Empowerment Schools
Clark County School District:
Preliminary Outcomes, 2006 - 2007

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Executive Summary

In 2006, the Clark County School District (CCSD) implemented an empowerment school concept based on the assumption that positive student outcomes will increase if school site leaders are given greater authority, flexibility in the decision-making process as well as additional dollars. The CCSD empowerment school program was piloted with four elementary schools: Adams, Antonello, Culley, and Rose Warren. In order to become an empowerment school in CCSD, all schools, site leadership, and staff had to meet specific CCSD requirements.

To evaluate the effectiveness of the empowerment school concept in CCSD, a study using a quasi-experimental research design compared student academic outcomes and attitudinal changes of students, staff, and parents in the four empowerment schools to a sample of four matched non-empowerment comparison schools. This report offers the initial results of a CCSD evaluation; in October 2007, a full report of findings from the Empowerment School Study (ESS) team of independent evaluators will be completed and made available for distribution.

The impact of the empowerment school concept on student academic outcomes was measured by student attendance, scores on the Iowa Test of Basic Skills (ITBS), Nevada Criterion Referenced Test (CRT) scores, and discipline incidents. On average, preliminary AYP results and test scores indicate that empowerment schools performed somewhat better the comparison schools in student achievement. **ITBS** scores indicate that mathematics and reading scores increased from third to fourth grade in all schools involved with this study. This change was significantly greater than the matched comparison schools for two of the four empowerment schools in mathematics and one of the four in reading. However, in one matched pair, the empowerment school showed significantly less positive change in both reading and mathematics than the comparison school. **CRT** scores demonstrate that across all grades tested, Culley Elementary made consistent and significantly greater gains from 2006 to 2007 in both reading and mathematics than their comparison school. Although Antonello Elementary also had significantly greater increases in mathematics and reading CRT scores from third to fourth grade, the patterns of change are less consistent for the remainder of the matched pairs. Attendance rates show no significant differences between the average of the empowerment and comparison schools, however the empowerment school group had 41% fewer overall discipline incidents during the 2006-2007 school year than the comparison group.

Attitudinal measures from the annual District Wide Survey (DWS) and Teacher Learning Conditions Survey (TLC) indicate that overall empowerment schools have successfully created a positive, empowering climate for parents, staff, and students. On over 75% of the DWS questions, parents, students, and staff at empowerment schools responded more positively than respondents at the comparison schools. Data from the TLC survey indicate that in the five primary domains measured, the empowerment school attitudes were more positive than the district average, whereas the comparison schools reported more negative perceptions and attitudes than the district average.

I. INTRODUCTION

In the 2006-2007 school year, the Clark County School District (CCSD) piloted an empowerment school program in four elementary schools. The CCSD Empowerment School concept is based on the assumption that positive student outcomes will increase if school site leaders are given greater authority, flexibility in the decision-making process as well as additional dollars. The primary goal of establishing empowerment schools is to give site leaders the tools to create high performing schools that successfully educate the diverse students they serve.

The change to an empowerment school is a holistic and systemic school-wide change, based on what site leadership perceives to be the areas of greatest concern. Those individuals who work most closely with students at each site are the most knowledgeable with regard to the needs of those students. In addition, teachers, parents and community become even more involved to determine strategies that positively affect student outcomes. The empowerment concept can vary from school to school depending on each school's own vision.

Even though there is more discretion for site leaders that leads to variation among empowerment schools, there are some overriding principles that guide the decision making process. CCSD has established a set of leading principles for empowerment schools:[1]

- All students, parents, and educators must be actively engaged in the decision-making and learning processes.
- A strong instructional program is based upon an approved standards-based curriculum that prioritizes learning.
- High expectations for all children and that instruction, as well as the curriculum within the Clark County School District, should be rigorous.
- Each student must understand the relevance of learning in the context of the 21st century world.
- Modeling and reinforcing basic values such as respect, trustworthiness, caring, fairness, citizenship and responsibility are integral parts of the educational process.
- The diversity of the children, staff, and community should be recognized, honored, and celebrated as an asset to the Clark County School District.
- Accountability for student achievement, educational excellence and fiscal responsibility is paramount; therefore, there is a strong commitment to a continuous, on-going improvement process with documented results.

These principles give guidance about district-wide initiatives and priorities that site leaders can build upon. While the "ends" of the district remain consistent, the "means" by which each school can achieve those ends are specifically determined at each empowerment school site.[2]

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[1] Empowerment School Application

[2] School site leadership is given more authority and flexibility in the decision making process as long as they are meeting students achievement goals (Heyman, 2007).

II. RECENT RESEARCH

The empowerment school concept has received a considerable amount of interest as a means for improving student and school outcomes. Much of the recent research emphasizes that empowerment schools can foster positive change for students and schools.

A. Review of the Literature

Czubaj (1999) characterized the empowerment school model as a system that takes decision-making away from district administrators and give the authority to school staff members, students' families, and community members. Empowerment schools can be traced back to the 1980s when schools borrowed decentralization practices from businesses and employed them in schools as a method of bolstering student achievement. School districts across the country came up with their own methods of managing their schools; the methods varied from downsizing administrative positions to fully implementing an empowerment model in some or all schools within the district (Czubaj, 1999).

Today, the empowerment school model or site based administration is adopted in various districts across the United States including Kalispell School District in Montana, Poway School District in California, Winona School District in Minnesota, Commack Union Free School District in New York, New York City Public Schhols, Everett Area School District in Pennsylvania, and Oakland Unified School District in California. The empowerment school model has also been implemented in various countries around the world including Norway, Finland, Denmark, Germany, the Netherlands, Belgium, United Kingdom, France, Greece, Turkey, Columbia, Brazil, Nicaragua, Israel, and Canada. However, research has shown mixed results on the effectiveness of empowerment schools (Clark County School District, Department of Research and School Improvement, 2006).

In a qualitative study of three schools, Elmore (1995) found that in two of the schools, teachers did not change their teaching practices when the school was restructured. He found that while many teachers felt constrained by their current school structure, they often did not know how they would change their teaching if the structure were changed. However, Gaziel (2001) examined four schools in Israel over a four-year period to determine whether the Accelerated Schools Program had a positive effect on several factors including parental and staff attitudes and dropout rates. Results revealed that principals and teachers noted positive top-down changes in power structures, dropout rates decreased, teachers felt more empowered, parental involvement, student performance, and parental satisfaction increased, the school atmosphere became more positive. King, Orazem and Gunnarsson (2003) found that when decentralization is treated as a local choice rather than mandated from the central government, students' achievements see the greatest gain from autonomy. Theorists have identified factors that are critical for implementing empowered schools for maximum positive school outcomes.

For example, Gottlieb (2002) asserted that empowered schools must have faculty committees that make critical decisions on curriculum and instruction, trust among staff, strong leadership committed to collaboration, family and community involvement, an instructional program based on research and local and state standards, regular and effective professional development, and use of data for reforms. Rodriguez and Hovde (2002) believed that principals of empowerment schools must be provided with training, professional development, and technical support. Derouet (2000) asserted that empowered schools must recruit and train principals, strategically place courses and teach skills and methods into the empowerment plan; and have a grounded social philosophy that encourages the program. Similarly, Epp and MacNeil (1997) believe that commitment to an empowerment model, both from teachers and principals, and expectations of change and candor in conflict resolution is essential for shared governance to work.

The recent literature on the empowerment school process suggests implementing the empowerment concept at school sites can increase positive student, teacher and school wide outcomes. The sections below are a preliminary examination of CCSD specific outcomes after the implementation of the empowerment concept at four schools.

III. EMPOWERMENT SCHOOLS AT CCSD

In the 2006, four elementary schools were chosen to be empowerment schools. In order to become an empowerment school in the Clark County School District, all schools, site leadership, and staff had to meet specific CCSD requirements. Schools were chosen by the Central Design Team based on this eligibility. Once schools were chosen, there was an application process for site leadership and teachers. In all cases, current administrators and staff re-applied at the new empowerment school. Currently, empowerment schools consist about evenly of both newly hired staff and staff that reapplied and held positions at the schools previously.

CCSD supported empowerment schools with additional support and resources that were targeted for increasing student achievement. Schools also partnered with community members for added support. Additional annual support and resources for each school included[3]:

- Smaller Class Size--Student to teacher ratio of maximum 25:1 in core classes not otherwise governed by CCSD class size reduction requirements
- 29 minutes extra per teacher, per day
- 5 additional days per school year, per teacher
- $150,000 discretionary dollars
- 5% increase in principal pay
- 2% incentive pay for all licensed staff if specific achievement targets are met, as outlined in the Accountability Document
- $50,000 for 3 years + additional support from a Community Partner will be sought

A. Choosing Empowerment Schools

The Central Design Team examined several key variables in order to target schools that were achieving at or below average, and that mirrored CCSD's demographic profile. Key variables included:[4]

- Adequate Yearly Progress (AYP) designations (overall, ELA and mathematics)
- At-Risk rating
- Achievement growth ranking
- Criterion Referenced Tests (CRTs)
- High School Proficiency Exams (HSPEs) (HS only)
- Preliminary Scholastic Aptitude Test (PSAT) verbal and math scores (HS only)
- Scholastic Aptitude Test (SAT) verbal and mathematics scores (HS only)
- Advanced Placement (AP) scores (HS only)
- American College Test (ACT) composite scores (HS only)
- Dropout percentage (HS only)
- Diploma rate (HS only)

Additionally, other variables considered by the Central Design Team included:

- Number of years of experience of the principal
- School calendars
- School demographics

[3] June 2007. Clark County School District: *Keys – Draft 8*.
[4] *Ibid, Draft 8.*

B. Empowerment School Leadership

One of the keys to creating strong empowerment schools is to choose "entrepreneurial, competent, and cutting-edge principals" to apply at each school.[5] The CCSD selected candidates based on their vision of what an empowerment school should be, and the method by which they believe a school should transition to an empowerment school. Only principals with the skills, knowledge, and qualities conducive to leading a CCSD empowerment school were considered.

C. Empowerment School Staff

Since Empowerment Schools start with an entirely new staff (principal, teachers and support staff), the staff of each school converted to "empowerment" was required to resign from their current assignment and then be re-interviewed and re-selected or relocated to another school. In addition, teachers are expected to meet specific performance requirements[6].

[5] *Ibid, Draft 8.*
[6] *Ibid, Draft 8.*

IV. PRELIMINARY FINDINGS

This preliminary report examines the effects of empowerment schools on student and school outcomes from available data at four CCSD schools. In October 2007, a full report of findings from the Empowerment School Study (ESS) team will be completed and made available for distribution.[7]

A. Research Design

The primary focus is to see if student achievement growth in empowerment schools differs from the growth of students who are not in empowerment schools. A quasi-experimental design which compared the academic and attitudinal changes of students in the four empowerment schools (treatment schools) are compared to the academic and attitudinal changes of students in four schools that are not empowerment schools (comparison schools). The comparison schools were selected using a matched sampling approach, using academic performance and demographic variables so that each empowerment school has a closely matched comparison school.

Table 1: Empowerment Schools and Comparison Schools, September, 2006

School Type	Enroll	American Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	Black	White	IEP	LEP	FRL
Empowerment/**Adams**	557	1.1%	8.8%	46.3%	8.8%	35.0%	14.2%	26.2%	46.1%
Comparison School #4	756	0.5%	7.8%	69.3%	7.9%	14.4%	10.1%	45.2%	73.0%
Empowerment/**Antonello**	766	0.4%	8.4%	25.1%	18.7%	47.5%	14.6%	9.8%	29.0%
Comparison School #3	772	0.8%	10.5%	24.6%	18.7%	45.5%	12.8%	8.0%	30.8%
Empowerment/**Culley**	916	0.4%	4.6%	54.9%	17.4%	22.7%	10.8%	31.8%	100.0%
Comparison School #2	964	0.6%	3.9%	68.2%	13.2%	14.1%	9.6%	49.9%	100.0%
Empowerment/**Warren**	671	1.9%	3.6%	66.0%	7.0%	21.5%	10.9%	42.6%	76.2%
Comparison[8] School #1	865	1.3%	3.4%	66.6%	5.7%	23.1%	8.9%	36.0%	74.6%

While the overall goal is to improve student academic achievement, there are several other secondary outcomes expected to occur when a school becomes an empowerment school. These secondary outcomes of parent, staff, and student involvement and attitudes, should increase as the overall goal of increasing student achievement occurs. Several outcome measures that the research literature supports as indicators of effective, high performing empowerment schools are examined:

- Student Math and Reading test scores (Iowa Test of Basic Skills; Criterion Reference Test)
- Student attendance
- Student discipline
- Parent, student, and staff attitudes/beliefs about their school

These outcomes will be measured using several data analysis techniques.

[7] The research team is comprised of members from the *UNLV Center for Evaluation and Assessment*, and the *Center for Outreach in School Leadership Development*, UNLV.

B. Methodology

To examine if there are differences between empowerment schools and comparison schools in several areas, difference in means are assessed with *t*-tests. The *t*-test is a method used to compute the probability that there is a statistical difference in the mean between two groups, in this case between empowerment schools and comparison schools. These analyses test the hypothesis (H_1) that there is a true difference in means between empowerment schools and control schools on some indicators above. The null hypothesis is that there is not a statistically significant difference in means between empowerment schools and comparison schools (H_0).

The *p*-level reported with a *t*-test represents the probability of error when determining if there is a difference in means. The *p*-level reported is the probability of error associated with rejecting the hypothesis of no difference between the two groups of schools (empowerment and comparison) when, in fact, the hypothesis is true.

In this report, the *t*-test will be used to test for statistical differences in means between empowerment schools and comparison schools for:

- Changes in third, fourth and fifth grade mathematics and reading CRT's from 2006 to 2007
- Changes in third and fourth grade mathematics and reading ITBS from 2006 to 2007
- Changes in average daily attendance rate from 2006 to 2007

Other analysis will be used when examining qualitative and anecdotal data. Content analysis and descriptive findings are used to explore:

- Changes in parent's perceptions about their child's school from 2006 to 2007
- Changes in student's perceptions about their school from 2006 to 2007
- Changes in CCSD staff's perceptions about their school from 2006 to 2007
- School created documents relating to the empowerment school process
- Teacher Learning Conditions

C. Data Analysis

1. Student Attendance

As local site leadership, parent, student, and staff input play a greater role in the decision making process, each of these groups become more involved with the school as a whole. These local groups feel more empowered as their input becomes more valuable in the decision making process as a whole. As involvement increases, it is hypothesized that student attendance will increase concurrently. The tables below show the attendance rates at each empowerment school and its comparison school.

Table 2 shows the change in attendance rate from the cumulative seventh school month in 2006 to the cumulative seventh school month in 2007. The top four rows show that there are minor and statistically insignificant changes in attendance rates for each empowerment school and its corresponding comparison school. The last row of the

table shows that when combining results of all empowerment schools and comparing them to the combined results of comparison schools, there was no statistically significant change in attendance rates between both groups.

Table 2: Change in Attendance Rates - Empowerment Schools with Matched Comparison Schools

Matched School Comparisons	Empowerment School change	Comparison School Change	Statistical Significance
Adams and Comparison School #4	0.3%	0.5%	No
Antonello and Comparison School #3	0.0%	1.5%	No
Culley and Comparison School #2	-1.6%	-2.3%	No
Warren and Comparison School #1	0.1%	1.5%	No
Aggregated School Comparison			
All Empowerment Schools and Comparison Schools	-0.3%	0.3%	No

2. Norm Referenced Tests – Iowa Test of Basic Skills (ITBS)

The tables below show the change in ITBS mean test for empowerment schools compared to changes in comparison schools. Both mathematics and reading scores were used in the analyses.

a. Mathematics. In table three, both Adams Elementary school and Culley Elementary had larger positive changes in the ITBS mean mathematics score than their respective comparative schools. In each of these cases, the gains made in empowerment schools in ITBS mathematics are statistically significantly greater than in their comparative counterparts.

In the comparison between Antonello Elementary and Warren Elementary empowerment schools, both show positive increases in mathematics mean scores on the ITBS, but neither were significantly greater than their respective comparison school. In fact, the comparison school matched to Warren Elementary performed statistically significantly more positive in mathematics performance on the ITBS that did Warren Elementary.

Table 3: Change in Mean MATHEMATICS ITBS Scores, Grade 3 to Grade 4 2006 to 2007 - Empowerment Schools with Matched Comparison Schools

MATHEMATICS ITBS Matched School Comparisons	Empowerment School change	Comparison School Change	Statistical Significance
Adams and Comparison School #4	**18.7***	14.6	**Yes**
Antonello and Comparison School #3	15.8	17.1	No
Culley and Comparison School #2	**19.6***	10.8	**Yes**
Warren and Comparison School #1	10.7	**24.1***	**Yes**
Aggregated School Comparison			
All Empowerment Schools and Comparison Schools	16.3	16.8	No

*This change was statistically significant at $p<.05$

b. Reading. In table four, Culley Elementary had larger positive changes in reading scores than its respective comparative school. Culley Elementary gains made in reading are positively statistically significantly greater than its comparison school.

In the comparison between Adams Elementary, Antonello Elementary and Warren Elementary empowerment schools, all show positive increases in reading mean scores on the ITBS, but none were statistically significantly greater than their respective comparison school. In fact, the comparison school matched to Warren Elementary performed statistically significantly more positive in reading performance on the ITBS that did Warren Elementary.

Table 4: Change in Mean READING ITBS Scores, Grade 3 to Grade 4 2006 to 2007 - Empowerment Schools with Matched Comparison Schools

READING ITBS Matched School Comparisons	Empowerment School change	Comparison School Change	Statistical Significance
Adams and Comparison School #4	19.3	16.6	No
Antonello and Comparison School #3	18.3	17.3	No
Culley and Comparison School #2	**17.5***	10.5	**Yes**
Warren and Comparison School #1	12.5	**17.9***	**Yes**
Aggregated School Comparison			
All Empowerment Schools and Comparison Schools	17.1	15.5	No

*This change was statistically significant at p<.05

3. Criterion Referenced Tests – THIRD to FOURTH GRADE CHANGE

The tables below show the change from third to fourth grade CRT mean test scores from 2006 to 2007 for empowerment schools compared to changes from 2006 to 2007 in CRT mean test scores in comparison schools. Both mathematics and reading scores were used in the analyses. While CRT's from one grade are not vertically aligned to CRT's at another grade, these analyses can show if empowerment schools had larger statistically significant changes than comparison schools. The changes noted in these analyses are not interpreted to be growth.

a. Mathematics. In table five, both Antonello Elementary school and Culley Elementary had larger positive changes in CRT mathematics scores than their respective comparative schools. In each of these cases, the changes made in the CRT mathematic mean score are statistically significantly greater than their comparison school counterpart.

In the comparison between Adams Elementary and its comparison school, Adams shows an increase in mathematics mean score on the CRT, but it was not statistically significantly greater than its respective comparison school. Warren Elementary showed a decrease in the mean CRT mathematics test score.

Table 5: Change in Mean MATHEMATICS CRT Scores, Grade 3 to Grade 4 2006 to 2007 - Empowerment Schools with Matched Comparison Schools

MATHEMATICS CRT Matched School Comparisons	Empowerment School change	Comparison School Change	Statistical Significance
Adams and Comparison School #4	17.9	29.4	No
Antonello and Comparison School #3	**41.3***	24.3	**Yes**
Culley and Comparison School #2	**76.1***	26.6	**Yes**
Warren and Comparison School #1	-15.2	**58.1***	**Yes**
Aggregated School Comparison			
All Empowerment Schools and Comparison Schools	32.5	35.2	No

*This change was statistically significant at p<.05

b. Reading. In table six, both Antonello Elementary school and Culley Elementary had larger positive changes in their CRT mean reading score than their respective comparative schools. In each of these cases, the changes made in reading are statistically significantly greater than their comparison school counterparts.

In the comparison between Adams Elementary and its comparison school, Adams shows an increase in its CRT mean reading score, but it was not statistically significantly greater than its respective comparison school. Warren Elementary showed an increase in its mean CRT reading score, but it was not as great as the increase as its comparison school counterpart.

Overall, the difference in change scores made by Empowerment schools compared to their comparison school counterparts in grade three and four CRT reading scores was statistically significant.

Table 6: Change in Mean READING CRT Scores, Grade 3 to Grade 4 2006 to 2007 - Empowerment Schools with Matched Comparison Schools

READING CRT Matched School Comparisons	Empowerment School change	Comparison School Change	Statistical Significance
Adams and Comparison School #4	8.0	10.7	No
Antonello and Comparison School #3	**18.5***	-5.0	**Yes**
Culley and Comparison School #2	**53.3***	15.9	**Yes**
Warren and Comparison School #1	8.2	18.4	No
Aggregated School Comparison			
All Empowerment Schools and Comparison Schools	**22.0***	10.1	**Yes**

*This change was statistically significant at p<.05

4. Criterion Referenced Tests – FOURTH to FIFTH GRADE CHANGE

The tables below show the change from fourth to fifth grade CRT mean test scores from 2006 to 2007 for empowerment schools compared to changes from 2006 to 2007 in CRT mean test scores in comparison schools. Both mathematics and reading scores were used in the analyses. While CRT's from one grade are not vertically aligned to CRT's at another grade, these analyses can show if empowerment schools had larger statistically significant changes than comparison schools. The changes noted in these analyses are not interpreted to be growth.

a. Mathematics. In table seven, Culley Elementary had larger positive changes in CRT mathematics scores than its respective comparative schools. For Culley, the change made in the CRT mathematic mean score is statistically significantly greater than its comparison school counterpart.

In the comparison between Antonello Elementary and its comparison school, Antonello shows an increase in mathematics mean score on the CRT, but it was not statistically significantly greater than its respective comparison school. Adams Elementary also showed an increase, but not as large as it's comparison school counterpart. However, the differences in change between Adams Elementary and its comparison school were not statistically significant. Warren Elementary showed a decrease in the mean CRT mathematics test score, while its comparison school counterpart also showed a negative change.

