 questions (see Appendix I). All teachers at all eight participating schools were sent this survey at the beginning and end of each academic year.

Teacher Interview Protocol

A Teacher Interview Protocol was constructed to explore many of the same factors as examined in the Teacher Survey. This overlap was intentional. It allowed corroboration of perceptions at each individual school from at least three sources of information: Teacher Surveys, Teacher Interviews, and SoCQ. The Teacher Interview Protocol contained 12 questions (see Appendix I).

The output from the Teacher Interviews was analyzed both qualitatively and quantitatively. The quantitative analyses were presented in Year I. The qualitative analysis will be presented in Year II. Standard qualitative analysis techniques were used with these data (the CEA Interview Analysis Team is headed by Dr. Robert Parker).

Quantitative data was used to create scoring categories from the interview protocols using the category creation techniques of Miles and Huberman (1992). The Interview Analysis Team created categories of interview responses after reading randomly selected protocols to get a "sense" of the types of responses that occurred. The group discussed each category as to its uniqueness, informational value, and potential contribution to understanding. A scoring rubric was created from the discussions. The criterion for a category to be included in the rubric was group consensus (See Appendix I).

Eight teachers from each school were randomly selected for interview using a block randomization technique. The first step in this approach was to identify four different strata in each school: K-1, 2-3, 4-5, and school specialists. Two teachers were randomly selected from each stratum to make up the eight teachers interviewed. Some teachers changed schools from Year I to Year II. The replacement strategy was to randomly pick a continuing teacher (had been at the school in Year I) from the same stratum. Teachers were interviewed at the beginning and end of each academic year.

Stages of Concern Questionnaire (SoCQ)

An additional framework selected for understanding and measuring teachers' feelings about change was the Stages of Concern (SoC) about the reform. The concerns model was first proposed by Fuller (1969) based on her studies of the feelings and perceptions of student teachers. In 1973, Hall, Wallace, and Dossett proposed the concerns model could be extended to those who were engaged in a change process. In fact, concerns were seen as such an important part of understanding that change process that the overall change model include this in its title, Concerns Based Adoption Model (CBAM). Over the last four decades CBAM and its Stages of Concern diagnostic dimension have become research verified and widely used (Hall & Hord, 2006).

The concerns model categorizes the feelings and perceptions that people have during a change process. The model also proposes a developmental sequence to concerns as a change process unfolds. However, this unfolding in theory is accompanied by the caveat that a particular change process may not unfold in the ideal way. In those situations the dynamic of concerns will likely be quite different.

Seven Stages of Concern (SoC) about an innovation have been identified, defined, and research verified. The standard SoC definitions are presented below.

Stages of Concern Categories

- REFOCUSING (Stage 6) -- The focus is on the exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

- COLLABORATION (Stage 5) -- The focus is on coordination and cooperation with others regarding use of the innovation.

- CONSEQUENCE (Stage 4) -- Attention focuses on impact of the innovation on students in their immediate sphere of influence.

- MANAGEMENT (Stage 3) -- Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are primary.

- PERSONAL (Stage 2) -- Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision–making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

- INFORMATIONAL (Stage 1) -- A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

- UNCONCERNED (Stage 0) -- Little concern about or involvement with the innovation is indicated.

Before a change process begins, and for some near the beginning, the most prevalent concerns will be at Stage 0 (Unconcerned). Those individuals will be concerned about other aspects of their work and perhaps not even aware that the introduction of an innovation is eminent. As the change process begins, Stage 1 (Informational) and Stage 2 (Personal) will be more intense. As implementation gets underway Stage 3 (Management) concerns will become intense. Ultimately, assuming sufficient time (3-5-8 years) along with appropriate leadership and support, concerns at the higher stages can become most intense.

Information from this questionnaire will be used with principals and teacher interviews to better understand the change process in each school. The SoCQ consists of 35 items (see Appendix I). Respondents were asked to assess their concerns relative to implementation of the CCSD-EM. The questionnaire was administered at the end of Year II.

Principal Interview Protocol

A Principal Interview Protocol was constructed to explore many of the same factors examined in the Teacher Survey, Parent Survey, and Teacher Interviews. This overlap was intentional. This allowed corroboration of perceptions at each individual school from at least two sources of information: teachers and principals. The Principal Interview Protocol contained 10 questions (see Appendix I). These interviews were analyzed qualitatively. A new principal interview protocol was created in Year II. The new protocol covered some of the same information as the old interview, but new items were added to investigate issues that surfaced in Year I of the ESS. Principal interviews were conducted at the end of each academic year.

Change Facilitator Style Questionnaire

The Change Facilitator Style questionnaire (CFSQ) used in this study emerged out of change process research over the last twenty years (Hall, et al, 1984; Hall & Hord, 2006). Each style represents a distinct behavioral composite of how some principals lead implementation efforts in their schools (see Appendix I). In the early research, three CF Styles were identified and defined: **Initiators**, **Managers** and **Responders**. Clearer, more detailed explanations of these terms follow.

- **Initiators** have clear, decisive, long-range policies and goals that transcend but include implementation of the current innovation. They tend to have very strong beliefs about what good schools and teaching should be like and work intensely to attain this vision. Decisions are made in relation to their goals for the school and in terms of what they believe to be best for students, which is based on current knowledge of classroom practice. Initiators have strong expectations for students, teachers, and themselves. They convey and monitor these expectations through frequent contacts with teachers and setting clear expectations of how the school is to operate and how teachers are to teach. When they feel it is in the best interest of their school, particularly the students, Initiators will seek changes in district programs or policies or they will reinterpret them to suit the needs of the school. Initiators will be adamant but not unkind, they solicit input from staff and then decisions are made in terms of the goals of the school, even if some are ruffled by their directness and high expectations.

- **Managers** place heavy emphasis on organization and control of budgets, resources, and the correct applications of rules, procedures and policies. They demonstrate responsive behaviors in addressing situations or people and they initiate actions in support of change efforts. The variations in their behavior are based in the use of resources and procedures to control people and change processes. Initially new

implementation efforts may be delayed since they see that their staff is already busy and that the innovation will require more funds, time, and/or new resources. Once implementation begins, Managers work without fanfare to provide basic support to facilitate teachers' use of the innovation. They keep teachers informed about decisions and are sensitive to excessive demands. When they learn that the central office wants something to happen in their school they then become very involved with their teachers in making it happen. Yet, they do not typically initiate attempts to move beyond the basics of what is required.

- **Responders** place heavy emphasis on perception checking and listening to people's concerns. They allow teachers and others the opportunity to take the lead with change efforts. They believe their primary role is to maintain a smooth running school by being friendly and personal. They want their staff to be happy, get along with each other, and to treat students well. They tend to see their school as already doing everything that is expected and not needing major changes. They view their teachers as strong professionals who are able to carry out their instructional role with little guidance. Responders emphasize the personal side of their relationships with teachers and others. They make decisions one at a time and based on input from their various discussions with individuals. Most are seen as friendly and always having time to talk

This information will be used in conjunction with principal interviews to help clarify the role and impact of the ES principals on student achievement. The CFSQ consists of 30 items that are responded to using a six-point Likert scale. All teachers in each participating school completed the CFSQ in relation to how they viewed their principal's leadership in relation to implementation of the CCSD-EM.

School Organization and Governance

Empowerment Schools

Although all ESs were required to reconstitute prior to the beginning of Year I, two ESs remained almost entirely intact because the existing Principal rehired virtually all of the staff – Adams and Antonello. In contrast, the other two schools began with a new Principal at the building and an almost entirely new staff – Culley and Warren. The governance structure used at the intact schools in Year I was changed only slightly from the previous year. The two schools with a new Principal and almost entirely new staff developed new governance structures.

During Year II, each of the four ESs had either a Lead (or Leadership) Team or a Design Team – or both. Adams had a Leadership Team; Antonello had a Lead Team and a Design Team; Culley had a Leadership Team and a Design Team; and

Warren had a Design Team. At all of the schools, these teams were involved in making major decisions about instruction and resource allocation.

All ESs continued to use supplemental empowerment funds to buy additional personnel, to provide professional development for teachers, and to purchase curricular materials and other supplies. Though each ES differed in its choice of extra personnel, all included hiring additional teachers and aides and purchasing substitute time, while some schools also hired permanent substitutes. Professional development funds were used to send teachers to conferences, to bring in outside consultants, to pay for substitutes to release teachers for staff collaboration and professional development activities, and to pay for teachers to attend after-school book studies.

The average teacher turnover for the ESs from Year I to Year II was about nine (9):

- Adams = 10
- Antonello = 2
- Culley = 8
- Warren = 17

Teachers left for a variety of reasons: transferring schools to be closer to home; leaving the state or country; finding the empowerment model to be too difficult or too demanding; and being asked to leave by the principal.

All ESs continued to focus on involving parents and community in their schools, including offering classes for parents. Overall, the level of parental participation in after-school and evening events of all kinds increased from Year I to Year II.

Comparison Schools

During Year II, three CSs were Title I; two were Dual Language schools (Hollingsworth and Harmon); and two were Reading First schools (Harmon and Vegas Verdes). One CS (Harmon) had both programs.

All four CSs used governance structures involving teacher teams and/or committees, though none of them had a designated Leadership Team. Two CSs (Vegas Verdes and Simmons) began Year II with new Principals. In one case (Simmons) the new principal had many years of experience as a principal in another state; in the other case (Vegas Verdes) it was her first principalship. In another CS (Hollingsworth) a change of Principal occurred in February. Only one CS (Harmon) had the same principal during both years, though Year II was only his second year as a principal.

Two CSs (Harmon and Simmons) changed from 9-month to 12-month school calendars between Year I and Year II. In both schools, this calendar change resulted in some teachers choosing to leave the school. One CS (Vegas Verdes) had a zoning change that resulted in a reduction in student enrollment and a corresponding reduction in the teaching staff.

All four CSs continued to focus on parental involvement. The Parent Center at Hollingsworth and the Parent Link Program at Vegas Verdes led to increased parent involvement at both schools. Activities were similar to the ESs and ranged from curriculum nights and parent classes and trainings to PTAs and other parent volunteer channels.

Group Comparisons between ES and CS Schools on Student Achievement

Descriptive Statistics

Beginning in the spring of their third-grade year, all students in the CCSD participate in annual yearly testing to assess their mastery of basic academic skills. In Nevada elementary and middle schools, these assessments are called the Nevada Criterion Referenced Tests (CRT). The CRT scores are the primary student-learning outcome for the purposes of the Empowerment School Evaluation Year II Interim Report.

Table 2 presents the average scale scores and standard deviation from the mean of students in the ES group, the CS group, and for the CCSD as a whole (includes all schools). The descriptive data indicated that in the second year of the evaluation, the ES group generally had higher CRT scale scores in both Reading and Math than the comparison group; however, these scores were still less than the District average for 5th grade students in reading and math and 3rd grade students in reading. Targeted analyses in the following sections were used to determine whether these differences were statistically significant.

Table 2. *2008 CRT Descriptive Data by Grade Level for Groups*

	N	Reading CRT		Math CRT	
		Mean	SD	Mean	SD
Grade 3					
Empowerment	442	303.49	74.05	320.10	76.03
Comparison	524 (522)*	290.96	72.54	285.48	73.47
District	24634 (24629)	308.00	72.24	308.57	75.15
Grade 4					
Empowerment	516	303.45	85.55	332.29	87.49
Comparison	507 (509)	280.88	83.21	306.18	86.72
District	24142 (24144)	302.80	84.06	324.50	88.22
Grade 5					
Empowerment	503 (504)	277.07	75.58	308.95	73.86
Comparison	476	262.24	75.95	291.85	72.84
District	23582 (23584)	283.56	73.83	311.21	70.43

Note. *If different than the N for reading scores; the N inside parentheses is the number of students available for the math CRT.

The CRT scale scores are transformed by the State of Nevada into one of four academic progress categories. Students are classified as (1) Emergent/Developing: Student occasionally/does not apply skills/strategies and requires extensive remediation; (2) Approaches Standard: Student inconsistently/incompletely applies skills/strategies and requires targeted remediation; (3) Meets Standard: Student consistently applies skills/strategies without need for remediation; or (4) Exceeds Standard: Student comprehensively/consistently applies and generalizes skills/strategies in a variety of situations (www.nevadareportcard.com).

The percent of students that fell into each category during the 2008 testing period are reported in Table 3. These data are useful for indicating the dispersion of scores and whether schools are able to assist students in mastering academic material (Exceeds category). Table 3 suggests that in general, the majority of students in all groups fall within the middle two categories (Approaches Standard and Meets Standard). ESs appear slightly more adept at helping students truly excel in Math, as just over 24% of the students at ESs exceeded the math standards for their grade level.

Table 3. *Percentage of Students in Each Academic Progress Category by Group.*

	Reading CRT			
	Emergent/ Developing	**Approaches Standard**	**Meets Standard**	**Exceeds Standard**
Empowerment	N=164 %=11.2	N=535 %=36.6	N=542 %=37.1	N=220 %=15.0
Comparison	N= 217 %=14.4	N=665 %=44.1	N=450 %=29.8	N=175 %=11.6
District Non-Study	N=7366 %=10.2	N=26321 %=36.4	N=27077 %=37.4	N=11581 %=16.0
	Math CRT			
	Emergent/ Developing	**Approaches Standard**	**Meets Standard**	**Exceeds Standard**
Empowerment	N=107 %=7.3	N=398 %=27.2	N=597 %=40.8	N=353 %=24.1
Comparison	N=181 %=12.0	N=524 %=34.7	N=569 %=37.7	N=219 %=14.5
District Non-Study	N=5696 %=7.9	N=21236 %=29.3	N=29243 %=40.4	N=15816 %=21.8

Table 4 further breaks down the groups. The percentages in Table 4 indicate that although when grouped together ESs appear to perform somewhat better than the comparison group, and in some cases, the district; the differences may be due to particularly strong (and weak) performance at schools within the larger groupings. For instance, a relatively high percentage of students at Culley Elementary School exceeded the math standards, yet at this same school, almost 46% of students did not meet the standards set for reading.