Table 7: Change in Mean MATHEMATICS CRT Scores, Grade 4 to Grade 5 2006 to 2007 - Empowerment Schools with Matched Comparison Schools

MATHEMATICS CRT Matched School Comparisons	Empowerment School change	Comparison School Change	Statistical Significance
Adams and Comparison School #4	11.8	14.2	No
Antonello and Comparison School #3	4.1	-2.4	No
Culley and Comparison School #2	**32.3***	12.8	**Yes**
Warren and Comparison School #1	-12.5	-7.0	No
Aggregated School Comparison			
All Empowerment Schools and Comparison Schools	9.7	3.9	No

*This change was statistically significant at p<.05

b. Reading. In table eight, Antonello Elementary school, Culley Elementary and Warren Elementary had larger positive changes in their CRT mean reading score than their respective comparative schools. However, only the difference in change made by Culley Elementary is statistically significantly greater than its comparison school counterpart.

Adams Elementary showed a decrease in the mean CRT reading test score, while its comparison school counterpart showed an increase. This difference in change scores was statistically significant.

Overall, the difference in change scores made by Empowerment schools compared to their comparison school counterparts in fourth and fifth grade reading was statistically significant.

Table 8: Change in Mean READING CRT Scores, Grade 4 to Grade 5 2006 to 2007 - Empowerment Schools with Matched Comparison Schools

READING CRT Matched School Comparisons	Empowerment School change	Comparison School Change	Statistical Significance
Adams and Comparison School #4	-6.4	**10.0***	**Yes**
Antonello and Comparison School #3	1.6	-7.6	No
Culley and Comparison School #2	**31.3***	8.0	**Yes**
Warren and Comparison School #1	2.9	-7.0	No
Aggregated School Comparison			
All Empowerment Schools and Comparison Schools	**7.7***	0.2	**Yes**

*This change was statistically significant at p<.05

5. Percent of Students Non-Proficient

These tables represent the empowerment schools and their respective comparison schools. The number of students column represents the number of students continuously enrolled since count day that participated in the CRT testing. Each subgroup and program group is listed. The Safe Harbor column represents the percent reduction of non-proficient students between 05-06 and 06-07. This column also represents the reduction in non-proficient students as reported in the 2007 AYP report as it demonstrates the performance difference between the previous school year and the current year. The difference column represents the comparison between each empowerment school and its comparison school, factoring in the differences in numbers of students.

Table 9: Adams and Comparison School #4 (AYP Preliminary Report *6-15-07*)

		Adams		Comparison #4		
ELA	**Population**	**Number of Students**	**Safe Harbor**	**Number of Students**	**Safe Harbor**	**Difference**
	School	300.0	0.0%	319.5	12.6%	-14.4%
	American Indian / Alaskan Native	3.0	0.0%	0.0	n/a	n/a
	Asian / Pacific Islander	33.0	0.0%	17.5	n/a	n/a
	Hispanic / Latino	136.5	0.0%	236.0	14.1%	-16.4%
	Black / African American	28.5	0.0%	26.5	0.0%	0.0%
	White / Caucasian	99.0	17.9%	39.5	48.2%	-58.5%
	IEP	48.5	8.8%	29.5	0.0%	11.5%
	LEP	90.0	0.0%	182.0	8.2%	-8.9%
	FRL	116.5	20.5%	226.5	13.0%	12.0%
Math	School	298.0	9.1%	317.0	0.0%	10.2%
	American Indian / Alaskan Native	3.0	0.0%	0.0	n/a	0.0%
	Asian / Pacific Islander	33.0	0.0%	17.0	n/a	0.0%
	Hispanic / Latino	136.0	0.0%	235.0	0.0%	0.0%
	Black / African American	28.0	0.0%	26.0	0.0%	0.0%
	White / Caucasian	98.0	58.2%	39.0	59.3%	-2.7%
	IEP	48.0	9.3%	28.0	0.0%	12.1%
	LEP	90.0	0.0%	181.0	7.4%	-8.0%
	FRL	115.0	13.2%	224.0	0.0%	15.3%

Table 10: Antonello and Comparison School #3 (AYP Preliminary Report *6-15-07*)

		Antonello		Comparison #3		
ELA	**Population**	**Number of Students**	**Safe Harbor**	**Number of Students**	**Safe Harbor**	**Difference**
	School	391.5	34.6%	427.5	6.5%	34.0%
	American Indian / Alaskan Native	2.0	0.0%	6.0	0.0%	0.0%
	Asian / Pacific Islander	33.0	72.8%	59.5	21.1%	73.6%
	Hispanic / Latino	113.0	27.7%	123.0	0.0%	30.5%
	Black / African American	70.0	38.3%	81.0	0.0%	42.2%
	White / Caucasian	173.5	47.5%	158.0	19.6%	38.8%
	IEP	51.0	28.3%	52.5	0.0%	32.6%
	LEP	53.0	15.6%	46.0	20.7%	-6.4%
	FRL	122.0	32.8%	102.5	10.2%	29.1%
Math	School	389.0	33.3%	424.0	-112.00%	28.6%
	American Indian / Alaskan Native	2.0	0.0%	6.0	0.00%	0.0%
	Asian / Pacific Islander	33.0	81.4%	60.0	50.90%	75.0%
	Hispanic / Latino	112.0	33.0%	122.0	0.00%	36.0%
	Black / African American	69.0	38.5%	80.0	18.30%	30.7%
	White / Caucasian	173.0	31.0%	156.0	13.50%	23.7%
	IEP	50.0	44.9%	52.0	0.00%	49.7%
	LEP	53.0	18.9%	46.0	15.70%	9.9%
	FRL	121.0	19.6%	101.0	0.00%	22.0%

Table 11: Culley and Comparison School #2 (AYP Preliminary Report *6-15-07*)

		Culley		**Comparison #2**		
ELA	**Population**	**Number of Students**	**Safe Harbor**	**Number of Students**	**Safe Harbor**	**Difference**
	School	342.5	30.7%	343.0	12.5%	23.2%
	American Indian / Alaskan Native	2.0	0.0%	3.0	0.0%	0.0%
	Asian / Pacific Islander	16.0	0.0%	16.5	0.0%	0.0%
	Hispanic / Latino	205.0	33.9%	250.0	13.3%	26.8%
	Black / African American	55.5	27.3%	29.5	31.2%	-5.7%
	White / Caucasian	64.0	39.5%	44.0	0.0%	43.6%
	IEP	26.0	18.2%	36.5	6.4%	18.8%
	LEP	145.0	28.5%	205.0	11.3%	22.7%
	FRL	342.5	30.9%	339.0	12.2%	23.7%
Math	School	341.0	44.5%	334.0	11.5%	39.7%
	American Indian / Alaskan Native	2.0	0.0%	3.0	0.0%	0.0%
	Asian / Pacific Islander	16.0	0.0%	16.0	0.0%	0.0%
	Hispanic / Latino	204.0	44.4%	245.0	12.7%	39.5%
	Black / African American	55.0	40.1%	27.0	13.9%	37.8%
	White / Caucasian	64.0	58.6%	43.0	0.0%	62.8%
	IEP	26.0	15.2%	36.0	23.5%	-10.9%
	LEP	145.0	44.6%	203.0	8.6%	42.8%
	FRL	341.0	44.6%	333.0	11.0%	40.2%

Table 12: Warren and Comparison School #1 (AYP Preliminary Report *6-15-07*)

		Warren		Comparison #1		
ELA	**Population**	**Number of Students**	**Safe Harbor**	**Number of Students**	**Safe Harbor**	**Difference**
	School	311.5	14.7%	369.0	20.4%	-7.2%
	American Indian / Alaskan Native	1.0	0.0%	2.0	0.0%	0.0%
	Asian / Pacific Islander	10.5	0.0%	16.0	0.0%	0.0%
	Hispanic / Latino	224.0	17.0%	248.5	12.7%	7.5%
	Black / African American	23.5	0.0%	16.0	0.0%	0.0%
	White / Caucasian	52.5	0.0%	86.5	35.0%	-53.9%
	IEP	33.0	35.5%	31.5	20.9%	27.9%
	LEP	159.0	16.6%	190.5	20.5%	-4.9%
	FRL	196.5	18.0%	248.0	15.4%	5.9%
Math	School	308.0	0.0%	368.0	25.5%	-34.2%
	American Indian / Alaskan Native	1.0	0.0%	2.0	0.0%	0.0%
	Asian / Pacific Islander	10.0	0.0%	16.0	0.0%	0.0%
	Hispanic / Latino	222.0	0.0%	248.0	22.7%	-29.4%
	Black / African American	23.0	0.0%	16.0	0.0%	0.0%
	White / Caucasian	52.0	0.0%	86.0	25.5%	-34.2%
	IEP	33.0	23.1%	31.0	34.8%	-17.9%
	LEP	157.0	0.0%	190.0	15.7%	-18.6%
	FRL	194.0	0.0%	247.0	22.2%	-28.5%

The following table represents the percent decrease of non-proficient students of the empowerment schools compared to the comparison schools. On average, the empowerment schools outperformed the comparison schools. It is important to note that differences exist between each empowerment school and its comparison and differences exist between subgroup and program group performance in each school.

Table 13: Empowerment and Comparison Schools Average Growth (AYP Preliminary Report *6-15-07*)

		Adams Comparison 4	Antonello Comparison 3	Culley Comparison 2	Warren Comparison 1	Overall
ELA	Population	Difference	Difference	Difference	Difference	Average
	School	-14.4%	34.0%	23.2%	-7.2%	8.9%
	Asian / Pacific Islander	n/a	73.6%	0.0%	0.0%	24.5%
	Hispanic / Latino	-16.4%	30.5%	26.8%	7.5%	12.1%
	Black / African American	0.0%	42.2%	-5.7%	0.0%	9.1%
	White / Caucasian	-58.5%	38.8%	43.6%	-53.9%	-7.5%
	IEP	11.5%	32.6%	18.8%	27.9%	22.7%
	LEP	-8.9%	-6.4%	22.7%	-4.9%	0.6%
	FRL	12.0%	29.1%	23.7%	5.9%	17.7%
MATH	School	10.2%	28.6%	39.7%	-34.2%	11.1%
	Asian / Pacific Islander	0.0%	75.0%	0.0%	0.0%	18.7%
	Hispanic / Latino	0.0%	36.0%	39.5%	-29.4%	11.5%
	Black / African American	0.0%	30.7%	37.8%	0.0%	17.1%
	White / Caucasian	-2.7%	23.7%	62.8%	-34.2%	12.4%
	IEP	12.1%	49.7%	-10.9%	-17.9%	8.2%
	LEP	-8.0%	9.9%	42.8%	-18.6%	6.5%
	FRL	15.3%	22.0%	40.2%	-28.5%	12.3%

6. Parent, Student and Staff Attitudes

The Clark County School District administers a district-wide survey annually to all parents, staff and students. The intent of this survey is to examine each group's attitudes about various district and school wide issues. The responses are analyzed by whole district, region, school, and department. Approximately 30 questions are asked every year, with 26 questions being consistent from year to year. Those questions form the basis for the descriptive analysis below.

Table 14 shows the difference in the percent of positive responses from the 2005-2006 to the 2006-2007 District Wide Surveys. The results from the four empowerment schools and the four comparison schools were combined to form a within-group average for each question by parents, staff, and students. Green indicates when the empowerment school differences were more positive than the comparison school differences[9].

Table 14: District Wide Survey Results - Overall Comparison of Parent, Staff, and Student Percent Positive Response Change 2005-2006 to 2006-2007

QUESTIONS	PARENT MEAN CHANGE		STAFF MEAN CHANGE		STUDENT MEAN CHANGE	
	Empowerment	Comparison	Empowerment	Comparison	Empowerment	Comparison
Safe at School	(0.4)	(3.1)	(11.3)	(9.6)	2.0	3.8
Clean Environment	2.8	(2.6)	(12.3)	3.0	0.8	(0.2)
Adequate Facilities	1.6	(0.5)	(13.8)	(3.2)	0.6	0.9
Welcome at School	2.5	(1.4)	0.0	0.0	(0.8)	1.2
Shared Decision Making	3.5	1.2	0.8	(8.3)	6.4	(3.2)
Assigned Homework Activities Involve Parents	(3.6)	(0.5)	9.8	6.2	4.3	(6.6)
Staff Accessibility for Parents	4.3	(1.1)	(0.9)	(1.9)	0.0	0.0
Staff Accessibility for Students	0.0	0.0	1.6	(2.1)	8.5	1.5
Region Accessibility	1.8	(0.4)	0.1	(12.9)	0.0	0.0
Fair Treatment of Students	(1.5)	(1.3)	2.3	(0.6)	2.4	(2.2)
Special Needs Programs Availability	(1.0)	(1.5)	(4.0)	(10.0)	2.2	0.6
High Academic Expectations	4.0	(4.7)	2.2	(6.2)	5.0	3.4
Learning Basic Skills - Reading, Writing, Math	(3.5)	(3.5)	7.1	1.3	0.0	(0.4)
Learning Other Subjects	(0.6)	(2.4)	8.0	(5.2)	(0.7)	(0.7)
Academic Progress Communication	(0.5)	(1.2)	(2.1)	8.4	1.9	(2.2)
Attendance & Behavior Communication	0.7	(0.6)	(3.2)	(14.8)	3.9	(1.1)
Transportation Communication	4.6	0.8	8.1	(4.9)	0.0	0.0
Academic Assistance Opportunities	2.1	4.8	3.1	4.3	2.3	0.3
Academic Resources Availability	(3.5)	(0.6)	1.2	(11.7)	2.1	1.7
Student Technology Use	0.5	(3.2)	8.9	6.9	6.8	(2.5)
Student Recognition	(1.5)	(2.6)	3.2	3.2	6.0	(0.7)
Extra Curricular Activities	10.8	1.2	11.8	7.5	11.2	5.3
Responsible Citizenship	1.5	(2.2)	13.5	(8.0)	2.3	2.3
Enthusiasm for Learning	1.9	(2.8)	(1.9)	(5.5)	4.1	(1.3)
Character Development	2.9	1.7	15.3	(6.1)	1.6	0.3
Career Education	(2.4)	0.4	7.7	12.7	6.4	(1.1)

[9] Increases from 2005-2006 to 2006-2007 are indicated by black text. Decreases from 2005-2006 to 2006-2007 are indicated by numbers in red parentheses.

Table 15 shows the percent of positive responses for each question for the empowerment and comparison groups by parents, staff, and students. Green indicates when a higher percentage of parents, staff, or students answered positively at the empowerment schools than at the comparison schools.

Table 15: District Wide Survey Results - Overall Comparison of Parent, Staff, and Student Percent Positive Responses for the 2006-2007 survey.

2006-2007	PARENT Positive Responses		STAFF Positive Responses		STUDENT Positive Responses	
	Empowerment	Comparison	Empowerment	Comparison	Empowerment	Comparison
Safe at School	94.6	88.5	74.5	86.4	89.4	91.2
Clean Environment	96.4	92.1	80.8	88.6	65.5	68.1
Adequate Facilities	94.4	91.1	72.0	73.7	94.8	93.8
Welcome at School	92.6	88.2	0.0	0.0	93.7	94.1
Shared Decision Making	91.0	84.8	84.3	64.6	87.7	83.1
Assigned Homework Activities Involve Parents	92.6	93.7	77.6	67.6	75.4	75.3
Staff Accessibility for Parents	96.6	91.0	99.1	95.5	0.0	0.0
Staff Accessibility for Students	0.0	0.0	100.0	96.9	88.7	85.1
Region Accessibility	92.0	88.7	83.5	63.6	0.0	0.0
Fair Treatment of Students	95.6	93.1	88.2	91.0	85.7	80.0
Special Needs Programs Availability	91.4	90.0	84.9	71.9	94.4	93.6
High Academic Expectations	91.4	84.2	91.8	78.0	91.5	87.4
Learning Basic Skills - Reading, Writing, Math	95.0	94.1	96.4	90.2	97.0	95.9
Learning Other Subjects	96.8	92.2	92.5	80.7	96.4	95.3
Academic Progress Communication	93.9	96.0	94.8	96.5	89.7	86.3
Attendance & Behavior Communication	96.3	96.2	95.3	82.6	87.6	81.6
Transportation Communication	79.7	77.9	90.3	82.9	0.0	0.0
Academic Assistance Opportunities	90.2	85.0	97.4	90.9	94.1	90.7
Academic Resources Availability	92.4	93.2	87.9	78.5	87.1	85.3
Student Technology Use	85.8	84.6	85.9	79.3	82.3	76.1
Student Recognition	88.5	87.9	91.4	88.0	90.8	87.1
Extra Curricular Activities	90.1	82.4	92.2	83.4	91.3	88.9
Responsible Citizenship	96.4	94.0	87.2	75.1	93.4	92.8
Enthusiasm for Learning	97.1	94.3	80.2	73.4	89.3	81.8
Character Development	96.0	95.0	92.8	84.6	90.8	90.9
Career Education	81.7	81.8	78.1	77.8	84.8	79.8

Overall, on the District Wide Survey, empowerment school's parents, staff and students answered more positively on a greater number of questions than did parents, staff and students at comparison schools. (Parents: 76%; Staff: 76%; Student: 75%).

7. Teacher Learning Conditions Survey

The Nevada Teaching and Learning Conditions Online Survey (TLC) is administered annually (2006, 2007) to all teachers and administrators in the Clark County School District. This survey, jointly supported by the Clark County School District (CCSD) and the Clark County Education Association (CCEA), asks educators to report on their perceptions of factors related to teacher retention and student learning. These factors include the domains of time, facilities and resources, empowerment, leadership, and professional development (retrieved from www.nvtlc.org).

The 2007 survey was administered online from March 26 through April 20, 2007. Overall, in Clark County, 18,602 educators were invited to participate, with 8,959 completing the survey for a response rate of 48.16%[10]. Table 16 depicts the response rate and five domain results for each of the schools involved with the empowerment study. Each domain is representative of a composite of survey questions that describes each area. A response scale from 1 (strongly disagree) to 5 (strongly agree) was used for each question, thus the scores reported in Table 16 are the averages for each subset of items representing each domain.

Table 16: 2007 Teaching and Learning Conditions Survey Results

	Response Rate	Time	Facilities and Resources	Empowerment	Leadership	Professional Development
Clark County School District	48.16%	3.08	3.69	3.23	3.48	3.51
Empowerment Schools						
Adams	60.00%	3.34	4.09	4.00	3.98	3.84
Antonello	89.47%	4.35	4.58	4.63	4.65	4.50
Culley	88.41%	3.43	3.35	3.94	4.00	3.84
Warren	N/A*	N/A	N/A	N/A	N/A	N/A
Empowerment Average	79.29%	3.71	4.01	4.19	4.21	4.06
Comparison Schools						
Comparison #4	76.56%	2.87	3.69	2.36	2.87	3.47
Comparison #3	48.57%	3.40	3.79	3.21	3.15	3.35
Comparison #2	65.67%	3.00	3.77	3.42	3.60	3.85
Comparison #1	46.55%	2.92	3.35	2.65	2.95	3.02
Comparison Average	59.34%	3.05	3.65	2.91	3.14	3.42

**Note.* Warren Empowerment School did not meet the minimum required 35% response rate necessary for school-level data to be reported.

The data in Table 16 indicates that, on average, in all five domains, the empowerment school attitudes were more positive than the district average, whereas the comparison schools reported more negative perceptions and attitudes than the district average. The largest gap between the two groups was in

[10] Statistics and information from the 2007 school reports compiled by the Center for Teaching Quality. For more information regarding the survey, please refer to the website: www.nvtlc.org.

the domain of empowerment. The empowerment domain included questions such as, "Teachers are centrally involved in decision-making about educational issues"; "In this school we take steps to solve problems"; and "Parents and community members have opportunities to contribute to students' success".

The survey also included general questions and items related to mentoring. One of these questions focused on teacher intentions for their future professional plans. The overall CCSD response to this question indicated that 71.15% of staff planned to stay at the same school, 12.77% of staff planned to move to another position in CCSD, and 16.08% planned to leave the district. The results of this question indicated that intentions to continue working at the same school ranged from 36.11% to 72.73% at the comparison schools, with an average of 56.09%. At the empowerment schools, 85.58% of staff indicated intentions to stay at their current school, with responses ranging from 73.91% to 93.94%.

Taken together, the results from the 2007 TLC survey indicate that empowerment schools have successfully created a positive, empowering climate for teaching and learning. Further, these results may indicate that empowerment schools also have a higher than average retention rate of staff.

8. Discipline Incidents

Table 17 illustrates the total number of discipline incidence by type for both the empowerment schools group and comparison schools groups. According to the compiled data, the empowerment schools group had 41% fewer overall discipline incident during the 2006 school year. Green indicates when the empowerment schools outperformed the comparison schools.

Table 17: Number of Discipline Incidents by School Group

Type of Incident	Empowerment Schools Totals	Comparison Schools Totals	Difference
Absence	7	29	22
Alcohol Possession	1	0	(1)
Arson	5	2	(3)
Battery	14	19	5
Cont Infraction	0	4	4
Dress Code	2	11	9
Extortion	2	3	1
Fighting	220	304	84
Fire Alarm Pull	2	3	1
Habitual Disciplinary Expulsions	15	13	(2)
Habitual Ref	1	1	0
Harassment	24	29	5
Immoral Conduct	12	18	6
Informat Only	3	1	(2)
Insubordinate	123	127	4
Intimidation	4	5	1

Type of Incident	Empowerment Schools Totals	Comparison Schools Totals	Difference
No Show - Detention	3	0	(3)
No Show Office	0	3	3
Nuisance Item	13	12	(1)
Possess Controlled Substance	1	0	(1)
Possess Weapons	19	25	6
Se Rem Weapon/Drug	1	0	(1)
Spec Program	0	1	1
Tardies	6	6	0
Theft	21	18	(3)
Threat to Staff	5	4	(1)
Threat to Student	16	40	24
Trespassing	1	3	2
Truancy	8	17	9
Unacceptable Behavior	548	898	350
Unacceptable Language	9	52	43
Vandalism	18	20	2
Verbal Abuse	5	6	1
Verbal Confrontation	2	6	4
Violence to Staff	15	10	(5)
Violence to Student	142	68	(74)
504	1	0	(1)
Other	82	123	41
TOTAL	**1,351**	**1,881**	**530**

V. QUALITATIVE DATA

The section below gives a description of empowerment programs at each of the empowerment schools. Each school has utilized a different approach towards all aspects of school life, including teaching practices, academic programs, school structure, and meeting basic needs.