Table 4. *Percentage of Students in Each Academic Progress Category by School.*

Reading CRT				
	Emergent/ Developing	**Approaches Standard**	**Meets Standard**	**Exceeds Standard**
Empowerment				
Adams	N= 41 %= 13.5	N= 91 %= 29.9	N= 120 %= 39.5	N= 52 %= 17.1
Antonello	N= 30 %= 7.1	N= 129 %= 30.6	N= 177 %= 42.0	N= 85 %= 20.2
Culley	N= 36 %= 8.5	N= 156 %= 37.0	N= 164 %= 38.9	N= 66 %= 15.6
Warren	N= 57	N= 159	N= 81	N= 17

	%= 18.1	%= 50.5	%= 25.7	%= 5.4
Comparison				
Vegas Verdes	N= 82 %= 20.4	N= 193 %= 48.1	N= 91 %= 22.7	N= 34 %= 8.5
Simmons	N= 37 %= 10.0	N= 164 %= 44.2	N= 120 %= 32.3	N= 50 %= 13.5
Hollingsworth	N= 57 %= 12.3	N= 206 %= 44.3	N= 148 %= 31.8	N= 54 %= 11.6
Harmon	N= 41 %= 15.1	N= 102 %= 37.6	N= 91 %= 33.6	N= 37 %= 13.7
Math CRT				
	Emergent/ Developing	**Approaches Standard**	**Meets Standard**	**Exceeds Standard**
Empowerment				
Adams	N= 36 %= 11.8	N= 74 %= 24.3	N= 124 %= 40.8	N= 68 %= 22.4
Antonello	N= 13 %= 3.1	N= 107 %= 25.4	N= 185 %= 43.9	N= 114 %= 27.1
Culley	N= 24 %= 5.7	N= 96 %= 22.7	N= 170 %= 40.3	N= 130 %= 30.8
Warren	N= 34 %= 10.8	N= 121 %= 38.4	N= 118 %= 37.5	N= 41 %= 13.0
Comparison				
Vegas Verdes	N= 76 %= 19.0	N= 164 %= 40.9	N= 121 %= 30.2	N= 32 %= 8.0
Simmons	N= 25 %= 6.7	N= 118 %= 31.8	N= 154 %= 41.5	N= 71 %= 19.1
Hollingsworth	N= 53 %= 11.4	N= 167 %= 35.9	N= 170 %= 36.6	N= 72 %= 15.5
Harmon	N= 27 %= 10.0	N= 75 %= 27.7	N= 124 %= 45.8	N= 44 %= 16.2

Group Differences – 2008 Reading and Math Scores

A series of Analyses of Variance (ANOVA) were conducted to determine whether the differences between groups and matched school pairs were statistically significant. The ANOVAs yield a measure of effect size in addition to detecting a mean difference. The partial Eta-Squared statistic indicates the percent of variance in test scores that can be accounted for by group membership. For example, in the comparison of reading scores made at the third grade level between ESs and Comparison groups, a significant difference was found, so that the Empowerment school group had significantly higher reading scores. The partial Eta-squared statistic indicates that less than **1%** of the variability in reading scores can be accounted for by the group membership.

Comparisons at each grade level were made (a) between Empowerment and non-Empowerment school groups, (b) between matched school pairs, and (c) between the Empowerment school group, the non-Empowerment group, and schools in the District that were not a part of the evaluation. Tables 5 through 12 show the results for each grade for the larger group comparisons. Mean level differences in 2008 CRT Reading and Math scores between matched pairs are located in the individual school case study sections.

Grade 3 Comparisons

Table 5. *Grade 3 ANOVA comparisons of 2008 CRT Reading Scores.*

Reading CRT						
	N	**Mean**	**SD**	**F-Value**	**Sig. Value**	**Partial Eta Squared**
Empowerment	442	303.49	74.05	7.017	.008	.007
Comparison	524	290.96	72.54			
Empowerment	442	303.49	74.05	2.06	.151	.000
Non-Study District	23668	308.46	72.15			
Comparison	524	290.96	72.54	30.17	.000	.001
Non-Study District	23668	308.46	72.15			

Table 5 above demonstrates some interesting trends for 3rd grade students in reading. Although the students at ESs had significantly higher scores as a group than the comparison group, the Empowerment students were similar to the non-study District average. A more positive trend was found for 3rd grade math scores. As a group, the ESs had significantly higher math scores than the CSs and the non-study District average.

Table 6. *Grade 3 ANOVA comparisons of 2008 CRT Math Scores.*

Math CRT						
	N	**Mean**	**SD**	**F-Value**	**Sig. Value**	**Partial Eta Squared**
Empowerment	442	320.10	76.03	51.50	.000	.051
Comparison	522	285.48	73.47			
Empowerment	442	320.10	76.03	9.73	.002	.000
Non-Study District	23665	308.86	75.07			
Comparison	522	285.48	73.47	49.60	.000	.002
Non-Study District	23665	308.86	75.07			

Grade 4 Comparisons

Trends similar to those in the third grade data were found for reading scores for fourth grade students (Table 7).

Table 7. *Grade 4 ANOVA comparisons of 2008 CRT Reading Scores.*

Reading CRT						
	N	**Mean**	**SD**	**F-Value**	**Sig. Value**	**Partial Eta Squared**
Empowerment	516	303.45	85.55	18.29	.000	.018
Comparison	507	280.88	83.21			
Empowerment	516	303.45	85.55	.002	.960	.000
Non-Study District	23119	303.27	83.98			
Comparison	507	280.88	83.21	35.26	.000	.001
Non-Study District	23119	303.27	83.98			

Table 8. *Grade 4 ANOVA comparisons of 2008 CRT Math Scores.*

Math CRT						
	N	**Mean**	**SD**	**F-Value**	**Sig. Value**	**Partial Eta Squared**
Empowerment	516	332.29	87.49	23.01	.000	.022
Comparison	508	306.18	86.72			
Empowerment	516	332.29	87.49	3.71	.054	.000
Non-Study District	23120	324.73	88.23			
Comparison	508	306.18	86.72	21.99	.000	.001
Non-Study District	23120	324.73	88.23			

Grade 5 Comparisons

Fifth grade ANOVAs were also calculated. These results are depicted in Tables 9 and 10.

Table 9. *Grade 5 ANOVA comparisons of 2008 CRT Reading Scores.*

Reading CRT						
	N	**Mean**	**SD**	**F-Value**	**Sig. Value**	**Partial Eta Squared**
Empowerment	503	277.07	75.58	9.37	.002	.009
Comparison	476	262.24	75.95			
Empowerment	503	277.07	75.58	4.54	.033	.000
Non-Study District	22603	284.15	73.67			
Comparison	476	262.24	75.95	41.18	.000	.002
Non-Study District	22603	284.15	73.67			

As a group, the Empowerment schools outperformed their comparisons in both reading and math, but only scored better than the district as a whole in reading.