Adams

In order to increase students and teacher's opportunity to learn for the 2006-2007 school year, Kirk Adams extended school day by 10 minutes, provided an additional 29 minutes for all staff for collaboration, an additional 5 days for staff development and parent involvement, hired intervention specialists to assist teachers in providing focused interventions for struggling students, created elective classes every Friday for content integration and student motivation, enhanced technology school-wide, and upgraded their library collection and environment.

Adams also provides before and after school programs include individualized tutoring, ELLIS language program, Mad Science, Schoolhouse Chess, chorus, art club, tutoring from local high school students, middle school students, and community volunteers. In an effort to continue school-wide success, Adams has proposed full-day kindergarten, adding an additional 34 minutes to the school day, early release time on Fridays for staff collaboration and focused staff development, and additional staff for extra support for struggling students for the 2007-2008 school year.

Kirk Adams is a fully-inclusive response to intervention (RTI) elementary school which ensures that students receive scientifically based instruction before special education referrals can be made. In an effort to increase all students' performance Adams supports general education teachers with four self-contained special education teachers, two resource special education teachers, 13 specialist and support teachers, and 20 support staff. All grade levels collaborate weekly on lesson planning, assessments, parent communication, grading, and homework. Common scheduling across grade levels ensures student sharing and inclusion.

All students are leveled for reading and language arts instruction in grades 1-3. Student progress is monitored and instruction is provided at the level of the student with the help of special education teachers, instructional assistants, LIT, and ELL efforts. Student progress is monitored and instruction is provided at the level of the student.

Antonello
Antonello has developed lead teams to function as the governing body for the school. Members of the lead teams, consisting of two teachers per grade level, a specialist, and a special education representative, are responsible for student achievement and collaboration regarding their assigned group. These teams consist of two teachers per grade level, one specialist, and one special education representative.

The empowerment teacher team, composed of intervention specialists and administration, has also been created to provide interventions and data collection for individual student. This team collects and disseminates school-wide data, provides teacher mentoring and training, and implement Reflective Practice and University Partnership Programs. Expert groups consist of representatives from all academic areas, school climate, diversity, technology, and science who become experts in their chosen fields and act as resources for fellow teachers.

In an effort to improve instructional practices, teachers at Antonello observe peers and discuss best practices, implement research-based programs, and implement a tiered reading model for reading instruction. Students are grouped according to ability level, special education students are placed in inclusive classrooms with individualized instruction, and all students' progress is monitored weekly. Additional time is set aside for structured teacher planning time for all grade levels and, the parent-teacher conference scheduled has been extended to accommodate student-led conferences.

Additional interventions to increase student achievement include: extended day programs offered in six-week sessions twice a year, specialized computer-based reading interventions, extended day science exploration, Saturday tutoring, and extended day instruction for students to choose an elective to develop a variety of high interest skills. In addition to the aforementioned interventions, Antonello also offers extended day kindergarten instruction with an overlapping day for kindergarten teachers to collaborate, which also provides forty minutes per day of additional instruction.

Cully
Paul Cully Elementary School has created a partnership with MGM/Mirage which provides the school with additional funds and resources. The school has created the Paul Culley Neighborhood Association, after-school empowerment clubs, before-school tutoring, parenting classes, computer classes for parents, and a job fair for parents. Five additional teacher days have been added for staff development along with added minutes to the school day, before and after school tutoring opportunities, and a literacy lab. A science lab and math lab have been proposed for the 2007-2008 school year.

Cully has partnered with Corps of Compassion to provide free bread to families once a week, implemented student award assemblies and community connection nights, and planted a garden with the help from MGM/Mirage. In an effort to further facilitate family involvement in education, Cully has developed a Family Leadership Institute, ensures all correspondence in English and Spanish, and holds a Student of the Month luncheon.

Warren

Warren has set up learning communities, which allows teachers to work together collaboratively with the same group of students over several years. Teachers are also able to form stronger relationships with students and families and to have better understanding of students' academic and social-emotional needs.

Warren has worked with CCSD to develop a progress report format that supports students being partners in self-assessment and goal setting. Examples include the use of growth model throughout the curriculum, portfolios, performance-based assessment, and peer assessment.

Warren is making use of community-based partners to facilitate the education and advancement of their students. Examples include the purchase of a school-wide independent reading program; organization members volunteering time to tutor students; community-based field trips; and the use of community and district personnel to provide presentations connecting their area of expertise to the classroom. Leadership trainings, a parent center, classroom supplies, and books were among other fully-funded entities during the 2006-2007 school year.

Warren initiated teachers engaging in self-assessment as part of the evaluation process. Time has been set aside for teachers to meet in order to reflect on practice, receive professional development specific to their needs, and examine student progress. Teams meet with university faculty, attend conferences and classes, utilize consultants in the field, and, used funding toward the purchase of professional literature as part of their professional development activities.

Warren is practicing full inclusion with self-contained classrooms. In preparation for the 2007-2008 school year, Warren is creating model classrooms taught by lead teachers to be used for demonstration purposes in the fall.

VI. CONCLUSIONS

In general, educational initiatives in their first year of implementation are in a process of change and adjustment. This is especially true of initiatives that are based on systemic or holistic change. Empowerment schools at the Clark County School District have completed one year in the empowerment process, and in some cases, have already partially accomplished the objective of increasing student achievement and increasing positive parent, student, and staff attitudes towards schools. Empowerment schools have, on average, moved more students out of non-proficiency status than have schools that were in the comparison group. Additionally, in some academic areas of the CRT's and ITBS, empowerment schools are making larger positive change.

It is important to note that while all four schools were designated empowerment schools, each school has a very different vision of the best means by which to increase student achievement. These strategies factor in the diversity of the student demographics, economic status, and background. Each empowerment school will have a different approach to its top priorities, and will move at an appropriate pace in order to accomplish goals. It is expected that as schools move into their second and third years of empowerment, more information will be generate that can be used to determine the effect that empowerment status has on students and schools.

The Empowerment Schools Study: Year II Interim Report

Submitted to:

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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

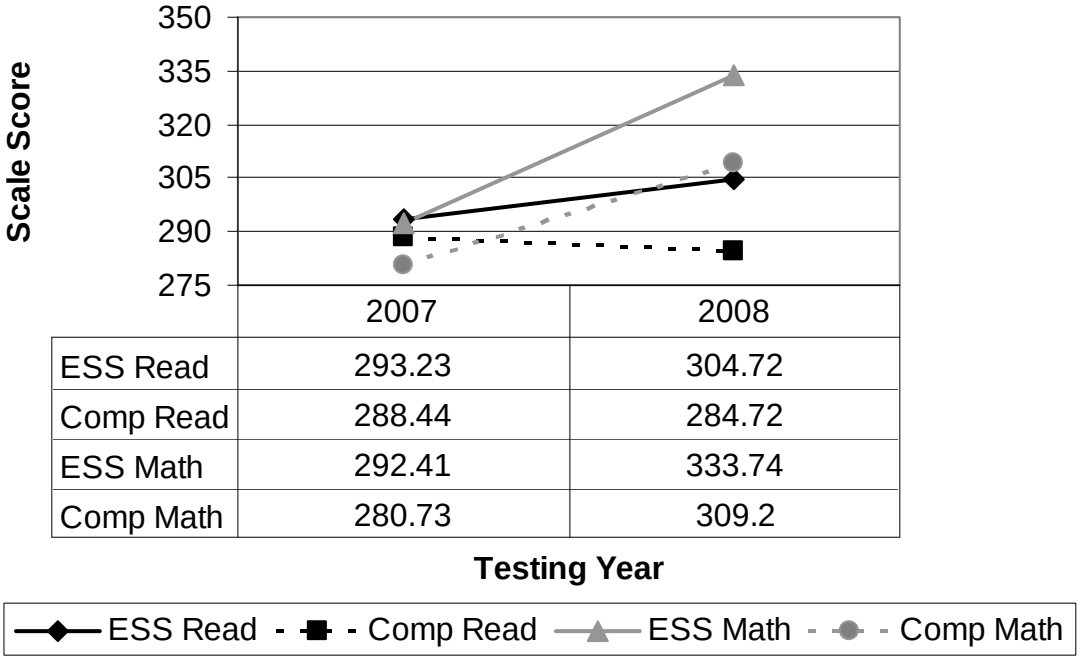
Results indicated that a significant within-subjects and between-subjects effect was found for the third/fourth grade group in reading. A main effect for time was found so that student scores changed significantly from third to fourth grade, ($F_{(1, 956)} = 4.67$, $p < .05$, partial $\eta^2 = .005$). 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

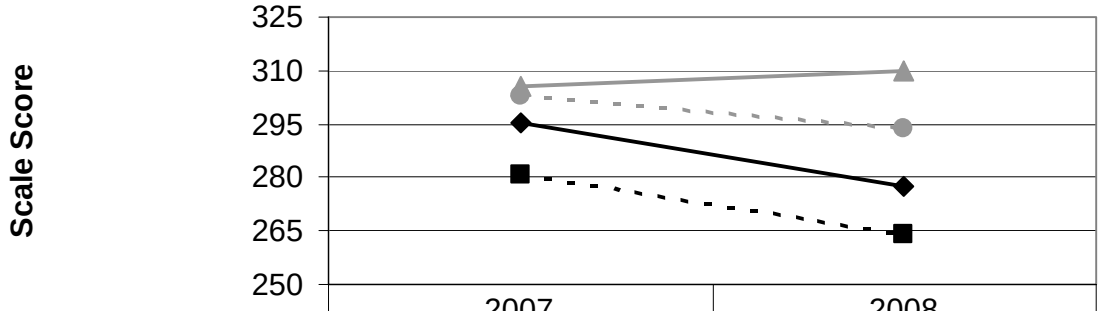
The results from the repeated measures analyses for CRT reading scores from fourth to fifth grade showed a negative change ($F_{(1, 921)} = 103.73$, $p < .001$, partial $\eta^2 = .101$). Table 12 provides the mean scores for each testing administration by subject and group. The

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.

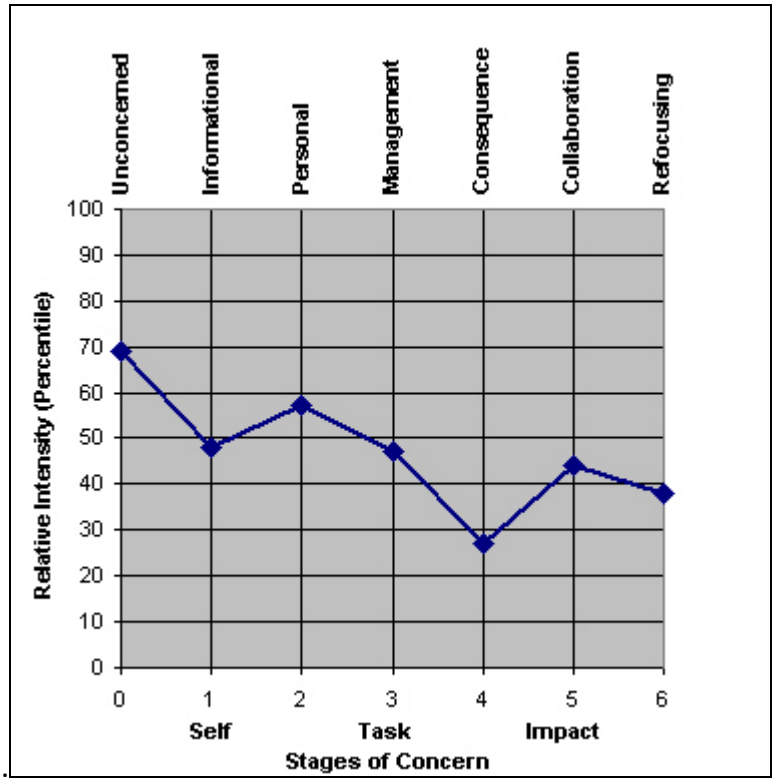


Table 13 Four school group SoC profile.

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

The Empowerment Schools Study:
Final Report – February 15, 2010

Submitted to:

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Introduction

The UNLV Center for Evaluation and Assessment (CEA) conducted Years I, II and III of the Empowerment Schools Study (ESS) for the Clark County School District's (CCSD) Department of Research and School Improvement under the auspices of Dr. Karlene Lee, CCSD Associate Superintendent for the Superintendent's Schools, and Ms. Arlene Lewis, Director, Research and School Improvement. Dr. Lee and Ms. Lewis have both recently retired from CCSD. The report is submitted to Sue Daellenbach -- Assistant Superintendent, Assessment, Accountability, Research, and School Improvement – CCSD and John N. Carpenter -- Coordinator IV, Testing Department, Assessment, Accountability, Research, and School Improvement – CCSD.

The CEA developed a customized, non-traditional evaluation design for the CCSD Empowerment Reform (ER). The size, complexity, and duration of the reform effort required a unique, multiple method design. Evaluating such a complex reform effort using traditional methods would have been neither appropriate nor adequately informative, nor would the study have uncovered the reasons for the reform's relative failure or success – particularly as measured only by outcome scores in reading and math on the state-mandated criterion reference test (SCRTs). The importance of understanding these underlying reasons became particularly clear to the Evaluation Team (ET) as they spent more time in the four Empowerment Schools (ESs) interacting with the primary stakeholders: principals, teachers, parents, and students. From the beginning, some ESs appeared to be headed quickly toward success in raising student achievement scores. At the same time, other ESs appeared to be headed toward a longer-term struggle to raise achievement scores while pursuing somewhat different school visions and goals. The ET endeavored to explain these patterns of findings as well as findings more unique to each ES.

Traditional evaluation designs frequently exclude consideration of the effects of mediating variables. Somewhat uniquely, the CEA study design incorporated the collection of data about key mediating variables, and this crucial design component enabled the ET to understand more fully the degree to which the actions, issues, and processes related to these mediating variables affected the "success or failure" of each ES. Although the schools began with the same basic reform "model" elements, they quickly diverged in the modes of implementing this model. Consequently, at the end of the three-year study, the ET wanted, to the extent possible, to understand **why** the ER was more or less successful at each ES, not just **whether** ESs were successful or not as compared to a group of specially selected Comparison Schools (CSs) and District performance standards.

The following mediating variables are ones for which we collected data in the ESS:

- ◊ Principal's change facilitator style and general leadership style, as well as Principals' perceptions of their teachers, the role of shared governance, and the role of research in curriculum selection.

- ◊ Teachers' perceptions of school climate, degree of shared governance, student expectations, the research-based nature of the curriculum innovations, and the ER itself.

- ◊ Parents' perceptions of their school involvement, the quality of education received by their children, and the school climate at their children's schools.

- ◊ The Complex Interactions among these variables and student achievement. For example, what is the relationship among the ER, the approach chosen for reading instruction, the curriculum materials used to teach reading, and student achievement on the reading portion of the SCRT?

By designing the study to include the collection and analysis of data about key mediating variables, the ET has increased its capacity to build a more powerful, general model of how best to incorporate the ER in other Clark County School District (CCSD) schools in the future: especially with less stress, less uncertainty, and greater chance of success.

General Project Description

The CCSD selected four elementary schools to become ESs: **Kirk Adams Elementary School**, **Lee Antonello Elementary School**, **Paul Culley Elementary School**, and **Rose Warren Elementary School**. Schools had to apply and be selected for ES status, and, upon selection, all site administrators and teaching staff had to reapply for their positions. This process resulted in Adams and Antonello entering the project intact from the previous year: i.e., with the same principals and with virtually intact staffs. At the same time, this process resulted in Culley and Warren entering the project with principals new to their schools, though experienced as principals, and with virtually entirely new teaching staffs.

Of the two intact schools, Antonello incurred little staff turnover at the end of either Year I or Year II, while Adams incurred somewhat greater turnover at the end of Year I and again at the end of Year II. However, at the end of Year I both Culley and Warren incurred substantially greater staff turnover than either Adams or Antonello, though the turnover at both Culley and Warren decreased at the end of Year II to about the same level as Adams. Apparently, both Culley and Warren required fairly major staff adjustments at the end of Year I to find teachers who fit the profile of the intense pace required for working with higher minority and lower income students in a highly scrutinized and evaluated situation. They required fewer adjustments at the end of Year II. As a result:

- ◊ Antonello had a stable staff from the beginning and across the three years of the study;

- ◊ Adams had greater turnover, though at about the same level in both Years I and II; and

- ◊ Culley and Warren each had substantial turnover at the end of Year I and somewhat less turnover at the end of Year II.

Greater or lesser staff turnover was one mediating variable that the ET expected to influence the speed at which the ER was implemented among the ESs; hence, performance outcome comparisons between the intact schools (Adams and Antonello) and the reconstituted schools (Culley and Warren) must be considered within this "staffing" context.

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. CSs were selected so that comparisons could be made between ESs and CSs on reading and math scores on the SCRTs. A caveat is appropriate here; SCRTs were used as the student achievement outcome measure because the Nevada Department of Education (NDE) uses these scores to make judgments about relative school performance. The SCRTs were not selected as an optimal outcome measure by the ET. 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 ESs and their matched CSs.

Empowerment Schools	Matched 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*.

The CCSD Empowerment Model (CCSD-EM)

School Empowerment is defined variously in the research literature, though generally, the definitions involve moving administrative and budgetary control away from district central offices and toward school sites. Details of how the "empowerment" concept is implemented vary greatly beyond this widely accepted general definition. CCSD clearly stated what was meant by the term "Empowerment School" to remove definitional confusion. The components of the CCSD-EM include the following:

- ◊ **More Autonomy –** 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 structures and select new programs
    - Create new governance structures
    - Influence instructional approaches

- ◊ **More Accountability –** specific achievement targets were identified, and an incentive of 2% of pay would be awarded if student achievement and school outcome target were met.

- ◊ **Smaller Class Size** -- Reduced to a student/teacher ratio of 25 to 1 in grades 4 and 5 -- smaller classes in other areas may already be governed by class size reduction requirements.

- ◊ **Additional Time** -- Twenty-nine minutes per teacher per day and five more days per teacher per year.

- ◊ **Increased Funding** -- $175,000 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; and financial support from each school's community partner.

Design Philosophy, Achievement Measures, and Mediating Variable Measures

Design Philosophy

Another central principle, not mentioned earlier, guided the CEA design philosophy: the principle of using multiple or complementary methods to obtain within-design corroboration of evidence. The ET was particularly concerned about the validity and reliability of information collected for purposes of evaluation using single, non-standardized instruments. By using multiple, complementary methods to triangulate data (e.g., by asking similar questions on different instruments to the same and different groups of people), the ET strengthened its ability to corroborate our understandings of particular issues, especially when the findings reflected different – or even conflicting -- perceptions of the issues.

Our use of complementary methods to triangulate and, thus, to corroborate findings, coupled with standard paired schools and paired group analyses done to determine differential school achievement progress within and between ESs and CSs, contributed to the team's ability to conceptualize a tentative "empowerment school reform" model.

This model will, we envision, enable us to develop primary and secondary predictors of student achievement. The model is not presented in this report because it is not part of a normal evaluation process; however, it will be provided to CCSD upon request after it has been validated using additional data collected in several (at this point unfunded) follow-up research projects to be conducted by the CEA.

Achievement Measures

CCSD administrators wanted to know whether or not implementation of the CCSD-EM affected student achievement as measured by students' scores on the Nevada State SCRT in reading and math.

Mediating Variable Measures

As suggested above, data on mediating variables were collected because the findings from the analyses of these data provided:

- ◊ Insight into the way key variables mediate relationships between the implementation of the CCSD-EM and changes in student achievement that occur;
- ◊ Triangulated results that improve the predictive power and validity of each variable;
- ◊ A deeper and more complex understanding of the achievement data; and
- ◊ 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 were collected concerning the ES concept, school governance, organizational structures, instructional strategies, and school climate.
- ◊ Parents' Perceptions: Parent perceptions of involvement in their children's school and education were investigated (both in Spanish and English).
- ◊ Classroom Instructional Practices: In Year I, instructional practices in reading and mathematics 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, and more substantive, data for this measure were collected via classroom observations in Years II and III of the study.

- ◊ Curriculum Materials. Each Principal submitted a description of reading and mathematics curriculum, which provided data on the research-based nature of the curriculum materials used.

- ◊ Principal Perceptions. Principal perceptions concerning the ES concept, school governance, the school change process, organizational structures, and student performance were sampled.

Instruments Used: Existing and New

Student Achievement Tests

The CEA used the results of an existing measure, the SCRT, in calculating student achievement outcomes for Years I, II, and III of the ESS. All students in grades three, four, and five at all participating ESs and CSs were tested in the spring of each year. The CCSD reported the raw reading and math scores to the CEA for use in this study. Results from the analyses of the SCRT sub-scales in reading and mathematics are presented in this report. The Iowa Test of Basic Skills (ITBS) was also administered in Spring of Year I and the results were reported at that time. In addition to the SCRT, CEA staff created five new instruments for use in collecting data addressing specific mediating variables included in this evaluation.

Parent Perceptions

The ET constructed a 14-item **Parent Survey** 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 of whether or not they were involved in decisions at the their children's school. Parents were surveyed in fall and spring of each school year.

The ET constructed a nine-item **Parent Focus Group Protocol** 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 schools. Focus group data were collected only during Year II and were used to corroborate and extend results from the Parent Surveys.

Teacher Perceptions

The ET constructed a 37-item **Teacher Survey** to solicit teachers' perceptions of working in ESs and CSs -- 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. Teachers at participating schools were surveyed in fall and spring of each school year.

The ET constructed a 12-item **Teacher Interview Protocol** to examine similar factors to the Teacher Survey. The intentional overlap with the Teacher Survey - and the **Stages of Concern Questionnaire** (SoCQ) - allowed for corroboration of findings across schools from at least these three sources of information.

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 between Year I and Year III. The replacement strategy was to randomly pick a continuing teacher (who had been at the school in Year I or Year II) from the same stratum. Teachers were interviewed in the fall and spring of each school year.

Original qualitative data from transcriptions of teacher interviews were quantified by means of the scoring categories developed from the interview protocols using the category creation techniques of Miles and Huberman (1992). The ET created categories of interview responses after reading randomly selected protocols to get a "sense" of the types of responses that occurred in relation to each question. 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.

The ET selected the **SoCQ** to provide an additional measure that could be used to gauge teachers' understanding of, and of their concerns about, the stage or degree of change happening in each ES. The SoCQ consists of 35 items to which respondents were asked to identify their concerns relative to implementation of the CCSD-EM. The SoCQ was administered at the end of Year II.

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 extended the concerns model to those who were engaged in a change process. In fact, measuring teachers' stages of concern was seen as such a crucial part of understanding the change process in relation to the overall change model that it was included in the 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 an implementation of a major change process. In fact, a developmental sequence of concern stages is proposed in the model. However, this sequence of stages - this unfolding in theory - is accompanied by the caveat that a particular change process may unfold differently from the stages theorized in the change model. So, in some change situations the dynamic of concerns may be quite different.

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

- ◊ 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 an even more powerful alternative. The individual has definite ideas about alternatives to the current, or proposed, form of the innovation.

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

- ◊ CONSEQUENCE (Stage 4) – The focus of attention is on the impact of the innovation on students in their immediate sphere of influence.

- ◊ MANAGEMENT (Stage 3) – The focus of attention is on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organization, management, scheduling, and time are primary.

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

- ◊ INFORMATIONAL (Stage 1) – The focus of attention is on a general awareness of the innovation and interest in learning more detail about it. 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.

In this model, the concerns results will tend to cluster at Stage 0 (Unconcerned) before, and just after, a change process begins. Many, if not most, individuals will continue to be concerned about other aspects of their work - perhaps even unaware that an innovation is imminent. However, once the change process begins (i.e., the innovation has begun to be implemented) Stage 1 (Informational) and Stage 2 (Personal) concerns will become more prevalent. Once implementation is fully underway, Stage 3

(Management) concerns become increasingly intense. Ultimately, assuming sufficient time (3 to 8 years) along with appropriate leadership and support, concerns will again cluster at the higher stages.

Results from the SoCQ will be triangulated with the results of principal and teacher interviews, and teacher surveys to deepen understanding of the change process in each school.

Principal Perceptions

The ET designed a 10-item **Principal Interview Protocol** to explore factors similar to those examined in the Teacher Survey, the Teacher Interview Protocol, the Parent Survey, and the Parent Focus Group Protocol. This intentional overlap allowed for corroboration of principals' perceptions across schools from at least two additional sources: teachers and parents.

The ET revised the interview protocol in Year II to bracket important information elicited during Year I and to investigate new issues or factors that surfaced in Year I that merited further study. The interview protocol was used unchanged in Year III. Principal interviews were conducted in the spring of each school year.

The ***Change Facilitators Style Questionnaire*** (CFSQ) consists of 30 items to which teachers respond using a six-point Likert scale. Teachers in each ES completed the CFSQ in Year II based on how they viewed their principal's leadership in implementing the CCSD-EM.

The CFSQ has evolved from use in change process research over more than twenty years (Hall, et al, 1984; Hall & Hord, 2006). Each "change facilitator" style represents a distinct behavioral composite of how some principals lead implementation efforts in their schools. Early in the research process, three CF Styles were identified and defined: **Initiators**, **Managers** and **Responders**.

- **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 realize their vision. They make decisions in relation to their goals for the school and in terms of what they believe to be best for students. They base those beliefs 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 by setting clear expectations for how the school is to operate and how teachers are to teach.

When they think it is in the best interest of their school, particularly the students, they will seek changes in district programs or policies, or they will reinterpret these policies to suit the needs of the school. Initiators will be adamant but not unkind. They solicit input from staff and then make decisions in terms of the goals of the school, even if they ruffle some feathers by virtue of their directness and high expectations.

- **Managers** place heavy emphasis on organization, control of budgets and other resources, and correct application of policies, rules, and procedures. They address situations or people responsively, 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 become very involved with their teachers in making it happen. Otherwise, they seldom initiate attempts to change or 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, to 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, based on input from their various discussions with individuals. Most are seen as friendly and having time to talk.

The CFSQ results will be triangulated with results from the principal interviews to help clarify the role of the ES principals in overall leadership style and in their impact on student achievement.

Other School Data

Each of the four ESs included in the study had slightly different initial goals and school profiles. These goals and profiles evolved slightly over the three years of the study; however, these changes were seldom major. These profiles are included in the report as context for better understanding of the findings for each ES.

Kirk L. Adams Elementary School

The Mission Statement at Adams remained unchanged during the study. It is as follows:

All students will learn to read with comprehension and fluency, write to communicate effectively using the Analytical Writing Traits, and problem solve using addition, subtraction, multiplication, and division while getting along well with others.

Academic Goals and Objectives

The school goals and objectives changed substantially over the three-year period, moving in the direction of greater specificity in AYP targets.

2006-2007	2008-2009
Goal 1: Students will show increased achievement in reading, specifically in Comprehension of Informational Text.	**Goal 1**: Grades three-five students (specifically IEP, LEP, and FRL) students will show increased achievement on the spring reading SCRT.
Objective/s: Students will show an increase in reading as measured by the 2006 Nevada SCRT. Current results indicate that 46% of third graders and 51% of fifth graders at Adams ES are proficient. On the Spring 2006 SCRT, 56% of third graders and 61% of fifth graders will be proficient.	**Objective/s:** Current results are 61.7%=third grade, 61.9%=fourth grade, 45%=fifth grade, 25.5%=IEP, 51.2%=FRL, 48%=LEP. On the spring 2009 SCRT, 70%=third & fourth grade, 60%=fifth grade, 35%=IEP, 60%=FRL and 60%=LEP will be proficient in reading.
Goal 2: Students will show increased achievement in mathematics, specifically in the area of Problem Solving.	**Goal 2:** Students in grade five will demonstrate increased proficiency in writing on the 2009 NV Writing Proficiency Exam (NWPE).
Objective/s: Students will show an increase in mathematics as measured by the 2006 Nevada SCRT. Current results indicate that 60% of third graders and 68% of fifth graders at Adams ES are proficient. On the Spring 2006 SCRT, 70% of third graders and 75% of fifth graders will be proficient.	**Objectives/s:** Grade five students will show an increase in writing using the NPE. Current results are: 41% overall, 35.7%=Hispanic, 25%=Black, 24.4%=LEP, 26.8%=FRL, 0%=IEP students proficient in writing. On the 2009 NWPE, 60% overall, 15% of IEP, and 52% of LEP, Black, Hispanic, and FRL will be proficient.

Goal 3: Students will show increased achievement on the 2007 Writing Proficiency.	**(No Goal)**
(No Objective/s)	**(No Objective/s)**

Demographics and Student Information

The demographics of Adams changed over the period of the study. The percentages of minority students, both Hispanic (4.2%) and Black (2.7%) rose, and the percentage of White students declined (7.2%). At the same time, the percentage of FRL students also declined (3.8%).

	2006-2007	**2008-2009**
Total Students	557	539
Asian/Pacific Islander	N/A	11.5%
Hispanic	46.3%	50.5%
Black/African-American	8.8%	11.5%
White	35%	27.8%
IEP	14.2%	11.5%
LEP	26.2%	30.9%
FRL	46.1%	42.3%
Daily Attendance	95.1%	96.1%
Transiency Rate	24.6%	24.7%

Parent/Teacher Conference Participation

2006-2007	**2007-2008**	**2008-2009**
95.4%	91.1%	95.2%

Highlights of Year

In the end-of-year Accountability Report for the 2008-2009 school year, the Principal highlighted the implementation of the following programs:

1. A response-to-interventions assistance program tracking student progress and providing interventions for struggling students.

2. A comprehensive, school-wide assessment portfolio, tracking student progress from K-5.

3. The addition of 34 minutes to the student day to provide the equivalent of five additional days of instruction, plus extended day kindergarten.

4. Common grade-level assessments for data driven decision-making tracking student mastery of grade level Power Standards.

Lee Antonello Elementary School

The Antonello Mission Statement remained unchanged during the study. It is as follows:

Our mission is to establish a supportive environment in which all students are challenged to perform at high academic and behavioral levels.

Academic Goals and Objectives

The goals and objectives at Antonello showed a re-prioritizing from writing and reading to reading, math, and writing.

2006-2007	2008-2009
Goal 1: Grade five will show an increase in achievement in writing proficiency, including students with limited English.	**Goal 1**: Grade four and five students will show an increase in the reading achievement strand of demonstrating a critical stance.
Objective/s: Grade five will show a 10% increase in the percentage of students who meet or exceed proficiency standards on the Nevada Writing Proficiency Test. Specifically, the number of students with limited English proficiency who meet or exceed standards will increase by 10%.	**Objective/s:** Students in grades 4 and 5 will demonstrate a 5% increase in those who meet or exceed standards on the NS/SCRT, specifically in the area of demonstrating a critical stance.
Goal 2: Grades three and four will show an increase in achievement in the area of comprehending and interpreting informational text.	**Goal 2:** Students in grades, three, four, and five will demonstrate an increase in achievement in the overall area of mathematics.
Objective/s: Grades three and four will show a 5% increase on the overall score in reading to comprehend, interpret and evaluate informational text on the spring 2005-2006 Criterion Referenced Test. Specifically, students with limited English proficiency will increase their scores by 5%.	**Objectives/s:** Students in grades three, four and five will demonstrate a 5% increase in those who meet or exceed standards on the NS/SCRT, specifically in the area of problem solving.
(No Goal)	**Goal 3:** Students in grade five will show an increase in achievement in the overall area of writing.
(No Objective/s)	**Objective/s:** Students in grade five will

	demonstrate an increased percentage of those who meet or exceed proficiency standards on the Nevada State Writing Proficiency Exam in the trait of conventions.

Demographics and Student Information

The demographics of Antonello changed somewhat over the period of the study. Antonello enrolled increased percentages of Hispanic students (7.9%), increased percentages of LEP students (7%), and decreased percentages of White students (4.6%). Also, they increased their Daily Attendance Rate slightly (0.5%) and lowered their annual rate of Student Transiency substantially (20.2%). By stabilizing the student population, they made it easier to educate the students despite the increases in their minority and LEP populations.

	2006-2007	**2008-2009**
Total Students	766	781
Asian/Pacific Islander	N/A	7.6%
Hispanic	25.1%	33%
Black/African-American	18.7%	16.3%
White	47.5%	42.9%
IEP	14.6%	15.7%
LEP	9.8%	16.8%
FRL	29%	29.8%
Daily Attendance Rate	95.7%	96.2%
Student Transiency Rate	44.5%	24.3%

Parent/Teacher Conference Participation

2006-2007	**2007-2008**	**2008-2009**
98%	98%	98%

Highlights of the Year

In the end-of-year Accountability Report for the 2008-2009 school year, the Principal highlighted the implementation of the following programs and activities:

1. Teachers participated in peer observations, allowing them to refine their teaching practices.

2. Students monitored their own progress in reading, math, and writing, collecting information in student data folders.

3. Empowerment status provided the funding necessary to reduce class sizes at every grade level.

4. All students attended a weekly Explorations Class, featuring activities that expanded learning and motivated students.

5. Intervention specialists worked with teachers to design and implement programs to be used with struggling students.

6. The number of fifth graders who passed the Nevada Writing Proficiency Exam increased by 8%.

7. Funding received from the Greenspun Family Foundation supported teachers in receiving two days of Junior Greatbooks training.

8. Ticket To Read was purchased and used by all students, resulting in increased reading achievement.

9. Available funding was used to provide personnel for small group instruction in reading and mathematics.

Paul E. Culley Elementary School

The Culley staff developed a new Mission Statement during Year I. It is as follows:

To empower students, staff, and parents to become a community of learners!

Academic Goals and Objectives

The Culley goals and objectives became clearer and more specific in targeting particular populations of students (e.g., LEP, IEP, African-American).

2006-2007	2008-2009
Goal 1: Increased achievement in reading will be demonstrated by students in all grade levels.	**Goal 1**: All students in grades three, four, and five will increase achievement in reading.
Objective/s: DIBELS assessments will reflect growth in percentage of students at benchmark at all grade levels. Students in grades one-three will show increased achievement in the summer ITBS Reading Survey. Students in grades three-five will	**Objective/s:** Special education, limited English speaking, and African-American students will show increases in achievement for develop and interpretation and demonstrating a critical stance.

show increased achievement in reading on the spring Nevada SCRT.	
Goal 2: Students in grades three-five will demonstrate increased achievement in mathematics.	**Goal 2:** All students in grades three, four, and five will increase achievement in math.
Objective/s: Students in grades three, four, and five will show increased achievement in math on the spring Nevada SCRT.	**Objectives/s:** Special education and African-American students will show increases in achievement for geometry and measurement. Special education, African-American, and limited English speaking will show increases in achievement for problem solving.
Goal 3: Increased achievement in writing will be demonstrated by students in grade five.	**Goal 3:** Fifth grade students will increase achievement in writing.
Objective/s: Students in grade five will show increased achievement in writing on the Nevada Analytical Writing Examination.	**Objective/s:** Limited English speaking and Hispanic students, as well as students who receive free or reduced price lunch, will show increases n proficiency on the Nevada Writing Proficiency Exam. All students will show an increase in the writing traits of organization and conventions.

Demographics and Student Information

The demographics of Culley changed over the period of the study. Culley enrolled more Hispanic (5.1%) and LEP students (9.7%) and fewer White (4.4%) and African-American students (2.4%). Also, Culley improved its daily attendance rate (2.9%), reduced its rate of student transiency (4.7%), and improved its percentage of parent conference participation (by approximately 8% from 2007-2008).

	2006-2007	**2008-2009**
Total Students	916	860
Asian/Pacific Islander	N/A	3.6%
Hispanic	54.9%	63%
Black/African-American	17.4%	15%
White	22.7%	18.3%
IEP	10.8%	11.5%
LEP	31.8%	41.5%
FRL	100%	74.3%
Daily Attendance Rate	93%	95.9%
Student Transiency Rate	43.7%	39%

Parent/Teacher Conference Participation

2006-2007	2007-2008	2008-2009
98%	90%	97.2%

Highlights of the Year

In the end-of-the-year Accountability Report for 2008-2009 school year, the Principal reported several programs and activities that were implemented during the year, as well as awards for faculty and administration.

1. Using Empowerment and Title I funds, Culley now employs six full-time Intervention Strategists.

2. Excalibur, Culley's business partner, provides funding to enhance educational and social opportunities.

3. For the 2007-2008 year, Culley achieved High Achieving status and was named a National Title I Distinguished School.

4. Culley was named a CCSD Best Practices Demonstration site for its teachers' use of research-based practices.

5. Principal Lisa Primas was named Nevada Principal of the Year by the Nevada Association of Elementary Principals.

6. P.E. teacher Jurgen Kraehmer was named Elementary School Physical Education Teacher of the Year by NAPHERD.

7. The Young Presidents' Organization provided landscaping for the kindergarten playground.

8. Teachers in grades 1-5 implemented Write From The Beginning, resulting in gains on the NWPE.

Rose Warren Elementary School

The Warren staff developed a new Mission Statement during Year 1. It is as follows:

Rose Warren Empowerment School is a community of learners who all share in the growth and increased achievement of children through the study and implementation of best practices based on the most current learning research and solid learning theory.

Academic Goals and Objectives

Warren shifted its primary goal (Goal 1) from mathematics to reading for the 2008-2009 school year. Also, Goal 3 reflected a unique learning target.

2006-2007	2008-2009
Goal 1: Increased achievement will be seen in math in grades three and five on the spring 2005-2006 Criterion-Referenced Tests.	**Goal 1**: All grade three, four, and five students will demonstrate achievement in ELA by meeting 2008-2009 AYP targets.
Objective/s: Students at Warren will show an increase in mathematics as measured by Nevada Criterion-Referenced tests. In the spring of 2006, 45.8% of Warren students will be proficient or above in the content areas of data analysis of statistics and probability, measurement and geometry, and problem solving.	**Objective/s: S**tudents in grades three, four, and five will increase achievement in ELA as evidenced by a minimum school-wide achievement rate of 51.7% proficiency on the 2009 Nevada SCRT. Specific improvement will be in the areas of demonstrating a critical stance and developing an interpretation.
Goal 2: Students at Warren will show increased achievement in English Language Arts on the spring 2005-2006 Nevada SCRT.	**Goal 2:** All students in grades three, four, and five will meet 2008-2009 AYP targets in math.
Objective/s: Students at Warren will show an increase in English Language Arts (ELA) as measured by Nevada SCRT. In the spring, 34.3% of third and fifth grade students will be proficient in reading and 35.5% of fifth grade students will be proficient in writing.	**Objectives/s:** Students in grades three, four, and five will increase achievement in mathematics as evidenced by a minimum school-wide achievement rate of 54.6% proficiency on the 2009 Nevada SCRT. Specific improvement will be targeted in the areas of problem solving.
(No Goal)	**Goal 3:** Students will achieve through brain-based, developmentally appropriate, 21st century learning practices.
(No Objective/s)	**Objective/s:** Students will use technology, collaboration, and higher order thinking skills for at least 90% of their learning experiences at Warren. Developmentally appropriate practices will be observable in all K-2 classrooms.

Demographics and Student Information

The demographics of Warren changed over the period of the study. Warren enrolled more Hispanic students (10.1%), more LEP students (14.4%), and fewer White students (8%) than they did three years ago. They also increased their daily rate of attendance (by (0.8%) and reduced their annual rate of student transiency (by 1.0%).

	2006-2007	**2008-2009**
Total Students	671	674
Asian/Pacific Islander	N/A	3.4%
Hispanic	66%	76.1%
Black/African-American	7%	6.7%
White	21.5%	13.5%
IEP	10.9%	8.9%
LEP	42.6%	57%
FRL	76.2%	75.4%
Daily Attendance Rate	95.3%	96.1%
Student Transiency Rate	27.8%	26.8%

Parent/Teacher Conference Participation

2006-2007	**2007-2008**	**2008-2009**
98%	98%	N/A

Highlights of the Year

The Principal reported several programs, activities, and achievements for the 2008-2009 school year:

1. The 2008 SCRT mathematics scores showed the 3rd highest growth in the district.

2. The 2009 Nevada Writing Proficiency Exam scores for fifth grade exceeded both district and state scores.

3. All teachers attended trainings provided by the internationally renowned Caine Learning Institute.

4. Both teachers and students used laptops, document cameras, iPods, and digital cameras daily.

5. Teachers met as PLCs (Planning Committees) for one full planning day per week.

6. The Warren Parent Center offered many classes for parents.

7. The student-led programs included a student store, a noontime activity program, and peer mediation.

Summary

1. At the two intact schools, the school Mission Statements remained unchanged. At the two changed schools, the staffs developed new Mission Statements.

2. At all four schools, the percentage enrollment of Hispanic students increased: from a high of 10.1% at Warren to a low of 4.2% at Adams.

3. At all four schools, the percentage enrollment of LEP students increased: from a high of 14.4% at Warren to a low of 4.7% at Adams.

4. At all four schools, the percentage enrollment of White students decreased: from a high of 8% at Warren to a low of 4.6% at Culley.

5. At three of the four schools, the percentage Black/African-American enrollment decreased, with the greatest decreases at Culley and Antonello (- 2.4%) and a smaller decrease at Warren (- 0.3%). Only Adams gained Black/African-American enrollment (2.7%).

6. The Principals of three ESs explicitly mentioned the need to improve student reading achievement in their goals and objectives statements. The fourth school (Warren) did not.

Conclusions

1. Demographically, Warren was most impacted by the percentage change in both Hispanic and LEP populations, and Adams was least impacted by changes in these populations.

2. The focus of the Principals' "Highlights of the Year" statements were different. At Adams, they focused on steps taken to strengthen and tighten the academic program; at Antonello, they focused on teacher activities, accomplishments, and funding; at Culley, they focused on the excellence of their students' accomplishments and the honors and awards won by the school and the school's principal; and at Warren, they focused on students' mathematics achievement, technology use, and teacher training by the Caine Learning Institute (natural, brain/mind based learning).

School Organization and Governance

Empowerment Schools

Although all ESs were required to reconstitute prior to the beginning of Year I, Adams and Antonello remained almost entirely intact because the existing Principals of each school were rehired and, in turn, rehired virtually all of the staff. In contrast, Culley and Warren each began with a new Principal and an almost entirely new staff. The two intact schools used essentially the same governance structure in Year I, changing it only slightly from the previous year. In fact, those two schools were already on track to become "empowerment" schools before their selection and the selection of the principals and staff. In contrast, Culley and Warren – the two schools with new Principals and almost entirely new staffs – developed substantially new governance structures.

During Years II and III, Antonello continued to have a Design Team and a Leadership Team; Adams continued to have a Leadership Team; and Culley continued with the Design Team and Leadership Team that they had instituted in Year I. In Year III, Warren changed the nature of teacher leadership from a Design Team to a more broad-based Facilitators Team.

Regardless of their titles, these governance teams, over the three years of this study, evolved in the direction of increased teacher leadership, greater teacher autonomy, and expanded teacher decision-making authority. At all four schools, these teams increasingly took responsibility for making major decisions about school structure, about instruction and about resource allocation, including budget.

With the decisions increasingly made by the teaching governing teams, all ESs continued to use supplemental empowerment money to fund additional personnel, to provide professional development for teachers, and to purchase curricular materials and other supplies. By the end of Year III, teachers made most, though not all, of these decisions. Though each ES differed in its choice of extra personnel, all hired additional teachers and aides and purchased substitute time, while some schools also hired permanent substitutes. One ES (Warren) used permanent substitutes to allow teachers to spend one full day per week for teacher planning. 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. Antonello emphasized the development of expert, in-house teacher consultants through their participation in trainings and research conferences. It should be noted that some Empowerment funding was reduced in Year II from Year I levels and again in Year III from Year II levels.

Teachers left the ESs for a variety of reasons: transferring schools to be closer to home; leaving the state or country; finding the CCSD-EM to be too difficult or too demanding;

and being asked to leave by the principal. Antonello experienced very little turnover; Adams had a steady rate; and Culley and Warren had a high turnover from Year I to Year II and a smaller turnover from Year II to Year III.

All ESs continued to focus on involving parents and community in their schools, including offering classes for parents and, at Culley and Warren, starting a Parent Center with a parent coordinator. Overall, the level of parental participation in classrooms, after-school, and evening events of all kinds increased from Year II to Year III.

Comparison Schools

During Year III, 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. While only one school (Harmon) had the same principal for all three years, the other three schools did have continuity in the Principals' office for at least two years.

Two CSs (Harmon and Simmons) changed from 9-month to 12-month school calendars between Year 1 and Year 2. 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 from Year II to Year III 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 (Chance and Salazar, 2007).