Table 10. *Grade 5 ANOVA comparisons of 2008 CRT Math Scores.*

Math CRT						
	N	**Mean**	**SD**	**F-Value**	**Sig. Value**	Partial **Eta Squared**
Empowerment	504	308.95	73.86	13.29	.000	.013
Comparison	476	291.85	72.84			
Empowerment	504	308.95	73.86	.736	.391	.000
Non-Study District	22604	311.66	70.25			
Comparison	476	291.85	72.84	37.03	.000	.002
Non-Study District	22604	311.66	70.25			

Grade Level ANOVA Summary. These mean level comparisons indicate the need for ongoing investigation of the ES concept and qualitative descriptions of what is happening at each of the schools. The targeted matched-pairs analyses to be presented in the Year III will provide an opportunity to determine whether the generally positive scores at the ESs are found across the board or if there are schools within the larger groups responsible for the overall trends. Each of these schools has implemented a different version of the CCSD-EM and the matched school data provides an initial indicator of the impact of these practices on student achievement.

Group Differences from 2007 to 2008

Repeated measures analyses were conducted using the general linear model function in SPSS 16.0 to identify whether student achievement differed from the testing administration in 2007 to the testing administration in 2008 and by empowerment school grouping (ES and CS). Note that these are comparisons of raw scale scores from year to year, but that the assessments measure different underlying concepts. Caution should be exercised when interpreting these results. Results for reading and math are reported for students moving from third to fourth grade and from fourth to fifth grade.

Third to Fourth Grade Reading

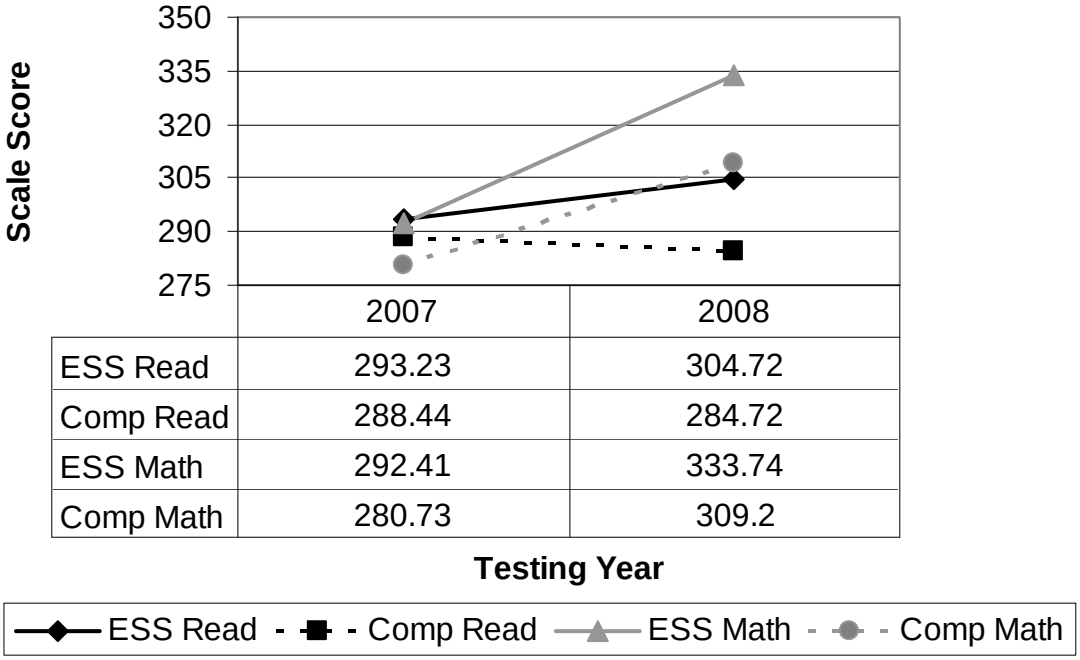
Results indicated that a significant within-subjects and between-subjects effect was found for the third/fourth grade group in reading. A main effect for time was found so that student scores changed significantly from third to fourth grade, ($F_{(1, 956)} = 4.67$, $p < .05$, partial $\eta^2 = .005$). Also, a significant effect was found for the between-subjects test of ES group/CS group, ($F_{(1, 956)} = 7.58$, $p < .01$, partial $\eta^2 = .008$), indicating that the groups were different in their reading scores. Finally, the interaction between time and Empowerment designation was also significant, ($F_{(1, 956)} = 20.14$, $p < .001$, partial $\eta^2 = .021$), indicating that students in the two groups changed differently over time. Table 11

presents a visual display of the pattern of changes over time for both reading and math scores from third (2007) to fourth (2008) grade and the mean scores for the different testing periods and different groups. From the Figure, it is clear that although the ES Group and the CS Group tested similarly in third grade, by fourth grade the scores diverged, with ES students *increasing* and CS students *decreasing* in reading CRT scores.

Third to Fourth Grade Math

The results from the repeated measures analysis of math scores from 2007-2008 third to fourth grade students were similar to the reading analyses (See Table 11). There was a significant main effect for testing administration, ($F_{(1, 957)} = 369.83$, $p < .001$, partial $\eta^2 = .279$), indicating that student scores improved significantly from third to fourth grade. The main effect for grouping was also significant, ($F_{(1, 957)} = 13.70$, $p < .001$, partial $\eta^2 = .014$). Finally, the interaction between administration and group was also statistically significant, ($F_{(1, 957)} = 12.55$, $p < .001$, partial $\eta^2 = .013$). In both the ES and CS, students' math scores improved from third to fourth grade, but the data suggests that students at the Empowerment schools improved at a greater rate.

Table 11. *CRT Reading and Math Score Changes from third (2007) to fourth (2008) Grade*



	2007	2008
ESS Read	293.23	304.72
Comp Read	288.44	284.72
ESS Math	292.41	333.74
Comp Math	280.73	309.2

Fourth to Fifth Grade Reading

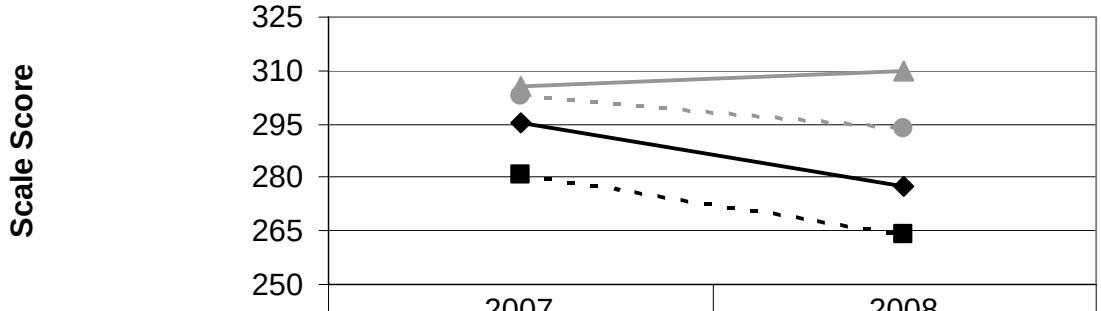
The results from the repeated measures analyses for CRT reading scores from fourth to fifth grade showed a negative change ($F_{(1, 921)} = 103.73$, $p < .001$, partial $\eta^2 = .101$). Table 12 provides the mean scores for each testing administration by subject and group. The

general decline suggests that student mastery of the fifth grade standards at the time of the CRT administration in 2008 was less than their mastery of fourth grade standards when tested in 2007. The between-subjects effect was also significant, ($F_{(1, 921)} = 8.067$, $p < .01$, partial $\eta^2 = .009$), indicating that the groups differed on the scores. However, the interaction between time and grouping was not significant, which suggests that students at both ES and CS declined in similar ways ($F_{(1, 921)} = .153$, *ns*).

Fourth to Fifth Grade Math

Student mastery of math did not change from fourth to fifth grade, ($F_{(1, 923)} = 1.74$, *ns*), nor was there a significant between subjects effect for group, ($F_{(1, 923)} = 3.20$, *ns*). The interaction between time and group was significant, indicating that the way students scored in the two groups was different over time ($F_{(1, 923)} = 13.40$, $p < .001$, partial $\eta^2 = .014$). Table 12 indicates that although the two groups were similar in their math scores in fourth grade, in fifth grade, students in ESs scores tended to increase slightly whereas students in CSs tended to decrease slightly (although there were no within-individual changes from year to year).

Table 12. *CRT Reading and Math Score Changes from fourth (2007) to fifth (2008) Grade*



	2007	2008
ESS Read	295.54	277.62
Comp Read	280.69	264.09
ESS Math	305.32	309.71
Comp Math	302.89	293.55

Testing Year

ESS Read Comp Read ESS Math Comp Math

Conclusions

In reading, ES students improved to a greater degree than CS students only on the measure of reading growth from grades three to four. ES students reading scores

went down from grades four to five; while CS students' reading scores went down in both comparisons. The results were a bit more promising in math. Math scores for ES students improved from grades three to four and grades four to five. CS students' scores improved from grades three to four; however, they went down from grades four to five.

These results suggest that there remains significant unaccounted variance among the schools within both the ES and CS groups, even though some initial results are promising. The ESS was designed as a three-year study precisely because one or two years were deemed insufficient times to expect to see stable changes in student learning. ESs are just now getting comfortable with the benefits and requirements of the CCSD-EM. Also, some of the ES schools started Year I with intact schools, while others began with new Principals and a significant influx of new teachers. It is not reasonable to expect the intact ESs to look much like the reconstituted ESs after one or two years; hence, first and second round ES-CS comparisons are somewhat inappropriate for that reason alone. However, a reasonable expectation exists that in Year III these schools will begin to come together in terms of their implementation of the CCSD-EM. Then, some interesting group findings may begin to emerge.

Stages of Concern for the Empowerment Schools

Four Empowerment Schools Group SoC Profile for Teachers

It was interesting to look at the output of the SoC across all ESs to get a general picture of how teachers in these schools felt about the CCSD-EM reform effort. The results of this combined analysis are presented in Table 13.

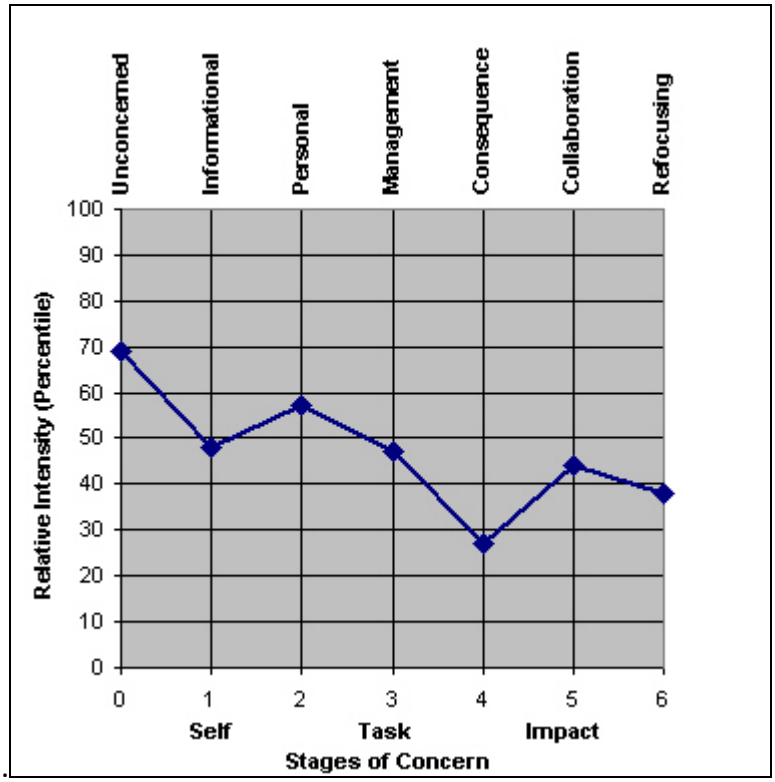


Table 13 Four school group SoC profile.

Conclusions – SoCQ

A great deal of caution must be used when examining group SoC profiles. There are bound to be individual variations that become masked when combined. One indicator of this happening is when the group score is near the 50th percentile. For the four study schools, the scores for Stages 1, 2, and 3 are near this point.

When a group SoC profile does have high or low scores on a particular stage(s) it is likely to represent a large proportion of the group. In this case several stages are noteworthy. The following are brief interpretations for each:

> Stage 0 (Unconcerned) is high: This indicates that the respondents view this innovation as only one of many things that are an important part of their work.
>
> Stage 3 (Management) is somewhat high, indicating that finding the time, coordination, and logistics are of concern.
>
> Stage 5 (Collaboration) is high, indicating that there are concerns about working with colleagues.

Stage 6 (Refocusing) is low, which indicates that the respondents do not have ideas and opinions about how the innovation and/or the change process should be different.

Overall, the four-school group SoC profile indicates concerns for staff that are early into implementation. If this profile were used as diagnostic data for facilitating change, i.e. increasing implementation success, there are several keys to what should, and should not be done, by the change leaders.

Summary and General Conclusions

Data shown in the Year II Interim Report suggests signs that the ESs are improving in both subtle and obvious ways, as happened in the Year I report as well. However and also as with the Year I report, the student achievement improvement is neither highly significant nor generally systematic. Improvement at this point seems more school-based than reform-based. What follows in this section is a summary of the group comparisons findings from the Year II analyses, some conclusions based on those findings, and some comments on the on the Final Project Report that will be produced at the end of Year III.