SCRT Scores – ES and CS Comparisons

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. **Data years will be labeled by their spring data collection date rather than the academic year in which the data was collected for purposes of this report. For example, the data used in the next several tables were collected in the 2008-2009 academic year; hence, they will be labeled 2009 data.** In Nevada elementary and middle schools, these assessments are called the Nevada State-Mandated Criterion Referenced Tests (SCRT). The SCRT scores

are the only student learning outcome measure for the purposes of the Empowerment School Evaluation Final Year III report as designated by CCSD.

Table 2 presents the average scale scores and standard deviations from the mean of students in the four ESs, the four CSs, and for the CCSD as a whole (includes all schools). The descriptive data indicated that in Year III of the evaluation, the ESs generally had higher SCRT scale scores in both Reading and Mathematics than the CSs for each grade level. When considering how ESs fared compared to the district average, reading and mathematics scores tended to be similar to the district means for third and fifth graders. Fourth grade students had higher averages, particularly in mathematics, than the district as a whole. Targeted analyses in the following sections were used to determine whether these differences were statistically significant.

	N	Reading SCRT		Math SCRT	
		Mean	SD	Mean	SD
Grade Three					
Empowerment	467	306.63	66.06	316.34	73.96
Comparison	474 (490)*	293.34	67.59	298.33	76.31
District	24360 (24389)	311.71	66.69	316.32	76.97
Grade Four					
Empowerment	396 (397)	321.12	75.12	373.37	86.82
Comparison	478	294.92	75.74	321.42	87.14
District	24210 (24229)	310.06	77.09	331.42	88.67
Grade Five					
Empowerment	494	295.49	71.74	321.87	66.62
Comparison	470	270.01	65.31	301.21	67.08
District	23809 (23802)	294.11	69.87	318.92	67.95

Table 2. *2009 SCRT Descriptive Data by Grade Level for Groups.*
Note. *If different than the N for reading scores; the N inside parentheses is the number of students available for the math SCRT.
The SCRT scale scores are transformed by the State of Nevada into one of four academic progress categories. Students are classified as:

- Emergent/Developing: Student occasionally/does not apply skills/strategies and requires extensive remediation;

- Approaches Standard: Student inconsistently/incompletely applies skills/strategies and requires targeted remediation;

- Meets Standard: Student consistently applies skills/strategies without need for remediation;

- 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 2008-2009 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 and Meets). Continuing trends from 2008, ESs appear slightly more adept at helping students truly excel in Mathematics -- just over 31% of the students at ESs exceeded the mathematics standards for their grade level, as compared to 21 and 26.50% of CSs and district non-study students, respectively. It is encouraging to note that the percentage of students in the emergent category is lower than any other category, with the exception of the comparison group reading scores.

Reading SCRT				
	Emergent/ Developing	**Approaches Standard**	**Meets Standard**	**Exceeds Standard**
Empowerment	N=99 %=7.30	N=453 %=33.40	N=585 %=43.10	N=220 %=16.20
Comparison	N= 153 %=10.80	N=623 %=43.80	N=506 %=35.60	N=141 %=9.90
District Non-Study	N=5360 %=7.70	N=24290 %=34.90	N=28964 %=41.60	N=10983 %=15.80
Math SCRT				
	Emergent/ Developing	**Approaches Standard**	**Meets Standard**	**Exceeds Standard**
Empowerment	N=58 %=4.30	N=379 %=28.00	N=485 %=35.90	N=430 %=31.80
Comparison	N=128 %=8.90	N=520 %=36.30	N=482 %=33.70	N=302 %=21.10
District Non-Study	N=4482 %=6.50	N=21536 %=31.10	N=24937 %=36.00	N=18400 %=26.50

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

The groups are further broken down by school in Table 4. The percentages in Table 4 indicate that although when grouped together ESs appear to perform somewhat better than the CSs, and in some cases, the District; the differences may be due to particularly strong (and weak) performance at schools within the larger groupings. For example, a relatively high percentage of students at Antonello exceeded the standards for both mathematics and reading; yet, a small percentage of students exceeded the standard for reading at Warren compared to the percentage of Warren's students who excelled at mathematics.

Reading SCRT				
	Emergent/ Developing	Approaches Standard	Meets Standard	Exceeds Standard
Empowerment				
Adams	N= 22 %= 8.50	N= 68 %= 26.40	N= 124 %= 48.10	N= 44 %= 17.10
Antonello	N= 17 %= 4.10	N= 102 %= 24.40	N= 193 %= 46.20	N= 106 %= 25.40
Culley	N= 24 %= 6.10	N= 140 %= 35.50	N= 178 %= 45.20	N= 52 %= 13.20
Warren	N= 36 %= 12.50	N= 143 %= 49.80	N= 90 %= 31.40	N= 18 %= 6.30
Comparison				
Hollingsworth	N= 61 %= 15.70	N= 204 %= 52.40	N= 107 %= 27.50	N= 17 %= 4.40
Harmon	N= 23 %= 6.90	N= 121 %= 36.30	N= 131 %= 39.30	N= 58 %= 17.40
Simmons	N= 39 %= 9.50	N= 164 %= 40.10	N= 158 %= 38.60	N= 48 %= 11.70
Vegas Verdes	N= 30 %= 10.30	N= 134 %= 45.90	N= 110 %= 37.70	N= 18 %= 6.20
Math SCRT				
	Emergent/ Developing	Approaches Standard	Meets Standard	Exceeds Standard
Empowerment				
Adams	N= 18 %= 7.00	N= 61 %= 23.70	N= 88 %= 34.20	N= 90 %= 35.00
Antonello	N= 8 %= 1.90	N= 104 %= 24.90	N= 175 %= 41.90	N= 131 %= 31.30
Culley	N= 11 %= 2.80	N= 111 %= 28.50	N= 124 %= 31.80	N= 144 %= 36.90
Warren	N= 21 %= 7.30	N= 103 %= 35.90	N= 98 %= 34.10	N= 65 %= 22.60
Comparison				
Hollingsworth	N= 53 %= 13.20	N= 175 %= 43.60	N= 117 %= 29.20	N= 56 %= 14.00
Harmon	N= 19 %= 5.70	N= 85 %= 25.50	N= 121 %= 36.30	N= 108 %= 32.40
Simmons	N= 34 %= 8.30	N= 142 %= 34.80	N= 143 %= 35.00	N= 89 %= 21.80
Vegas Verdes	N= 22 %= 7.60	N= 118 %= 40.70	N= 101 %= 34.80	N= 49 %= 16.90

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

Mean Level Comparisons

A series of Analyses of Variance (ANOVA) was conducted to determine whether the differences between ESs, CSs, and Non-study District groups were statistically significant. The ANOVAs yielded 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. When an overall omnibus test yielded a statistically significant difference among the groups, post-hoc tests were conducted to determine which pairs of school groups differed.

A second series of ANOVAs were conducted for each grade level and subject area to determine whether significant differences existed among students at schools within the Empowerment group. These analyses demonstrate whether ESs perform similarly or differently at the end of the first three years of the initiative. Note that the results should be interpreted with caution as these analyses do not control for any pre-existing differences among the ESs. The results of these analyses are found in the second half of each grade-level/subject area table. Tables 5 through 10 show the results for each grade.

Reading SCRT						
	N	**Mean**	**SD**	**F-Value**	**Sig. Value**	**Partial Eta Squared**
Empowerment	467	306.63[a]	66.06	20.00	.000	.002
Comparison	475	293.34[ab]	67.59			
Non-Study District	23418	312.19[b]	66.63			
Empowerment School Results						
Adams	71	319.20[c]	63.90	11.70	.000	.07
Antonello	153	321.23[d]	64.76			
Culley	140	307.16[e]	58.61			
Warren	103	275.56[cde]	69.26			

Table 5. *Grade Three ANOVA comparisons of 2009 SCRT Reading Scores.*
Note. [a-e] Pairs of means with the same superscript were significantly different in follow-up tests using the Bonferroni correction.

Tables 5 and 6 demonstrate some interesting trends for third grade students in reading and mathematics. Although the students at ESs and the District had significantly higher scores as a group than the CSs, the Empowerment students were similar to the non-study District average for both reading and mathematics. When looking among the ESs (Table 5), the omnibus test indicated that differences occurred in reading among the

group. Follow-up tests indicated that although Adams, Antonello, and Culley were statistically similar, each of these schools performed better on third grade SCRTs than students at Warren. The analyses of mathematics scores among ESs (Table 5) demonstrated that only Culley and Warren were significantly different in mathematics during 2009. All other pairs of schools were similar.

Math SCRT						
	N	**Mean**	**SD**	**F-Value**	**Sig. Value**	**Partial Eta Squared**
Empowerment	467	316.34 [a]	73.96	13.68	.000	.001
Comparison	490	298.33 [ab]	76.31			
Non-Study District	23432	316.70 [b]	77.00			
Empowerment School Results						
Adams	71	313.99	81.38	2.75	.043	.017
Antonello	153	321.19	70.76			
Culley	140	324.87 [c]	67.86			
Warren	103	299.17 [c]	79.19			

Table 6. *Grade Three ANOVA comparisons of 2009 SCRT Mathematics Scores.*
Note. [a-c] Pairs of means with the same superscript were significantly different in follow-up tests using the Bonferroni correction.

Comparisons of SCRT reading and mathematics scores for fourth grade students are presented in Tables 7 and 8.

Reading SCRT						
	N	**Mean**	**SD**	**F-Value**	**Sig. Value**	**Partial Eta Squared**
Empowerment	396	321.12 [ab]	75.12	13.35	.000	.001
Comparison	478	294.92 [ac]	75.74			
Non-Study District	23336	310.18 [bc]	77.11			
Empowerment School Results						
Adams	83	321.33[de]	73.91	16.54	.000	.112
Antonello	125	351.73[dfg]	65.64			
Culley	120	313.53[fh]	69.70			
Warren	68	278.01[egh]	79.01			
Note. [a-h] Pairs of means with the same superscript were significantly different in follow-up tests using the Bonferroni correction.						

Table 7. *Grade Four ANOVA comparisons of 2009 SCRT Reading Scores.*

In contrast to third grade scores, ES students scored significantly better than both the CS students and the District group in both reading and mathematics. The CSs were lower than both the ESs and the District averages in reading, but were similar to the District average in mathematics. There were many pair-wise differences among the ESs in reading. Antonello scored significantly higher than any other school, whereas Warren was consistently the lowest scoring school in reading. In turning to mathematics, it is interesting to note that as in third grade, the ESs are generally more statistically homogenous than in reading.

Math SCRT						
	N	**Mean**	**SD**	**F-Value**	**Sig. Value**	**Partial Eta Squared**
Empowerment	397	373.37 [ab]	86.82	48.04	.000	.004
Comparison	478	321.42 [a]	87.14			
Non-Study District	23354	330.91 [b]	88.56			
Empowerment School Results						
Adams	83	390.19 [c]	89.03	2.73	.043	.020
Antonello	125	374.33	74.44			
Culley	120	374.13	90.42			
Warren	69	350.10 [c]	95.01			
Note. [a-c] Pairs of means with the same superscript were significantly different in follow-up tests using the Bonferroni correction.						

Table 8. *Grade Four ANOVA comparisons of 2009 SCRT Mathematics Scores.*

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

Reading SCRT						
	N	**Mean**	**SD**	**F-Value**	**Sig. Value**	**Partial Eta Squared**
Empowerment	494	295.49 [a]	71.74	28.63	.000	.002
Comparison	470	270.01 [ab]	65.31			
Non-Study District	22845	294.58 [b]	69.84			
Empowerment School Results						
Adams	104	290.70 [c]	74.59	9.56	.000	.055
Antonello	140	320.04 [cde]	70.42			
Culley	134	291.83 [d]	69.59			
Warren	116	274.37 [e]	65.30			
Note. [a-e] Pairs of means with the same superscript were significantly different in follow-up tests using the Bonferroni correction.						

Table 9. *Grade Five ANOVA comparisons of 2009 SCRT Reading Scores.*

Once again, these analyses indicate that Empowerment school students performed better than the Comparison students in both reading and mathematics in fifth grade. However, as in third grade, the ESs were not different than the District average on either test. Antonello once again outperformed the remaining ESs in reading, although fifth graders at the other schools scored similarly on the test (Table 8). In mathematics, Antonello and Culley scored significantly higher than Warren, but no other pair-wise differences were detected (see Table 9).

Math SCRT						
	N	**Mean**	**SD**	**F-Value**	**Sig. Value**	**Partial Eta Squared**
Empowerment	494	321.87 [a]	66.62	16.67	.000	.001
Comparison	470	301.21 [ab]	67.01			
Non-Study District	22838	319.22 [b]	67.95			
Empowerment School Results						
Adams	104	312.86	72.98	5.65	.001	.033
Antonello	140	334.44 [c]	52.43			
Culley	134	330.34 [d]	71.99			
Warren	116	305.00 [cd]	65.61			
Note. [a-d] Pairs of means with the same superscript were significantly different in follow-up tests using the Bonferroni correction.						

Table 10. *Grade Five ANOVA comparisons of 2009 SCRT Mathematics Scores.*

Grade Level ANOVA Summary

These mean level comparisons indicate a statistically significant advantage for ES students as compared to the CS students. ES students in grade four merit particular note as they outperformed students in the CSs as well as students in the District in general. Although there are individual school-level differences among the ESs in these effects, general patterns are suggestive of academic success at schools participating in the initiative. It is important to note that the partial Eta-Squared statistic showed that group membership (ESs vs. CSs) accounted for only small amounts of variance in the test scores in all analyses; thus, confirming the need to investigate other aspects of each ES, such as significant mediating variables, in order to understand exactly why each ES succeeded or failed in raising student achievement. What is happening at these ES schools clearly goes beyond simple ES group membership and the CCSD-EM. Indeed, we will focus many of our analyses later in the report on only the ESs in an attempt to understand why ESs performed so differently in relation to each other on the SCRT scores.

The following quantitative analyses delve into patterns of academic achievement over the course of the initiative and the qualitative information provides insight as to how curriculum, attitudes, and practices differ at each of the schools.

Trend Analyses and Cohort Analyses

Several different analyses were conducted to better understand student performance at ESs and CSs over the course of the first three years of the empowerment initiative. The first set of analyses, the cohort analyses, look for trends among students within the same grade level for each of the three years of the Empowerment school initiative. The second set of analyses, investigates how students who started third grade in 2006-2007, the first year of the Empowerment school initiative, changed over the course of the first three years of the evaluation in reading and mathematics scores.; however, it should be noted that trend analyses are really not appropriate with these data because the SCRTs are not vertically aligned.

The first set of analyses is based on a 2 (ES-CS) x 3 (2007, 2008, 2009) factorial ANOVA. This set of analyses looks for differences between ESs and CSs, as well as different cohorts of students, on reading and mathematics scores. These analyses can help answer questions, for example, about whether third graders in 2007, third graders in 2008, and third graders in 2009 scored similarly or differently depending on their school group. Considering that schools are assessed on the percentage of students within grade levels who are proficient from year to year on standardized test scores, this type of analysis can show important trends.

The results from the first 2x3 ANOVA for third grade reading scores demonstrated a statistically significant main effect for empowerment group ($F_{1,2989} = 15.76$, $p<.001$) and test administration year ($F_{2,2989} = 6.86$, $p<.01$), but no interaction was detected (see Figure 1 for third grade reading and mathematics scores). The partial eta-squared (effect-size measure) was less than 1% for each of the statistically significant reading effects. These results indicate that ES students consistently scored higher on reading tests than comparison school students and that in general, scores of third graders improved for each consecutive year. However, there were no differences in improvement by test administration depending on empowerment school grouping.

The analysis of mathematics scores for third graders over the three years of the empowerment initiative also yielded a main effect for empowerment group ($F_{1,3002} = 53.90$, $p<.001$) and test administration year ($F_{2,3002} = 29.97$, $p<.001$), as well as an interaction between the two factors ($F_{2,3002} = 8.18$, $p<.001$). Once again, the effect size statistics were very small (.02 or less) for each test of significance. As depicted in Figure

1, third grade students in the ESs and CSs diverged substantially on their scores in mathematics in 2008, but the 2007 and 2009 students were more similar.

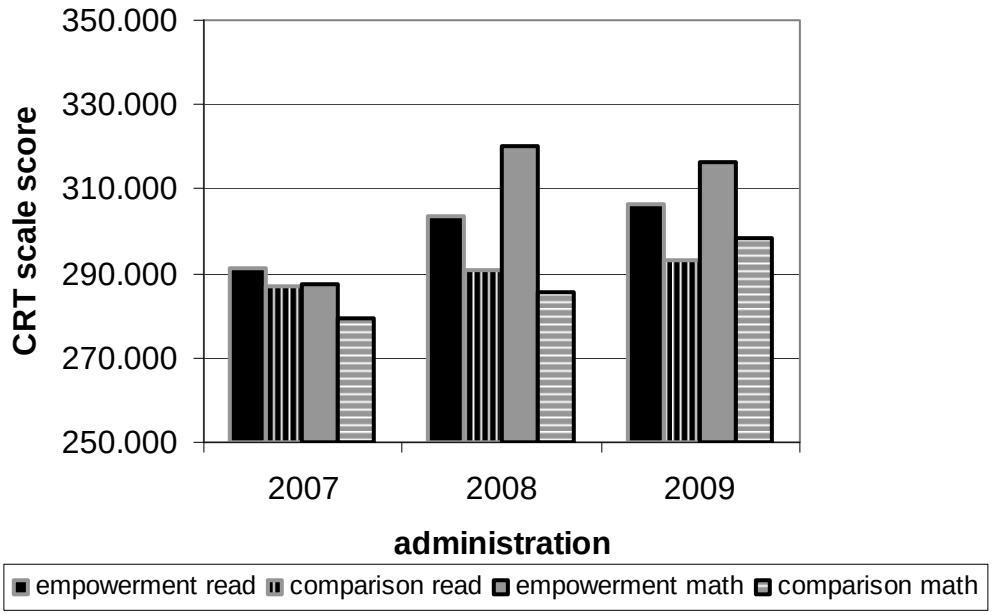


Figure 1. Reading and Mathematics Scores for Third Grade Students from 2007 to 2009.

Analyses of fourth grade trends for reading indicated similar findings to those of third grade: main effects were found for test year administration ($F_{2, 2896} = 6.86$, $p<.01$, partial eta-squared = .01) and empowerment group ($F_{1,2896} = 13.68$, $p<.001$, partial eta-squared = .02), but not for the interaction between the two factors. Figure 2 shows the trends for fourth graders in reading and mathematics. As the figure shows, fourth graders in each consecutive cohort in both the empowerment and comparison groups had higher reading scores than the previous cohort, but the rate of change was similar for both groups. The analyses of mathematics scores indicated significant differences for the main effects of test administration ($F_{2, 2897} = 50.23$, $p<.001$, partial eta-squared = .03) and empowerment group ($F_{1,2897} = 72.91$, $p<.001$, partial eta-squared = .03), as well as a significant interaction between the factors ($F_{2,2897} = 15.72$, $p<.001$, partial eta-squared = .01). Figure 2 shows that the empowerment school group had increasingly higher averages for each consecutive cohort, particularly in 2009. In contrast, the comparison school averages were relatively flat. The interaction term indicates that the ESs cohorts climbed at a faster rate than their comparison group.

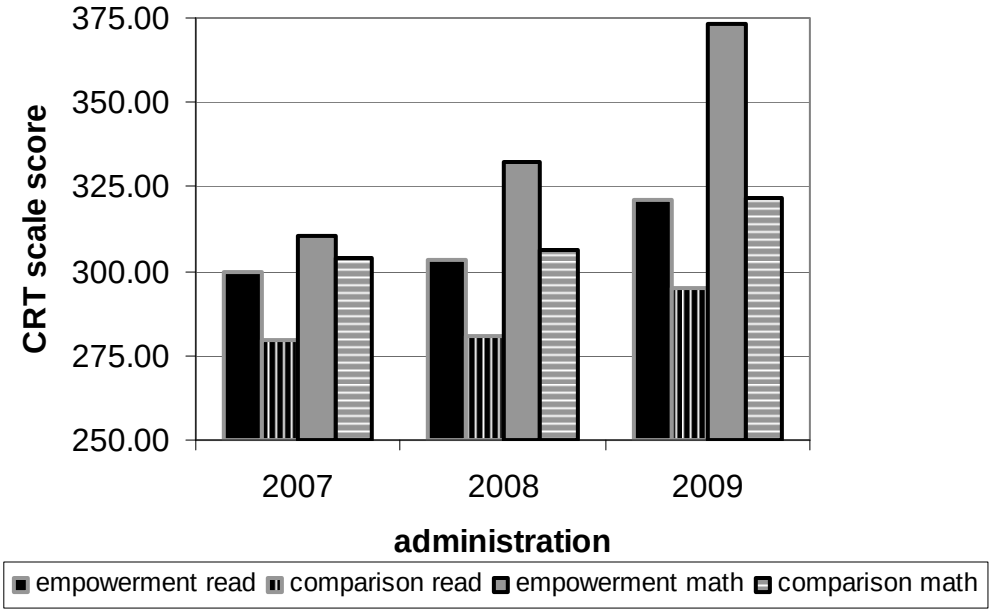


Figure 2. Reading and Mathematics Scores for Fourth Grade Students from 2007 to 2009.

The analyses of fifth grade trends from 2007 to 2009 indicated that reading scores differed significantly between ES and CS schools ($F_{1, 3037} = 35.11$, $p<.001$, partial eta-squared = .01) and among test administration year ($F_{2, 3037} = 16.33$, $p<.001$, partial eta-squared = .01). An interaction was also detected between the two factors ($F_{2, 3037} = 4.74$, $p<.01$, partial eta-squared = .003). Figure 3 shows the results for fifth graders from 2007-2009 for reading and mathematics. The graph indicates that 2008 was a difficult testing period for fifth graders at both schools, but that students at ESs generally had scored higher than their peers at CSs during the final testing year. The results for the mathematics assessment demonstrated that empowerment school students tended to have higher scores than their comparison student peers ($F_{1, 3037} = 39.72$, $p<.001$, partial eta-squared = .01) and that students differed from 2007 to 2009 ($F_{2, 3037} = 6.56$, $p<.01$, partial eta-squared = .004), but that no interaction was detected. Figure 3 appears to indicate that in general, fifth grade students scored better in 2009.