During Year II, each of the four ESs had either a Lead (or Leadership) Team or a Design Team – or both. Adams had a Leadership Team; Antonello had a Lead Team and a Design Team; Culley had a Leadership Team and a Design Team; and Warren had a Design Team. The ESs experienced a relatively high turn over rate from Year II to Year III -- an average of nine (9) teachers per school. Many of these teachers changed schools because they disliked the CCSD-EM or were asked to leave by their Principal. In contrast, all four of the CSs used governance structures involving teacher teams and/or committees; however, none of them had a designated Leadership Team.

A full compliment of descriptive data was provided in the Year II analyses. The descriptive data showed that the ESs were above the mean of all District schools for CRT scores in reading and math for third grade and fourth grade. Scores on the reading and math CRTs for fifth grade showed that the ESs were below the District mean in both cases. CSs did not fair as well. All CSs at all grade levels had mean scored on the grade-relevant CRTs that were below the related means for all District schools. These data suggest that the ESs had a slight advantage over the CSs that must be clarified by the group differences analyses.

Group Differences – Grade Three

The group differences analyses yielded little of importance. The partial Eta-squared indicated that less than 1% of the variability in reading scored was accounted for by group membership. At the third grade level, ESs CRT reading scores were significantly higher than those of the CSs. They were not higher than the District mean. The CSs mean CRT reading score was significantly lower than the District mean. For third grade math, ESs CRT scores were significantly higher that the CSs

mean scores and the District mean. The CSs mean score were significantly lower that the District mean score.

Group Differences – Grade Four

The ESs mean CRT reading score was significantly greater than the means score of the CSs; however, there was no difference between the ESs mean score and the mean score for the District. CSs mean was significantly lower that the District mean. The results for the math scores were a bit more encouraging. The ESs mean CRT math score was significantly higher than that of the CSs and almost significantly higher than the District mean. The CSs mean was significantly lower than the District mean for this variable.

Group Differences – Grade Five

The ESs mean CRT reading score was significantly higher than the means score of the CSs; however, ESs mean was significantly lower than the district mean. Also, the CSs mean score was significantly lower than the District mean. The pattern of results for math was similar. The mean for ESs CRT math scores was significantly greater than the CSs, but was not significantly different from the District mean. The CSs mean CRT math scores was significantly lower than the District mean.

Group Differences – 2007 to 2008

For Third to fourth grade reading, ESs mean CRT scores increased to a greater degree than did CSs means, which declined slightly. For third to fourth grade math, ESs mean CRT scores increased to a greater degree than CSs means scores; however, CSs mean CRT scores increased as well. The fourth to fifth grade reading and math scores mostly declined. ESs CRT reading scores declined from an average of 295.54 to an average of 277.62. The CSs CRT reading scores declined from an average of 280.69 to an average of 264.09. ESs mean CRT math scores remained about the same across the one-year time interval – 305.32 to 309.71. The CSs math score declined from an average of 302.89 to 293.55.

Stages of Concern Analysis

As previously noted, caution must be used when interpreting stage value near the 50th percentile. In this analysis, Stages 1, 2, 3, and 5 all had such values. Given this caution, the only really definitive result in the analyses of ESs stage of concern is the most teachers view the CCSD-EM as only one of many aspects that are an important part of their work. In other words, teachers in ESs do not see the CCSD-EM as something on which they must focus.

Change Facilitator Style Analysis

Recall that the CFSQ was given to teachers from each of the ESs to determine what each teacher group thought of their principal as a change facilitator. The results

were quite interesting. In the ESs group, three of the principals were ranked as "initiator" type principals. Initiator principals tend to be perceived as having clear and decisive long-range goals and policies. These types of principals tend to be perceived as strong leaders who set a policy course, stick to it until success happens or modification is required, and make decisions in support of their long-range vision. Initiators tend to be very good at bring school reform to successful conclusion, provided they agree with the vision of the reform. The fourth ES principal was perceived as a manager.

By contrast, all of the CSs principals were perceived as managers. Manager principals place heavy emphasis on organization and control of budgets, resources, and the correct application of rules, procedures, and policies. They demonstrate responsive behaviors in addressing situations or people. Also, these types of principals do initiate actions in support of change efforts.

Schools Rank-Ordered by Student Success in Reading

It seems reasonable to rank-order some aspects of individual school performance to get at least an initial picture of what is happening in each of the study schools. This seems particularly important given the inconsistent patterns of results yielded by the student performance analyses. Table 14 shows all eight ESS schools rank-ordered in terms of third grade reading and math performance. Table 15 shows all eight ESS schools ranked on the average of their fourth and fifth academic performance. This grouping was chosen because third grade normally marks the end of learning to read instruction and fourth grade marks the beginning of reading to learn instruction.

Table 14. ESS schools rank-ordered on third grade academic performance

School	Reading	School	Math	Rank
Antonello	**325.94**	**Antonello**	**335.10**	1
Culley	**308.64**	**Adams**	**321.42**	2
Harmon	307.01	**Culley**	**320.42**	3
Adams	302.24	**Warren**	295.51	4
Vegas Verdes	300.06	**Vegas Verdes**	288.44	5
Simmons	293.87	**Simmons**	287.78	6
Hollingsworth	268.44	**Harmon**	287.10	7
Warren	261.69	**Hollingsworth**	270.68	8
District Mean	308.46		308.86	

Table 14. Bolded red numbers indicate scores above the District mean.

Table 15. ESS schools rank-ordered on fourth/fifth grade academic performance

School	Reading	School	Math	Rank
Antonello	310.03	Antonello	337.89	1
Culley	295.62	Culley	337.20	2
Adams	290.93	Harmon	313.43	3
Harmon	278.80	Adams	311.17	4
Vegas Verdes	276.68	Vegas Verdes	310.61	5
Simmons	275.22	Warren	288.82	6
Warren	257.39	Simmons	285.63	7
Hollingsworth	253.78	Hollingsworth	269.02	8
District Mean	293.71		318.20	

Table 15. Bolded red number indicates scores above the District mean.

It seems clear from the two rank-ordered tables that the highest performing schools in the ESS were Antonello Elementary School and Culley Elementary School. All of the average scores for these two schools were above the District mean. Adams Elementary School was third, but was above the District mean on only on one CRT test – third grade math performance. Warren and Hollingsworth were the two lowest schools in terms of their students' scores the reading area and Hollingsworth and Simmons students received the two lowest means scores in the math area.

Conclusions and Expectations

Year II of the ESS yielded many more questions than conclusions, as did Year I. For example, it appears that the four classified as ESs are actually very different in many ways. Antonello and Culley are the high flying schools in the evaluation and both are ESs. Another ES, Adams has done reasonably well on the various tests. On the other hand, Warren is an ES, yet Warren students have not performed particularly well in either Year I or Year II of the study. Indeed, Warren students' scores ranked the school as last in third grade reading performance, seventh in fourth/fifth grade reading performance. Warren students did better on the CRT math tests. They placed fourth in third grade math performance and sixth in fourth/fifth grade math performance. Among CSs, students from Harmon and Vegas Verdes have done reasonably well on the student outcome measures.

Year III of the project will be highlighted by the creation of a model of CCSD-EM reform implementation. This model will be created based on data from Year I and Year II. It veracity will tested against data collected in Year III. Indeed, the entire ESS team is looking forward to the data collected in Year III of the study to give us a better sense of the success of the CCSD-EM reform effort or at least a better sense as to the relevant variables that facilitate or hinder this type of reform effort.

Appendix I

Parent Survey

1. Teachers at my child's school expect my child to learn.
2. My child's school wants parents to be involved.
3. Our community influences decisions at my child's school.
4. Teachers encourage me to participate in my child's education.
5. Teachers meet my child's learning needs.
6. I am involved in activities at my child's school.
7. Parents help make decisions at my child's school.
8. My child's school is a pleasant place for my child to learn.
9. My child's school has high expectations for learning.
10. My child is receiving a good education in math.
11. My child is receiving a good education in reading.
12. Teachers contact me regularly about my child's progress.
13. Teachers consider my child's learning needs.
14. I am happy that my child is attending this school.

Parent Focus Group Protocol

1. What do you think of the education your child is getting at this school?

2. Do you think enough parents are involved with the school and with their children's education?

3. What do you think of your level of involvement in school activities and decisions?

4. What parent involvement activities does the principal support? What parents involvement activities do the teachers support?

5. What do you think of you child's progress in reading? In math?

6. What do you think of the job the principal is doing?

7. What do you think of the job the teachers are doing?

8. What would make this school better?

9. Are there any other issues you would like to bring up?

Teacher Survey

1. Teaching at an Empowerment School is different from teaching at a non-Empowerment School

2. We share a vision of parent involvement at this school.

3. We expect high student achievement at this school.

4. Instructional staff are aware of student reading performance levels at this school.

5. Instructional staff are aware of student math performance levels at this school.

6. Instructional staff use their knowledge of reading performance to adapt instruction.

7. Instructional staff use their knowledge of math performance to adapt instruction.

8. Instructional staff are highly involved in the decision making process at this school.

9. Instructional staff at this school feel free to supplement the adopted curriculum in reading.

10. Instructional staff at this school feel free to supplement the adopted curriculum in math.

11. Instructional staff are highly involved in the planning process at this school.

12. Instructional staff share a vision for high student performance at this school.

13. I am happy with the adopted reading curriculum.

14. I am happy with the adopted math curriculum.

15. I feel prepared to implement the adopted reading curriculum.

16. I feel prepared to implement the adopted math curriculum.

17. This school provides every student with the opportunity to achieve academic excellence.

18. The available supplemental reading programs are research-based.

19. The available supplemental math programs are research-based.

20. This school strongly considers community input when making decisions.

21. I am qualified to teach at an Empowerment School.

22. Parents are highly involved in the decision making process at this school.

23. The adopted reading curriculum is research-based.

24. The adopted math curriculum is research-based.

25. Funds are allocated to the purchase of research-based instructional materials.

26. The Empowerment School Model will lead to increased academic achievement.

27. We share a vision of collaborative decision making at this school.

28. I am confident that I can succeed as a teacher at an Empowerment School.

29. Community characteristics influence instructional decisions at this school.

30. Financial resources are allocated appropriately at this school.

31. The climate at this school is conducive to student learning.

32. This school uses current research findings to make instructional decisions.

33. This school uses data to make instructional decisions.

34. I am satisfied with my level of involvement in the governance of this school.

35. I am satisfied with my influence on resource allocation at this school.

36. This school provides ample opportunities for parent involvement.

37. I am happy with my decision to teach at an Empowerment School.

Teacher Interview Protocol

1. What have been the main challenges you have encountered so far this year in this school?

2. What supports have been or are being provided for you?

3. How would you define or describe the current climate at this school?

4. What are the areas of least shared vision and collaboration?

5. How are important decisions about resource allocation and instruction made at this school? To what extent is current research considered in making those decisions?

6. What is it about this school that makes you feel empowered as a teacher (or specialist)?

7. What process was used to arrive at the school improvement plan? What was your involvement? How has your involvement changed from last year?

8. What are your expectations for your students, and are the students meeting those expectations?

9. What kinds of changes have you made in your approach to teacher (reading and math) over the past 2 years?

10. Are the adopted or supplemental programs you are using in reading and math research-based? And, what is the school's philosophy of reading instruction?

11. How would you change this school's curriculum if you could?

12. What are the areas of strengths and weaknesses in this school?

Teacher Interview Scoring Rubric

1. What have been the main challenges you have encountered so far this year in this school?
    a. Parents
    b. Time/Schedule
    c. Students
    d. Societal/Environmental
    e. Teacher
    f. Leadership
    g. Pressure to Succeed
2. What supports have been or are being provided for you?
    a. Administrative
    b. Collegial
    c. Professional Development
    d. Parental/Community
    e. Resources
3. How would you define or describe the current climate at this school?
    a. Positive
    b. Improving
    c. Negative
    d. Tired
    e. Stressed/Challenging
    f. Fluctuating
4. What are the areas of least shared vision and collaboration?
    a. Curriculum/Programs
    b. Collaboration/Communication
    c. Don't know
    d. Time/Amount of work
    e. Little/No shared vision
5. How are important decisions about resource allocation and instruction made at this school? To what extent is current research considered in making those decisions?
    a. Budget/Resource Allocation
        i. Staff
        ii. Design/Leadership team
        iii. Sponsors
        iv. Administration
        v. Don't know
            1. Budget: Don't know
            2. Research: Don't know
        vi. Research Based – Mostly/Yes
            1. Research: Yes, always, a lot

        vii. Little/No
            1. Research: my things are NOT research based
    b. Research
        i. Little to none
6. What is it about this school that makes you feel empowered as a teacher (or specialist)?
    a. Freedom
    b. Decision making
    c. Collaboration
    d. Supports
    e. Trusted
    f. My impact on an improved school
    g. Administration
    h. Not empowered
7. What process was used to arrive at the school improvement plan? What was your involvement? How has your involvement changed from last year?
    a. Kinds of staff participation
        i. Forms of participation
        ii. Degrees of participation
    b. SIP Based On/Written By
        i. Based On
            1. Based on Data/Test scores
            2. Based on parent/teacher/student surveys
            3. Will be RTI (response to intervention next year)
            4. School Empowerment team
        ii. Written By
            1. Administration
            2. Data coordinator
            3. Design Team
            4. Committee
            5. Don't really know
        iii. Each year
            1. Tweaked every year
            2. No change
8. What are your expectations for your students, and are the students meeting those expectations?
    a. Achieve Grade Level/Increase Test Scores
    b. High Expectations
    c. Success in later grades
    d. Meet Power Standards
    e. Increase Meta-Cognitive Aspects of Learning
    f. Love of Learning/Lifelong Learners
    g. Obtain Skills for Life Success
    h. Have a Healthy Physical or Affective