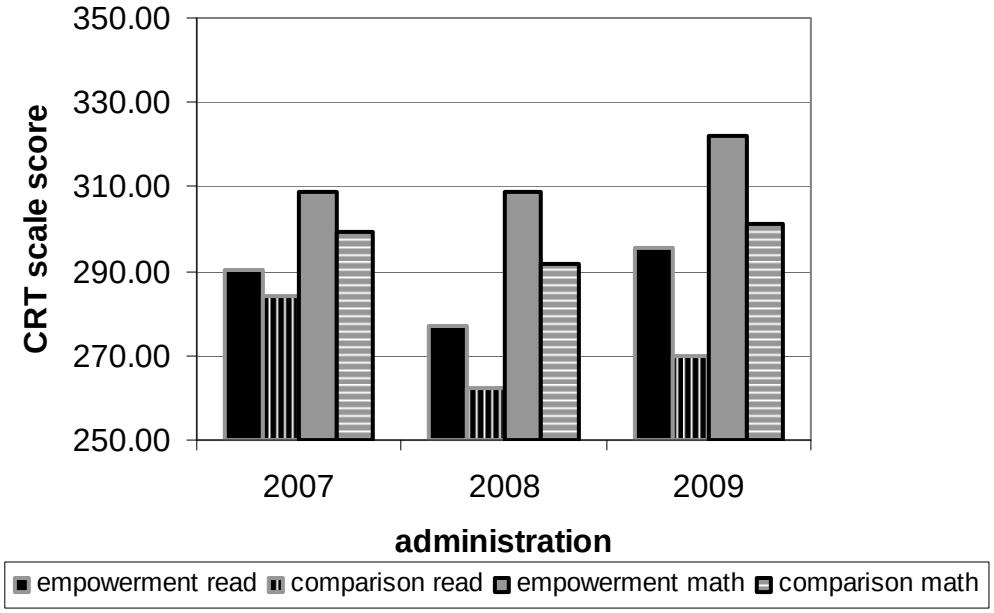


Figure 3. Reading and Mathematics Scores for Fifth Grade Students from 2007-2009.

Tables 11, 12, and 13 show how individual ESs did on these types of cohort analyses. Note how each ES shows a difference performance profile in these analyses.

	Gain/ Loss RDG	Gain/ Loss Math	Reading SCRT		Math SCRT	
			2007	2009	2007	2009
Adams	+28	+18	291	319	296	314
Antonello	-2	+10	323	321	311	321
Culley	+24	+25	283	307	300	325
Warren	+8	+56	267	275	243	299

Table 11. *Grade Three Comparison of Reading and Math SCRT Scores among ESs.*

	Gain/ Loss RDG	Gain/ Loss Math	Reading SCRT		Math SCRT	
			2007	2009	2007	2009
Adams	+14	+73	307	321	317	390
Antonello	+32	+41	320	352	333	374
Culley	+19	+54	295	314	320	374
Warren	+11	+92	267	278	258	350

Table 12. *Grade Four Comparison of Reading and Math SCRT Scores among ESs.*

	Gain/ Loss RDG	Gain/ Loss Math	Reading SCRT		Math SCRT	
			2007	2009	2007	2009
Adams	-2	-24	293	291	337	313
Antonello	+5	+7	315	320	327	334
Culley	+22	+36	270	292	294	330
Warren	-8	+27	282	274	278	305

Table 13. *Grade Five Comparison of Reading and Math SCRT Scores among ESs.*

Tables 11, 12, and 13 clearly demonstrate that all ESs are not equal; indeed, they are dramatically different. Hence, a true understanding of the success/failure of the CCSD-EM cannot be obtained without looking at the variation among mediating variables as each ES.

Change over Time

The second set of analyses investigating trends over the three years of the ESS tracked the same students over time from third (in 2007) through fifth (in 2009) grade. This original third grade cohort is the only grade, thus far, tested with SCRTs over the course of the initiative. Repeated measures analyses were conducted using the general linear model function in SPSS 17.0 to identify whether student achievement changed from the testing administration in 2007 to the testing administration in 2009 and by empowerment school grouping (ES and CS) and then among ESs[1].

Results indicated that a significant within-subjects and between-subjects effect was found for the third-fifth group in reading. A within-subjects effect for grade was found so that student scores changed significantly from third to fifth grade, ($F_{(2, 1280)} = 18.58$, $p < .001$, partial eta-squared = .03). A significant effect was also found for the between-subjects test of ES group/CS group, ($F_{(1, 640)} = 12.32$, $p < .001$, partial eta-squared = .02), indicating that the groups were different in their reading scores. Finally, the interaction between grade and Empowerment designation was also significant, ($F_{(2, 1280)} = 9.39$, $p < .001$, partial eta-squared = .01), indicating that students in the two groups changed differently over time. Figure 4 presents a visual display of the pattern of changes over time for both reading and mathematics scores from third (2007) to fifth (2009) grade and the mean scores for the different testing periods and different groups. The figure indicates that although students at the ES and CS schools started out similarly in third grade, their scores continued to diverge over time. It should be noted that decreases in scoring occurred for both groups in fifth grade, but due to differences in the test content and scoring from grade to grade, these results should not be overstated.

[1] Note that these are comparisons of raw scale scores from year to year, but that the assessments measure different underlying concepts. Extreme caution should be exercised when interpreting these results.

Similar results were found for mathematics scores. Statistically significant differences were found for the within-subjects effect of grade level $F_{(2, 1280)} = 163.04$, $p < .001$, partial eta-squared = .20), the between-subjects effect of Empowerment group memberships $F_{(1, 640)} = 11.10$, $p < .01$, partial eta-squared = .02), and the interaction $F_{(2, 1280)} = 4.72$, $p < .01$, partial eta-squared = .01).

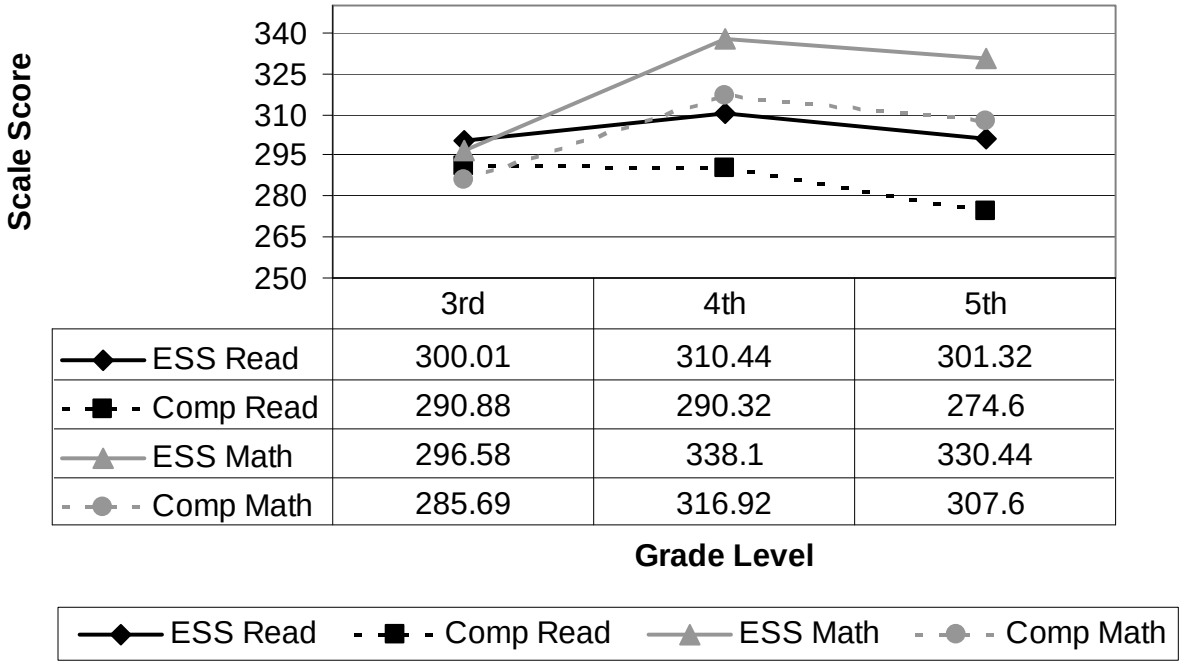


Figure 4. Change from Third to Fifth Grade in Reading and Mathematics Averages.

Additional analyses were conducted for each of the ESs separately. Repeated measures analyses, without a between-subjects factor, were used to analyze student change from third to fifth grade for reading and mathematics scores at each school. Significant changes occurred from third to fifth grade in for students only at Adams ($F_{(1.81, 140.90)} = 4.61$, $p < .05$, partial eta-squared = .06)[2] and Culley ($F_{(2, 130)} = 15.37$, $p < .001$, partial eta-squared = .19). Figure 5 provides the reading trajectories for each of the four ESs. In general, the within-subject effects that were found appear to be attributed to a spike in fourth grade reading scores at those two schools.

[2] The Greenhouse-Geisser correction was used for any tests that violated Mauchly's test for sphericity.

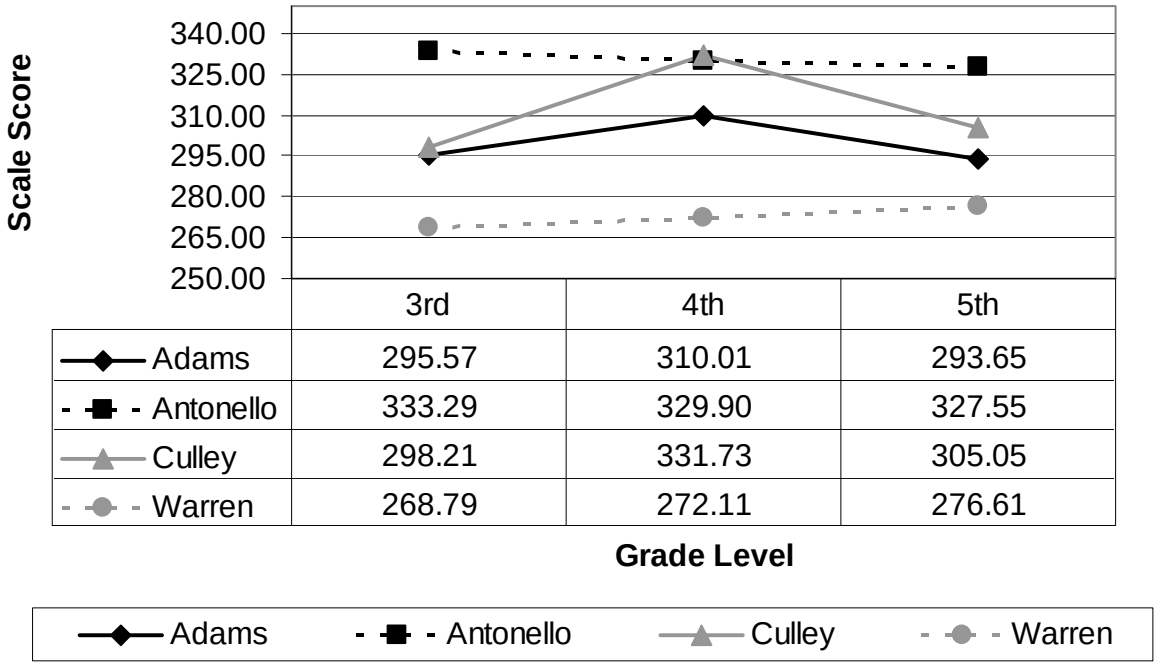
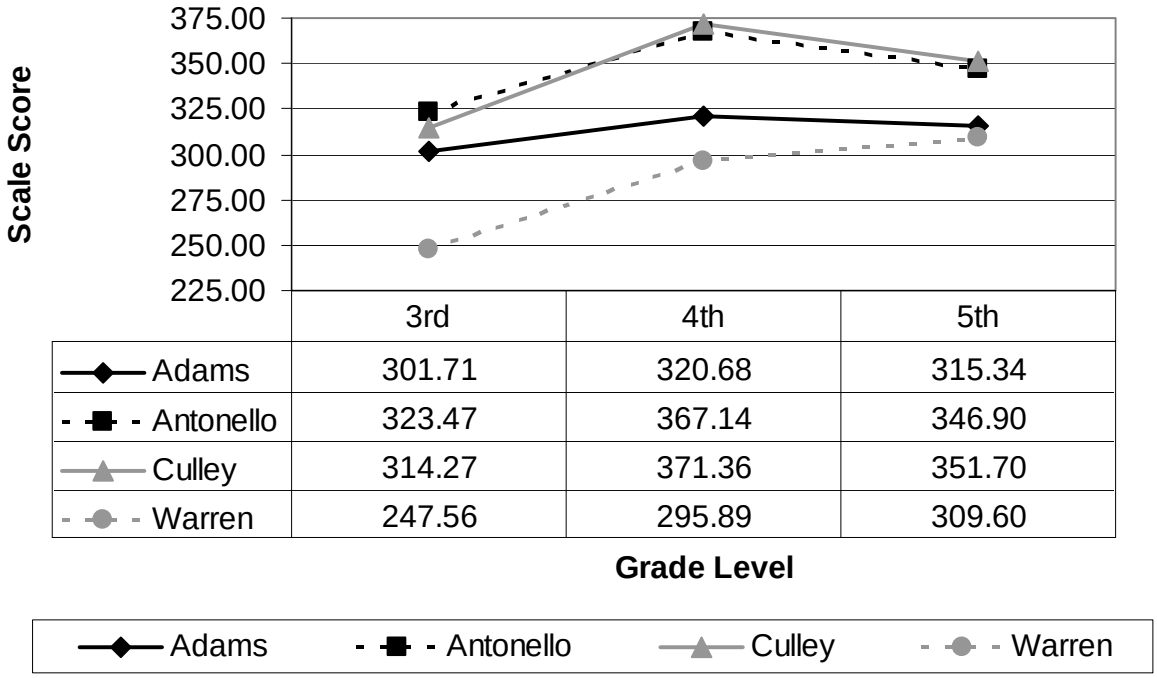


Figure 5. Reading Average Trajectories from Third to Fifth Grade for the Four ESs.

The same analyses were conducted for mathematics test scores at the four ESs. In contrast to reading scores, statistically significant within-subject effects were found for each of the four ESs. Figure 6 shows how students' mathematics scores changed from third to fifth grade at Adams ($F_{(2, 156)} = 5.13$, $p < .01$, partial eta-squared = .06), Antonello ($F_{(2, 180)} = 31.11$, $p < .001$, partial eta-squared = .26), Culley ($F_{(2, 130)} = 48.01$, $p < .001$, partial eta-squared = .43), and Warren ($F_{(2, 162)} = 84.18$, $p < .001$, partial eta-squared = .51). It is interesting to note that students at Adams and Culley had nearly identical trajectories of mathematics scores from third to fifth grade. From a descriptive standpoint, although scores remained lower than the other three schools, Warren appears to be the only school that showed consistent average improvements over the three year period.



	3rd	4th	5th
Adams	301.71	320.68	315.34
Antonello	323.47	367.14	346.90
Culley	314.27	371.36	351.70
Warren	247.56	295.89	309.60

Figure 6. Mathematics Average Trajectories from Third to Fifth Grade for the Four ESs.

Summary of Trend Analyses

The analyses in this section provide various ways to think about how students have changed or stayed the same over the course of the first three years of the empowerment initiative. The cohort analyses suggest that as a group, ES students tended to score higher than their comparison peers at all grades and that grade-level scores had improved by 2009 for most grades. In some cases, the change between test administrations appeared to be different depending on whether students attended ESs or CSs. The change-over-time analyses indicate that although as a group, ES and CS students tended to start off with similar scores in third grade, by fifth grade the test scores had diverged. Follow-up analyses also indicated that variation existed among the ESs in how students changed, suggesting that perhaps it may be misleading to treat these schools as a unitary group.

There are limitations that should be considered when interpreting these results. First, the statistically significant differences found in the cohort analyses may be an artifact of the large sample sizes used for the analyses. The effect size statistics tended to be very small, indicating that the various groups and test administration differences may be of limited practical utility. Also, it is currently unknown to the ET whether changes occurred in the actual test from year to year for the different grades. If the test or scoring format was revised during the evaluation period, this could account for the various findings by test administration year. The change-over-time analyses may also suffer from limited interpretability due to the different tests used and concepts assessed in each of the different grades. In other words, student scores in fourth grade

may not parallel or mean the same thing as student scores in fifth grade. Thus, though these analyses may indicate some useful types of trends at schools, additional research to substantiate these findings is recommended.

Principal Perceptions

Two instruments were used to collect data on the role of the principals in the change process at the four ESs. The first was the Change Facilitator Style Questionnaire (CFSQ); the second was a 12-question interview protocol that was used in structured principal interviews. As an "innovation," CCSD-EM implementation entails an innovation adoption process; hence, the appropriateness and use of the CFSQ. Also, data show that the Change Facilitator Style (CFS) of a principal has a significant effect on student achievement on a school-by-school basis. These data suggest that CFS will likely be a primary variable that must be included in any complete model of the success/failure of school reform efforts. Principals were interviewed to provide depth and context for the CFSQ results and to provide triangulating data for any conclusions reached about the roles of principals in school change at each of the four ESs.

This section of the report will integrate the findings from the analyses of these quantitative data with the qualitative data from the structured principal interviews. The dynamics of the relationships among principal leadership (CF style) and the extent of implementation of the CCSD-EM will be described.

The Role of Principal Leadership in Reform Efforts

A key principle that should be considered in regard to evaluation of any change effort is that "change is a process not an event." This principle was introduced as the first assumption of the Concerns Based Adoption Model (CBAM) and continues to be foundational. An important implication of this assumption for evaluation efforts is that most implementers in their first use of an innovation will be at a "Mechanical Level of Use." Their use will be disjointed and they will not be planning much beyond day-to-day; hence, this is not the optimal time to be conducting summative evaluations of any educational reform effort.

The Implementation Bridge

A useful metaphor for visualizing the challenges associated with principals and schools making major changes is the Implementation Bridge, which was introduced by Hall in 1999. The image below portrays this metaphor. Most of today's innovations are intended to increase student outcomes. What many fail to appreciate is that most of these innovations are large, complex and subtle. Implementation of these innovations cannot be treated as an event. Major changes in classroom practices and school-wide innovations must be accomplished. In many ways schools are being asked to make "giant leaps" across a chasm. The on-ground reality is that schools need specialized

support and time to accomplish these changes, which is reflected in the metaphor of building an "implementation bridge."

The Implementation Bridge suggests that change requires taking a number of steps and walking across the bridge. The figures directly above the bridge identify three different research verified constructs that can be used to measure how far across the bridge each implementer has progressed. Data from these implementation assessments can be used as diagnostic tools for facilitating the change process, and used in formative and summative evaluations (Hall & Hord, 2006).

In the implementation evaluation of ESs, the Implementation Bridge has been useful as metaphor for examining the different amounts of change and extent of implementation that has been observed in each of the study schools.

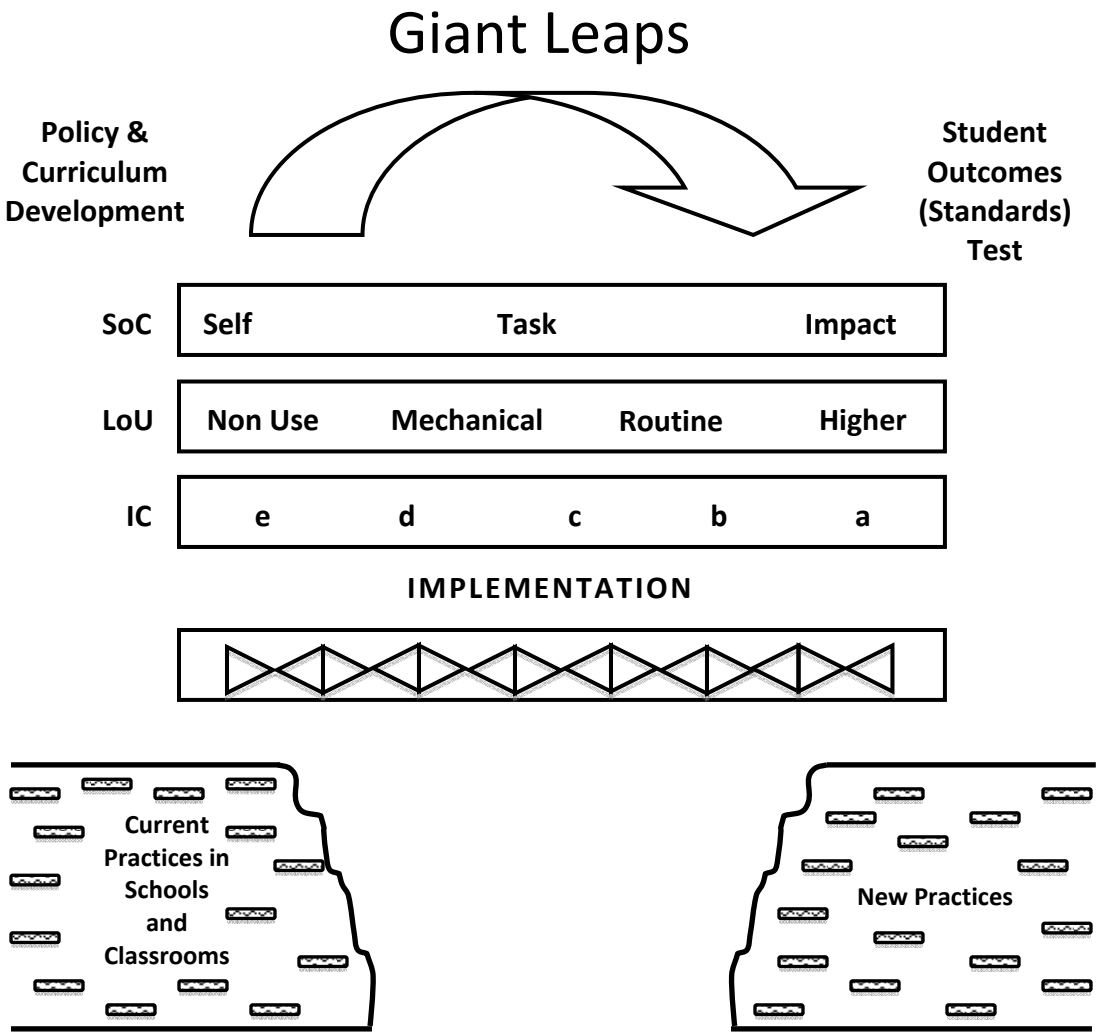


Figure 7. Implementation Bridge.

As important as the ideal of empowerment may be, it is still an innovation that has to be implemented within each school. Teachers play a key role, but what about the school principal? The component of the study being reported here is the role and leadership of the principals in four schools.

Change Facilitator Style

Principals have been studied in terms of job requirements; their needs for mentoring, professional development and support (Daresh, 2001). Researchers have explored principal influence on instruction and supervision (Marks and Jason, 2007), and the relationship of principals and school culture has been explored (Reeves, Dec 2006/Jan 2007). However, much less has been written, and is known through research, about the possibility of direct relationships between principal leadership and school success. The importance of principal leadership to school success has been discussed and documented in some studies (Leithwood et al, 2004; Marks et al, 2007). However, a perplexing factor in this research is that all principals do not lead in the same way.

One set of change process researchers (primarily Hall and his colleagues) have addressed this factor and identified through research three different Change Facilitator Styles: Initiators, Managers, and Responders. In their studies, they have found significant relationships between these CF Styles and implementation success (Hall & Hord, 2006; Schiller, 2003; Shieh, 1996; Hall, Negroni & George, 2008).

In the 1980s these change process researchers identified strong relationships (r=0.76; accounting for about 58% of the outcome variance in the first study) between the CFS of the principal and success in implementing new curriculum (Hall et al. 1980; Hall & George, 1999). Most recently, Hall, Negroni, and George (2008) reported findings of significant relationships between urban elementary school principals CF Style and student test scores in literacy, writing and mathematics.

The ET decided to measure the CFS of ES study principals, particularly given the history of research findings that document strong relationships between CFS and extent of reform implementation and student success. Data were gathered during the spring of Year II of implementation.

Three Change Facilitator Styles

Change Facilitator Styles have 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 innovation efforts in their schools. Three CF Styles have been identified and defined: Initiators, Managers, and Responders (See Instruments section of this report). **Hereafter, it is understood that when these terms are used, they are used to represent the standardized profiles that underlie each of these concepts.** In the first study a strong relationship was found between the

CFS of the principal and teacher success in implementing new curriculum. Subsequent research in the U.S. (Hall & George, 1999), and other countries including Australia (Schiller, 2003), Belgium (Vandenberghe, 1988) and Taiwan (Shieh, 1996) have further established the existence of these different approaches to leadership and their direct relationships with teacher success in implementing new curriculum and instruction programs.

Six Dimensions of Change Facilitator Style

Following identification and early study of the three CFSs, a project was undertaken by Gene Hall (now at UNLV), Rolland Vandenberghe (University of Lueven, Belgium), and Archie George (University of Idaho) to conceptualize and measure underlying dimensions of CFS. Three clusters of leader behaviors were identified and described. The first two, Concern for People and Organization Efficiency, are parallel to the classic scales of leadership as proposed by Getzels and Guba, 1957 (Idiographic and Nomothetic), and Halpin, 1955 (Consideration and Initiating Structure), Blake and Mouton, 1964 (Concern for People and Concern for Production), and Hersey and Blanchard , 1977 (Relationship and Task). The third cluster of CFS Dimensions Strategic Sense represents the leader's orientation and thinking about both short term and long term directions of the organization.

Unlike the classic two factor (people and task) constructs and measures used in industrial psychology, the CFS framework is comprised of six scales, or dimensions. These dimensions are organized within the three "clusters" with each dimension being conceptualized and measured independently. The various weightings of the six dimensions can be profiled to describe each of the three Change Facilitator Styles.

Measuring CFS: The Change Facilitator Style Questionnaire (CFSQ)

In this study, principal CFS was measured using the Change Facilitator Style Questionnaire (CFSQ). The CFSQ consists of 30 items that are responded to on a six point Likert scale. The six CFS Dimensions/scales Alpha Coefficients range from 0.76 to 0.88. For interpretation the raw scores are converted to percentiles and presented as a set of bar graphs. The CFS profile displays the relative intensity of emphasis the leaders places on each CFS Dimension (Hall & George, 1999).

In this evaluation teachers completed the CFSQ on their principals relative to implementation of the CCSD-EM innovation. Also, each principal completed the CFSQ in terms of how they saw themselves as the leader of the empowerment effort. The individual teacher responses were then combined to represent an overall CFS profile.

Individual Teacher Views: Classification Function of CFS Style

An additional analysis is to compare each teacher's CFSQ responses to a standardized CFSQ profile that is representative of each Change Facilitator Style (See Figures 8, 9, 10). A classification function is used to estimate whether the individual's measurement fits the overall profile of an Initiator, Manager, or Responder (Hall & George, 1999). With this analysis individual responses can be examined to see the extent to which all teachers see their principal in the same way.

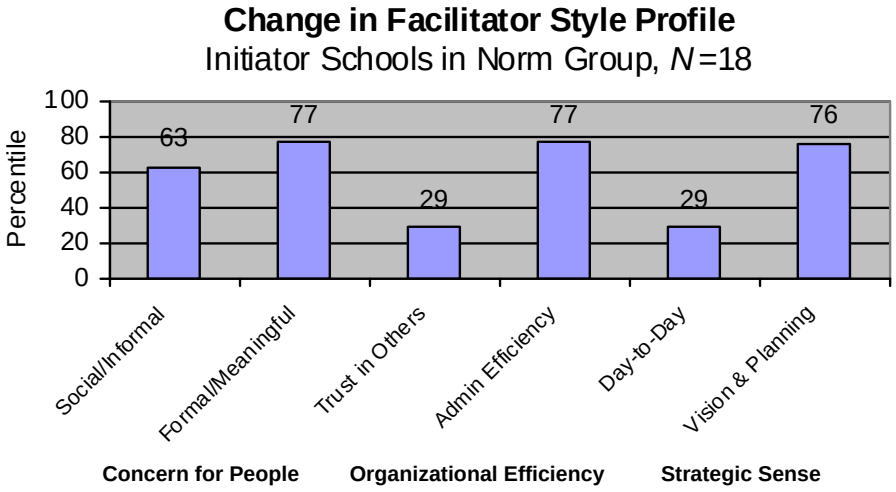


Figure 8. Standardized Initiator Profile.

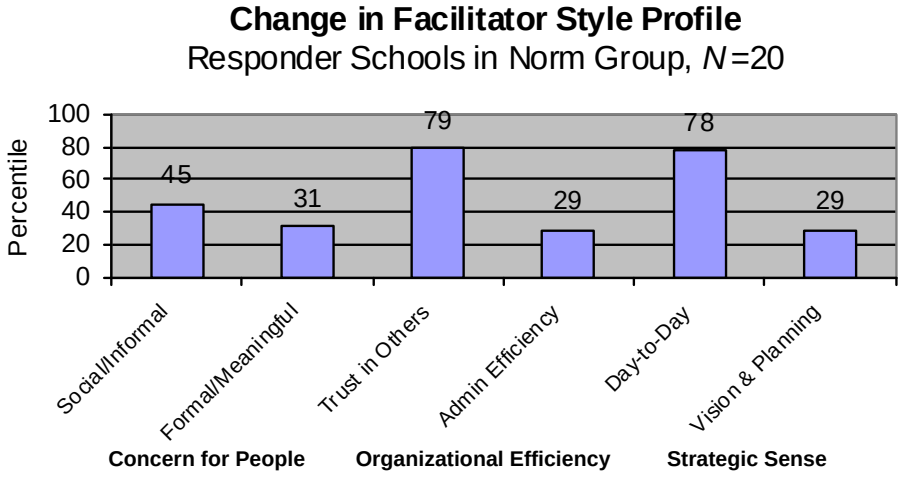


Figure 9. Standardized Manager Profile.

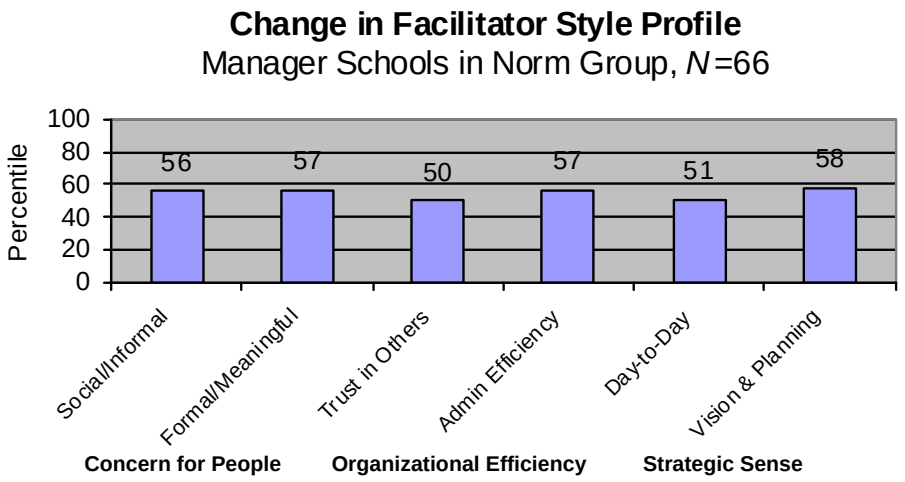


Figure 10. Standardized Responder profile.

<u>Findings: Principal CFS and Implementation Bridge Position for All ESs</u>

Kirk L. Adams Elementary School

Change Facilitator Style

The CFSQ was given at Adams in both 2008 and 2009. Year II data is presented below. Based on analysis of this data it was determined that the Adams Principal (AdP) was classified as both an **Initiator and a Manager -- a mixed classification**. This means that the profile of the AdP was not a particularly close fit to the standardized profiles of Initiators and Managers shown in Figures 8 and 9. An analysis of the six CFSQ subscales shows where there are differences between the AdP and the standardized profiles.

◊ The AdP was ranked as being much lower on the Informal/Social subscale than would be expected from an Initiator or a Manager (Initiator = 63rd percentile; Manager = 56th percentile; AdP = **28th** percentile).

◊ She was ranked between standardized Initiators and Managers on the Formal/Meaningful subscale (Initiator = 77th percentile; AdP = **63rd** percentile; Manager = 57th percentile).

◊ She was ranked almost identically to Initiators and much lower than Managers on the Trust in Others subscale (Manager = 50th percentile; Initiator = 29th percentile; AdP = **28th** percentile).

◊ On the Administrative Efficiency subscale, the AdP ranked between Initiators and Managers (Initiator = 77th percentile; AdP = **68th** percentile; Manager = 57th percentile).

◊ On the Day-to-Day subscale, the AdP ranked between Initiators and Managers (Manager = 51st percentile; AdP = **41st** percentile; Initiator = 29th percentile).

◊ The AdP was ranked the same as a Manager on the Vision and Planning subscale (Manager = 58th percentile; AdP = **58th** percentile).

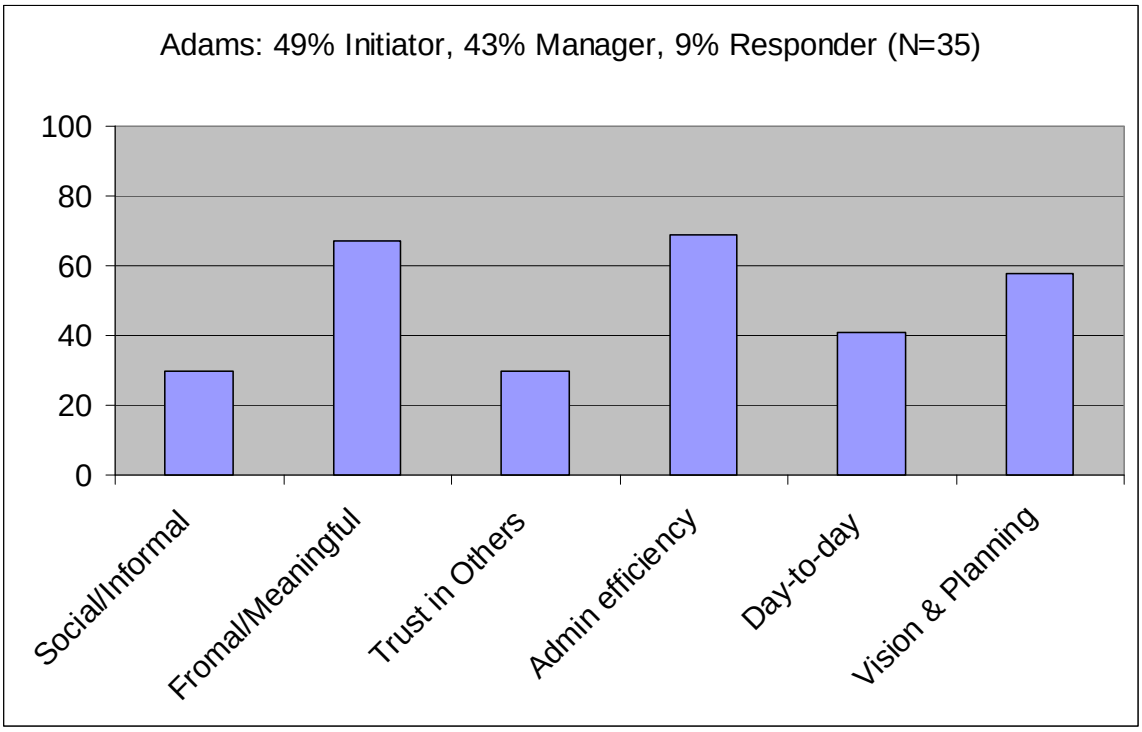


Figure 11. CFS Profile for Principal of Adams Elementary School.

Implementation Bridge

Adams had the second shortest distance to travel across the Implementation Bridge of the ESs. For several years before introduction of the CCSD-EM this school had been engaged in the implementation of most of the components of this innovation. When the school was named an ES, it kept the same principal and teachers, and operating procedures; hence, the suggestion that Adams was already part-way across the Implementation Bridge when the evaluation started. A significant addition was a full time school business officer.

As can be seen in the results of the classification function the teachers are almost equally divided between seeing the principal leading with the Initiator CFS and the Manager CFS. From a change process frame of reference that may make sense. Since the school was further across the Implementation Bridge, it may be that the principal's role as a leader becomes more of a combination of emphases. There is the continuing importance of keeping the strategic vision in mind while at the same time not pushing for other new directions. Also, the Manager CFS provides stability and continuity, which

teachers need as they continue across the bridge. One last comment, the CFSQ was given at Adams in Year III of the study. Data from this administration showed that the Year III data replicated the Year II data, except that slightly more Initiator and slightly fewer Manager characteristics were evident in the Adams Principals' profile in the Year III data.

Lee Antonello Elementary School

The CFSQ was given at Antonello in both 2008 and 2009. Year II data is presented below. Based on analysis of this data it was determined that the Antonello Principal (AnP) could be clearly classified as an **Initiator**; indeed, this principal was closer to the ideal initiator profile than any of the other ES principals. This means that the profile of the AnP is an extremely close match to the Initiator standardized profile shown in Figure 8. An analysis of the six CFSQ subscales shows where there are differences between the Antonello Principal and the standardized profiles.

- ◊ The AnP was ranked almost identically to the Initiator on the Informal/Social subscale (Initiator = 63rd percentile; AnP = **62nd** percentile).

- ◊ She was ranked quite similarly to the Initiator on the Formal/Meaningful subscale (Initiator = 77th percentile; AnP = **86th** percentile; Manager = 57th percentile).

- ◊ She was ranked almost identically Initiators on the Trust in Others subscale (Initiator = 29th percentile; AnP = **28th** percentile).

- ◊ On the Administrative Efficiency subscale, the AnP ranked similarly to Initiators (Initiator = 77th percentile; AnP = **84th** percentile).

- ◊ On the Day-to-Day subscale, the AnP ranked quite similarly to Initiators (Initiator = 29th percentile; AnP = **26th** percentile).

- ◊ The AnP was ranked the higher than the Initiator on the Vision and Planning subscale (Initiator = 76th percentile; AnP = **84th** percentile).

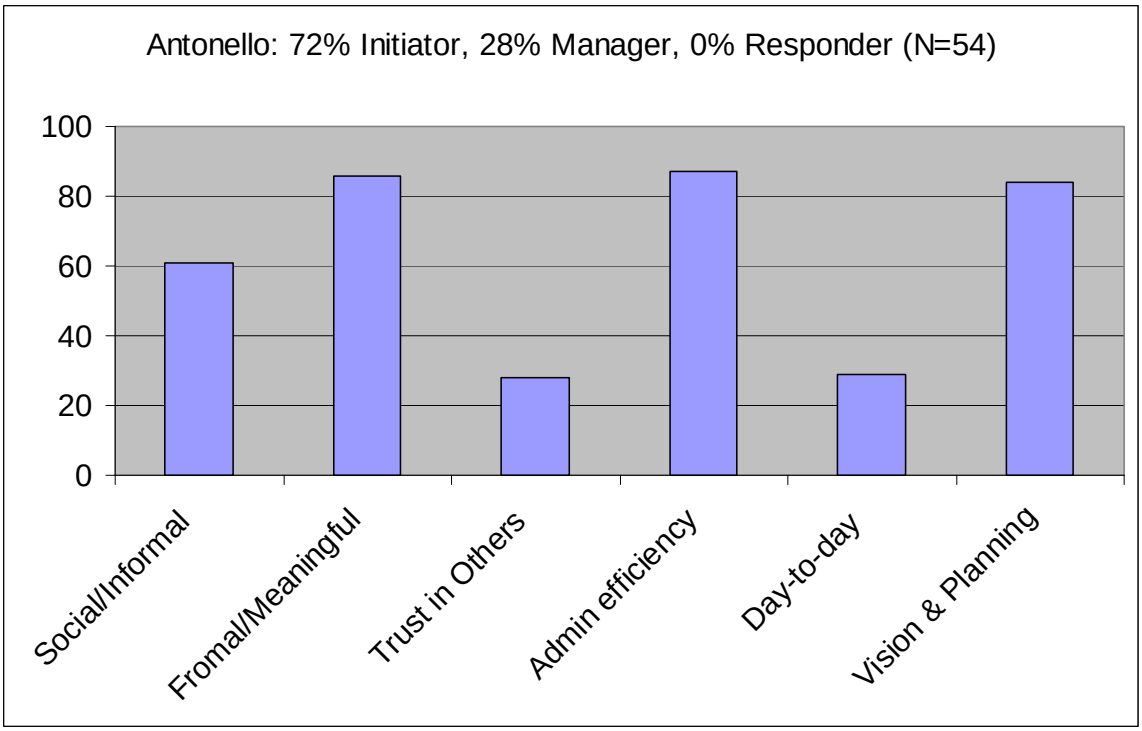


Figure 12. CFS Profile for Principal of Antonello Elementary School.

Implementation Bridge

Antonello is the school with the least distance to travel over the Implementation Bridge. When the project began in the 2006-2007 academic year, Antonello received an AYP designation of "high achieving," with designations of adequate in all sub-areas. Again, for several years before introduction of the CCSD-EM, this school had been engaged in implementation of most of the components of this innovation. When the school was named an ES, it kept the same principal and teachers, and operating procedures. It should be noted that the principal rated by teachers on the CFSQ left Antonello during Year II of this project. Her successor was rated by teachers on the CFSQ as an even stronger Initiator (89% Initiator, 11% Manager, 0% Responder), suggesting that the new Principal continued to carry forward the ES innovations of the first Principal. Antonello was designated as "adequate" in the 2008-2009 academic year, slightly lower than in 2006-2007.

As can be seen in the results of the classification function the teachers are clear in seeing this principal as leading with the Initiator CFS. From a change process frame of reference that may make sense. This school has improved a great deal over the past several years (starting before this project). Initiator principals are frequently associated with dramatic school change and increased student achievement. There is the continuing importance of keeping the strategic vision in mind while still continuing to push for other new directions.

Paul E. Culley Elementary School

The CFSQ was given at Culley in both 2008 and 2009. Year II data is presented below. Based on analysis of this data it was determined that the Culley Principal (CuP) could be clearly classified as an **Initiator**. This means that the profile of the CuP is a close match to the Initiator standardized profile shown in Figure 8. An analysis of the six CFSQ subscales shows where there are differences between the Adams Principal and the standardized profiles.

- ◊ The CuP was ranked quite dissimilarly to the Initiator on the Informal/Social subscale (Initiator = 63rd percentile; CuP = **28th** percentile).

- ◊ She was ranked quite similarly to the Initiator on the Formal/Meaningful subscale (Initiator = 77th percentile; CuP = **80th** percentile)

- ◊ She was ranked similarly to Initiators on the Trust in Others subscale (Initiator = 29th percentile; CuP = **40th** percentile).

- ◊ On the Administrative Efficiency subscale, the CuP ranked very similarly to Initiators (Initiator = 77th percentile; CuP = **76th** percentile).

- ◊ On the Day-to-Day subscale, the CuP ranked similarly to Initiators (Initiator = 29th percentile; CuP = **38th** percentile).

- ◊ The CuP was ranked almost the same as an Initiator on the Vision and Planning subscale (Initiator = 76th percentile; CuP = **82nd** percentile).