    i. Mostly/Yes
    j. No
9. What kinds of changes have you made in your approach to teacher (reading and math) over the past 2 years?
    a. Understand/Adapt to Performance Assessment
    b. Curriculum/Teaching Tied to Standards
    c. Utilize more cognitive strategies
    d. Utilize more social learning theory
    e. More activities based on research literature
    f. Individualized instruction
    g. Integration of multiple subject areas
    h. More teacher collaboration/knowledge of programs/process
    i. Use more manipulatives strategies
    j. Utilize more technology
    k. Organization/Communication
    l. No changes
    m. More laid back
10. Are the adopted or supplemental programs you are using in reading and math research-based? And, what is the school's philosophy of reading instruction?
    a. Research-Based
        i. Yes; "absolutely"
        ii. I don't know
        iii. Yes and no
        iv. No
        v. Yes
    b. Philosophy
        i. Teachers bring in research materials for their specialty areas
        ii. Connect reading and writing
        iii. Use a variety of appropriate materials
        iv. Tie instructional strategies to students' levels, needs, interests
        v. Focus on need of ELL students
        vi. Embed reading in all subjects
        vii. Emphasize vocabulary learning
        viii. Create school-wide emphasis on reading-across-the-curriculum
        ix. Get them to read/write
        x. Programs (focus reading, w/ vitality, w/ rigor and relevance, etc.)
        xi. Whatever it takes
        xii. Get them to do something with reading/writing
        xiii. Improve comprehension
        xiv. Do what's good for students
        xv. Get them to grade level

xvi. Want all kids to read/comprehend; be successful readers
xvii. Follow/implement “hard core” theories
xviii. Emphasize interactive instruction through centers
xix. Stress Fluency (Research-Based)
xx. Emphasize abstract thinking; “go beyond for application and synthesis”
xxi. Focusing instruction on core objectives
xxii. I don’t know

c. Instructional Practices/ Programs
    i. 100 Book Challenge (Reading at independent level)
    ii. 90 minutes reading daily
    iii. Instructional decisions “not tied to single program” (left to teachers)
    iv. Good teaching
    v. Everyday instruction
    vi. Teach Trophies with fidelity

11. How would you change this school’s curriculum if you could?
    a. Changes in programs/curricular emphasis
    b. Changes in instructional emphases/practices
    c. No change/don’t know/can’t answer
12. What are the areas of strengths and weaknesses in this school?
    a. Strengths
        i. Students
        ii. Leadership/administration
        iii. Teachers
        iv. Programs
        v. Supplies/Resources
        vi. Professional Development
        vii. Parents
        viii. Miscellaneous
    b. Weaknesses
        i. Leadership/administration
        ii. Teachers/staff
        iii. Parents
        iv. Students
        v. Curriculum/programs
        vi. Miscellaneous

Stages of Concern Questionnaire (SoCQ)

1. I am concerned about students' attitudes toward the innovation.
2. I now know of some other approaches that might work better.
3. I am more concerned about another innovation.
4. I am concerned about not having enough time to organize myself each day.
5. I would like to help other faculty in their use of the innovation.
6. I have a very limited knowledge of the innovation.
7. I would like to know the effect of reorganization on my professional status.
8. I am concerned about conflict between my interests and my responsibilities.
9. I am concerned about revising my use of the innovation.
10. I would like to develop working relationships with both our faculty and outside faculty using this innovation.
11. I am concerned about how the innovation affects students.
12. I am not concerned about the innovation at this time.
13. I would like to know who will make the decisions in the new systems.
14. I would like to discuss the possibility of using the innovation.
15. I would like to know what resources are available if we decide to adopt the innovation.
16. I am concerned about my inability to manage all that the innovation requires.
17. I would like to know how my teaching or administration is supposed to change.
18. I would like to familiarize other departments or persons with the progress of this new approach.
19. I am concerned about evaluating my impact on students.

20. I would like to revise the innovation's approach.

21. I am preoccupied with things other than the innovation.

22. I would like to modify our use of the innovation based on the experiences of our students.

23. I spend little time thinking about the innovation.

24. I would like to excite my students about their part in this approach.

25. I am concerned about time spent working with nonacademic problems related to the innovation.

26. I would like to know what the use of the innovation will require in the immediate future.

27. I would like to coordinate my efforts with others to maximize the innovations effects.

28. I would like to have more information on time and energy commitments required by the innovation.

29. I would like to know what other faculty are doing in this area.

30. Currently, other priorities prevent me from focusing my attention on the innovation.

31. I would like to determine how to supplement, enhance, or replace the innovation.

32. I would like to use feedback from students to change the program.

33. I would like to know how my role will change when I am using the innovation.

34. Coordination of tasks and people is taking too much of my time.

35. I would like to know how the innovation is better than what we have now.

36. How long have you been involved with the innovation, not counting this year?

37. In your use of the innovation, do you consider yourself to a:
    A: non-user B: novice C: intermediate D: old hand E: past user

38. Have you received formal training regarding the innovations (workshops, courses)?

39. Are you currently in the first or second year of use of some major innovation or program other than this one?

Principal Interview Protocol

1. How are important decisions about resource allocation and instruction made at this school, specifically budget decisions?

2. What process was used to arrive at the School Improvement Plan?

3. Are budgetary decision linked to the School Improvement Plan? If so, how?

4. What were the five (5) fiscal allocations that were made at your school that you see at most influencing student achievement at this point?

5. Between Year 1 and Year 2, what staff changes have occurred?

6. What were you looking for in the new staff you hired?

7. What staff changes will occur for Fall 2008?

8. What has happened at your school as a result of your vision or plan to increase student achievement?

9. What specific changes have you initiated in order to increase student achievement?

10. What do you think about how your school has developed or changed over the past two years?

Change Facilitator Style Questionnaire (CFSQ)

Please indicate how accurately each statement describes your principal:

1. Is friendly when we talk to him or her
2. Knows a lot about teaching and curriculum
3. Procedures and rules are clearly spelled out
4. Discusses school problems in a productive way
5. Seems to be disorganized at times
6. Shares many ideas for improving teaching and learning
7. Plans and procedures are introduced at the last moment
8. Keeps everyone informed about procedures
9. He or she is heavily involved in what is happening with teachers and students propose loosely defined solutions
10. Is primarily concerned about how teachers feel
11. Asks questions about what teachers are doing in their classrooms
12. Has few concrete ideas for improvement
13. Provides guidelines for efficient operation of the school
14. Supports his or her teachers when it really counts
15. Allocation of resources is disorganized
16. Efficient and smooth running of the school is his or her priority
17. Uses many sources to learn more about the new program or innovation
18. Being accepted by teachers is important to him/her
19. He or she sees the connection between the day-to-day activities and moving toward a longer term goal

20. Knows very little about programs and innovations

21. Is skilled at organizing resources and schedules

22. Has an incomplete view about the future of his or her school

23. Attending to feelings and perceptions is his or her first priority

24. Explores issues in a loosely structured way

25. Chats socially with teachers

26. Delays making decisions to the last possible moment

27. Focuses on issues of limited importance

28. Takes the lead when problems must be solved

29. Has a clear picture of where the school is going