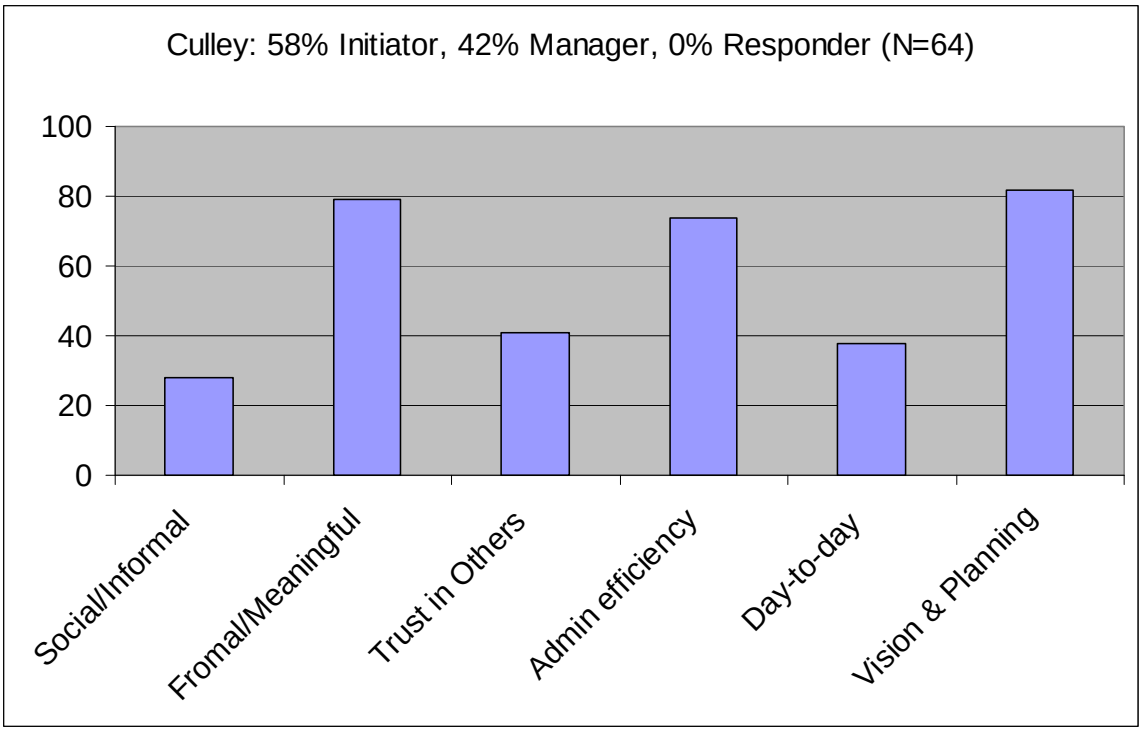


Figure 13. CFS Profile for Principal of Culley Elementary School.

Implementation Bridge

Culley is one of the two schools that began the project with the greatest distance to travel on the Implementation Bridge in the sense that instructional practices and programs were changed and a new staff was hired in the school. Culley received an AYP designation of "needs improvement" in the 2006-2007 academic year. Both the reading (ELA) and mathematics subscales received designations of "needs improvement" as well. Culley is located in a very low income area. The community was very happy with the principal and staff before Culley became an ES. A new principal came in who did not rehire most of the staff and instead brought in her own choices for teaching and specialist positions. This drew strong criticism from the community. Furthermore, half the teachers who were brought in left after Year I. Also, the new principal brought significantly different instructional philosophies, approaches to appropriate curriculum, research emphasis, and administrative style into the school. Relationships with the school's parents declined almost as soon as the new principal arrived. Also, many of the teachers who left after Year I of the project were not happy with the intensity of the workload required by the new principal. The school was "adequate" on the AYP scale for the academic year 2008-2009.

As can be seen in the results of the classification function the teachers are clear in seeing this principal as leading with the Initiator CFS. From a change process frame of reference that makes sense. This school has improved a great deal over the past three years. Indeed, this school is the most improved school in the study. Initiator principals

are frequently associated with dramatic school change and increased student achievement. There is the continuing importance of keeping the strategic vision in mind while still continuing to push for other new directions. These combined data suggest that it was not without reason that the Culley Principal was named the Nevada Principal of the Year and the school was designated as a CCSD Best Practices Demonstration site for the State. One last comment, the CFSQ was given at Culley in Year III of the study. Data from this administration showed that the Year III data replicated the Year II data, except that slightly more Initiator and slightly fewer Manager characteristics were evident in the Year III profile.

Rose Warren Elementary School

The CFSQ was given at Warren in both 2008 and 2009. Year II data is presented below. Based on analysis of this data it was determined that the Warren Principal (WaP) could be clearly classified as a **Manager**. This means that the profile of the WaP is a very close match to the Manager standardized profile shown in Figure 9. An analysis of the six CFSQ subscales shows where there are differences between the WaP and the standardized profiles.

- ◊ The WaP was ranked quite similarly to the Manager on the Informal/Social subscale (Manager = 56th percentile; WaP = **64th** percentile).

- ◊ She was ranked quite dissimilarly to the Manager on the Formal/Meaningful subscale (manager = 57th percentile; WaP = **74th** percentile)

- ◊ She was ranked similarly to Managers on the Trust in Others subscale (Manager = 50th percentile; WaP = **60th** percentile).

- ◊ On the Administrative Efficiency subscale, the WaP ranked very dissimilarly to Managers (Manager = 77th percentile; WaP = **54th** percentile).

- ◊ On the Day-to-Day subscale, the WaP ranked similarly to Managers (Manager = 51st percentile; WaP = **45th** percentile).

- ◊ The WaP was ranked similarly as a Manager on the Vision and Planning subscale (Manager = 58th percentile; WaP = **68th** percentile).

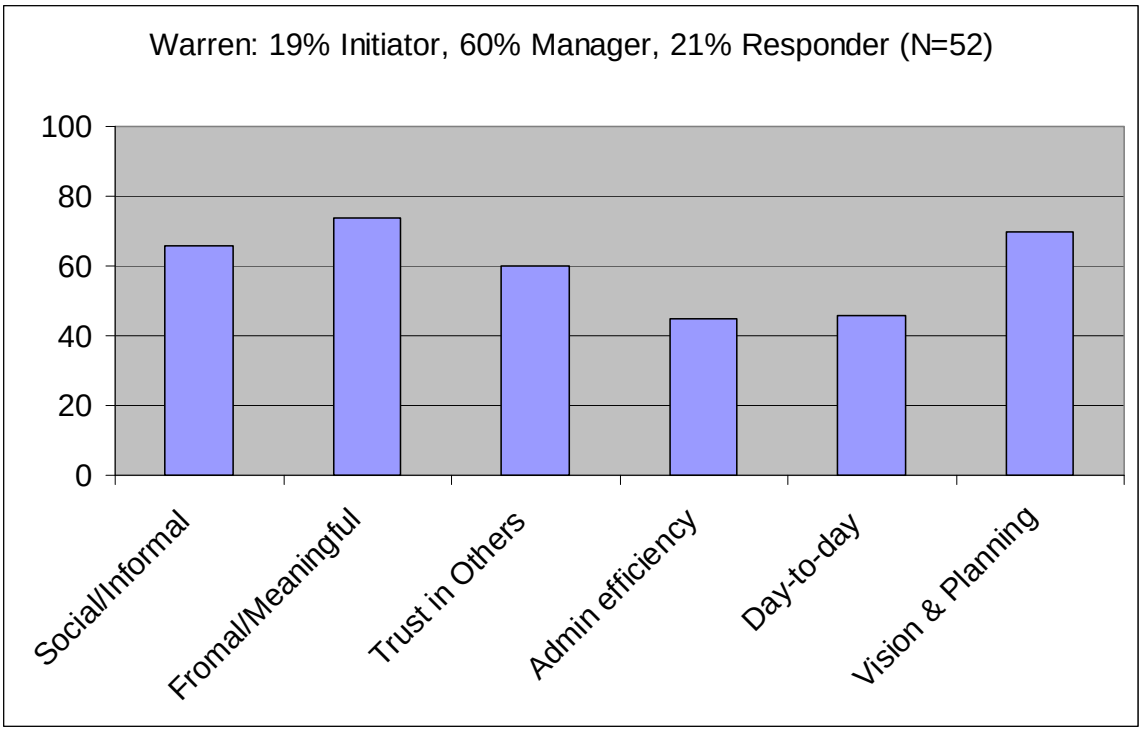


Figure 14. CFS Profile for Principal of Warren Elementary School.

Implementation Bridge

Warren is one of the two schools that began the project with the greatest distance to travel on the Implementation Bridge. Warren received an AYP designation of "needs improvement" in the 2006-2007 academic year. Both reading (ELA) and mathematics subscales were noted as "needs improvement" as well; hence, Warren and Culley began the project in relatively similar positions with regards to AYP.

Warren attempted the most radical implementation of empowerment. The new principal was brought in and replaced virtually the entire staff. And of the new teachers, about one-third left after Year I. This principal implemented a "constructivist" perspective in which curriculum was organized around subjects and not around grade levels, so that it would be possible for students from several grades to be in the same class. This particular implementation of the empowerment model also leaves room for much teacher autonomy and individual growth. Some teachers are more comfortable with this freedom than others. In fact, this principal's approach has been so radical that the restructuring threw the school into a state of confusion. Student achievement scores fell across the board; although, mathematics performance scores improved dramatically in years II and III of the project.

Warren received an AYP designation of "in need of improvement" academic year 2008-2009. It seems safe to conclude that while Warren proposed the most radical school changes; however, they still have not progressed very far across the Implementation

Bridge, particularly in relation to Culley. Reading scores have continued to be quite low – below the CCSD means and trailing well behind the other three ESs.

As can be seen in the results of the classification function, the teachers are clear in seeing this principal as leading with the Manager CFS. From a change process frame of reference that makes sense. This school has not improved to the degree of the other ESs over the period of the study. Initiator principals are frequently associated with dramatic school change and increased student achievement while Managers are less so. The WaP seems to be Initiator-like in terms of her focus on vision, innovation, and planning but may lack the Administrative Efficiency to make her vision a reality. One last comment, the CFSQ was given again at Warren in Year III of the study. Data from this administration showed that the Year III data replicated the Year II data, except that slightly more Manager and slightly fewer Initiator characteristics were evident in the Year III data.

Discussion of CFS

We see in the CF Styles of the four principals perhaps the best qualities to handle implementation of a systemic innovation like empowerment. The Antonello and Culley principals were clearly perceived as Initiators, while the Warren Principal was seen as a Manager CFS. The teachers' view of the Adams Principal was divided between being seen as an Initiator and a Manager CF Style. This leads to the first two points for discussion and possibilities of questions to address in future studies.

- ◊ It seems likely that Initiator CF Style principals are the ones most likely to volunteer for an open ended major innovation effort; especially if it might give them more autonomy. Based on years of coaching and studying principals it seems unlikely that Responder CF Style principals will volunteer for such a major change effort.

- ◊ The quotes from the Warren principal sound like those of an Initiator, but the outcome of the CFSQ in both 2008 and 2009 classified her as having a Manager CFS. One reason that could account for this disparity might be that the Warren Principal scored somewhat higher in the Vision and Planning CFSQ subscale than a prototypical Manager CFS – Warren Principal = 70th percentile compared to an expected 58th percentile. This may have caused her comments to sound more like those of an Initiator, even though her teachers saw her action as those of a Manager.

- ◊ Also, past research has linked the Initiator CFS with increased student performance. Our data supports this previous finding with Initiator-led school students achieving higher performance gains than the Manager-led schools.

Since the school district's instructions were general and there weren't any other principals around to ask questions about what "it" is, in many ways these principals had the opportunity to define what Empowerment would be as their schools were implementing it. With Initiators that uncertainty is not seen as a problem, but as the opportunity for them to establish their vision. They are the kind of people who will control the innovation and not be controlled by it. They will be opportunistic and seek to gain advantages as they implement empowerment. All of which is reflective of the Initiator CF Style. Some specific examples follow:

Adams -- This school already was functioning in most ways with the key features of the empowerment model. The formal recognition and support made legitimate what the school was already doing and "empowered" it to move even further along. For example, the addition of a school business officer released the principal from doing so many administrative tasks and allowed her to focus more on strategies and the maintaining the vision. The new school business officer position also made it possible for the assistant principal to spend *full time* observing in classrooms and providing feedback. These elements foreshadow what could be going on daily in each of the study schools once they are farther across the Implementation Bridge. As was noted above, this school's test scores were at or above most if not all of each year's AYP targets by 2009.

Antonello – At this school, the principal understands that empowerment is a complicated change. She decided to plan for it well in advance of its actual implementation date. This produced the smoothest implementation among the schools. As a result, there was virtually no staff turnover, teacher professional development increased dramatically, a major new mathematics program was implemented, productive committees were created, and a new distribution of authority was put in place seamlessly.

Culley – At this school, the principal understands that the implementation of empowerment may be rocky, and that it may take time for some parts of the innovation to have a positive impact. She makes sure that the staff sees things the way that she does; hence, this school was reconstituted at the beginning of the project and had considerable staff turnover at the end of Year I. Some changes are implemented to raise test scores now -- and test scores do go up. Under the "protection" of the immediate improvement in test scores, longer term projects are put in place and given the time they need to succeed. Several pro-parent programs are also implemented which shows the principal's understanding that multiple stakeholders are involved in any innovation of this magnitude. Finally, a new "research emphasis" is instituted in the school with teachers reading and discussing serious, scientifically-based studies and considering how they might impact the performance of school students. Teachers are given time during the normal school day to pursue this emphasis. Despite the planned transition, Culley has considerable distance to travel across the Implementation Bridge.

Warren – though classified as a Manager, the principal takes advantage of empowerment to do something highly innovative. She restructures the school based on a philosophy of ability-level, replacing grade levels and introduces a school-wide move to a "Constructivist" instruction philosophy (never clearly defined). And instead of dividing resources between short and long term like the principal at Culley, everything goes into the restructuring. This results in a dip in scores that could have been induced because of the drastic restructuring or be the effect on the curricular approach on students' reading/mathematics scores on the SCRT, or more likely both. However, the principal has confidence that the new restructuring will work. And it appears that at the end of Year II, some indicators are on the upswing – mathematics scores have increased dramatically, but reading scores remain well below standard. Finally, a new "research emphasis" is instituted in the school as well. Teachers are given time to read and discuss educational books and studies and consider how they might impact the performance of school students. **Teachers are given time during the normal school day to pursue this emphasis; however, the quality of the materials chosen for this activity seems to be less than optimal.** Like Culley, the dramatic nature of the innovations attempted suggests that Warren has considerable distance to travel across the Implementation Bridge. Unlike Culley, dramatically increased student performance has not accompanied the innovation at Warren.

All four principals realized that the greater latitude and independence being given to their schools enabled them to pass on this new-found power to their staffs. This requires organizational restructuring. New committees are put in place, new feedback mechanisms are created, and new procedures can be tested. Authority is distributed in new ways and new roles can be established. One result is teachers become enthusiastic and are engaged in the innovation. There also is an increasing risk of principals and teachers tiring and burning out.

Over time, without continuing external support there is a very real risk of enthusiasm beginning to wane. In order for each school to make it all the way across the Implementation Bridge it is important to provide long term external support. When this is done, as these four schools document, it is possible to make the necessary changes and establish new mechanisms and processes so that the strategic vision becomes the daily reality. However, individual schools cannot accomplish this end by themselves.

Principal Interviews

Principals in all ESs and CSs were interviewed in the spring of Years II and III. The ET designed a 10-item **Principal Interview Protocol** to explore factors similar to those examined in the Teacher Survey, the Teacher Interview Protocol, the Parent Survey, and the Parent Focus Group Protocol. This intentional overlap allowed for triangulation of principals' perceptions across schools from at least two additional sources: teachers and parents.

The ET revised the interview protocol at the end of Year II to bracket important information elicited during Year I and to investigate new issues or factors that surfaced in Year I that merited further study. The revised interview protocol was used in Year III. Below are data from these interviews in the form of grading tables for each question. The code used in the tables is a simple one. Each number corresponds to a school: 1 = Adams, 2 = Antonello, 3 = Culley, 4 = Warren, 5 = Harmon, 6 = Hollingsworth, 7 = Simmons, and 8 = Vegas Verdes. The school's principal has made the comment when a schools number is on contained in the column that follows the comment.

Q1: HOW ARE IMPORTANT DECISIONS ABOUT RESOURCE ALLOCATION AND ABOUT INSTRUCTION MADE AT THIS SCHOOL?		
	ES	**CS**
Major decisions about budget & instruction made by Leadership Team	1, 4	7
Discussed in grade level teams & referred to Leadership Team	1, 4	
Many instructional decisions made by teachers (e.g., grade level teams or communities; staff meetings)	1, 2, 3, 4	7, 8
Some major decisions voted on by staff	1, 2, 3,	
All major resource decisions made with input of staff & parents	2, 3	
Discussed within Lead & Design teams – then staff votes	2	
From grade level discussion to school committee discussion to staff vote	3	
Principal makes occasional major instructional decisions	3	5, 8
Decision-making process is "circular" & "systemic"	4	
Principal has "final say on budget"		5
Some input from grade levels on materials purchase		5, 6, 8
Specialists group decides Title I budget (selected by principal)		5
Teacher committees (inc. parents) make many budget decisions		6, 8

Table 14. *Principal Response to Question 1*.

ES principals said that teachers make many important instructional decisions, either by voting on them as a staff and/or by providing input from grade level teams to the Leadership Team. In two schools, the Leadership Team makes the decisions except when they agree that the issue is important enough for the faculty as a whole to vote on it. The same process is true for major budget decisions, except that, in two schools, principals said that parents do have some input. One ES principal described the decision-making process to be "circular" and "systemic" for both kinds of decisions.

These responses do identify some distinction between ES principals and CS principals. ES principals seem to cluster around the first four comments, while CS principals are represented less frequently. The first four questions are centered on elements of shared governance. Budget and instructional decision tend to be made with input from teachers in the form of the schools' leadership and grade level teams. The CS principals'

responses seem to represent as more principal-focused perspective concerning making major decisions. Notice that the results from questions 2 and 3 have been combined in Table 15. This is because teachers gave similar answers to these two questions.

Q2: WHAT PROCESS WAS USED TO DEVELOP THE SIP, AND WHAT ROLE HAS IT PLAYED IN THE DEVELOPMENT OR IMPROVEMENT OF THE SCHOOL THIS YEAR? Q3: ARE BUDGETARY DECISIONS LINKED TO THE SIP?		
What's important is "how the SIP was created"; data/needs-based	1, 3	
Process of creating SIP "drives instruction"	1	7
SIP = working document revisited "in light of what is happening"	1, 3, 4	5, 6, 7, 8
Budget decisions linked to SIP	1, 2, 3, 4	5, 6, 7, 8
Teachers volunteered for SIP development committee	2	6, 7
Developed by Empowerment Team	3	
Refined and/or "simplified" from last year	3	5
Ensures staff buy-in to accountability (an "awesome responsibility")	3	
Goals created by staff	4	
Written by specialists (with staff input)		5, 8

Table 15. *Principal Response to Questions 2 and 3*.

The ES and CS principals' responded similarly to this question. Seven principals stated that the SIP is a working document revisited frequently throughout the year "in light of what is happening," and all eight stated that budget decisions are linked directly to the SIP. In one ES, the staff as a whole develops the goals, and in another the Empowerment Team writes the SIP. In contrast, the specialists write the SIP in two CSs, and a volunteer teacher committee writes it in two other CSs (and one ES).

Q4: WHAT (5) FISCAL ALLOCATIONS HAVE MOST INFLUENCED STUDENT ACHIEVEMENT?		
New positions (intervention facilitator; business manager; additional specialists; permanent subs; parent facilitator)	1, 3, 4	
Extra duty pay for teachers (meeting/planning time; after-school programs)	1	6
Staff development (incl. "book studies"; new programs; differentiated instruction)	1, 3, 4	5, 6, 7
Extra-time for Instructional Assistants	1, 2	
Purchase of instructional programs (Everyday Math; READ 180; "Thinking Maps")	2	5, 6, 7
Sending teachers to conferences & trainings (developing local expertise)	2	
Hiring/retaining "quality teachers"	3, 4	5
New technology and/or software (e.g., Fast-Forward)	4	7

Weekly planning day for communities/teams	4	
Creating a Parent Center and/or program	4	6, 8
Being seen/available around school		8
New intervention strategies/programs		5
Classroom "walkthroughs" (audits of instructional practices)		6

Table 16. *Principal Response to Question 4*.

Responses to question 4 yielded two interesting pieces of information. First, ES principals agreed that aspects of the CCSD-EM made a difference in student achievement. The CCSD-EM allowed principals to create and hire for new positions such as intervention facilitators; a business manager; additional specialists; permanent subs; and parent facilitators. Antonello (School 2) already had these additional resources in place when this project began. Of course, CS principals did not have the opportunity or extra funding to take advantage of these resources.

Q5: BETWEEN YEAR 1 AND YEAR 2, WHAT STAFF CHANGES OCCURRED? (HOW MANY TEACHERS LEFT AT THE END OF LAST YEAR AND WHY?)		
Adams (10); Antonello (2); Culley (8); Warren (17); Harmon (22); Hollingsworth (2); Simmons (13-14); Vegas Verdes (8)		
Location of school (too far to drive; closer to home)	1, 2, 4	7
Moved out of state/left country	1, 2, 4	5
Principal asked them to leave	1, 3, 4	5
Didn't like/couldn't handle ES model (workload; stress load, responsibilities)	1, 3, 4	
Promotions	1, 3	
Change to 12-month school		5, 7
Reading First/Dual Language combination		5
Change in site administrator		7
Followed principal to new school		8
"disgruntled, didn't feel for students"		8
Were "surplused"		8

Table 17. *Principal Response to Question 5*.

The issue of teacher turnover was breached with this question. Many teachers moved from these eight schools, whether they were ESs or CSs. Indeed, an average of 10.4 moved from each school between Year I and Year II of the study. The most common reason given in the ESs were the location of the school, left the state or country, Principal asked them to leave, and could not handle the stress associated with the CCSD-EM. Also, several teachers from the ESs received promotions. The CSs principals noted that teachers left their schools for more traditional reasons, with the exception of Harmon where the principal indicated that he did ask some teachers to leave.

Warren and Culley were the two reconstituted ESs (almost completely new teachers at the beginning of Year I). Note that both principals asked teachers to leave their schools at the end of Year I; although, the Warren principal asked more than twice as many to leave as the Culley Principal did. This could be due to the very radical nature of the school reform effort attempted at Warren.

Q6: WHAT WERE YOU LOOKING FOR IN THE NEW TEACHERS YOU HIRED, AND HOW HAVE THEY WORKED OUT?		
(See numbers in Q5 above)		
Worked out very well ("got incredible people")	1, 2, 3, 4	6
Looking for teachers who bought in to school vision and workload	2, 3, 4	
Looking for high quality, independent thinkers	3, 4	6
Used careful, staff-based interview process	1, 3, 4	
Hired student teachers	2	
Looking for teachers who could work collaboratively		5, 6, 7
Looking for teachers who accepted school status & programs		5, 8
Teachers who "fit in" to current school operations		7, 8
Teachers who would contribute to student achievement		7, 8

Table 18. *Principal response to Question 6*.

The responses to question 6 suggest that ES and CS principals were looking for different qualities when they attempted to hire teachers. The ES principals looked for teachers who accepted the school mission and were strong independent thinkers. These principals used staff input to make their decisions. CS principals looked for teachers who could work collaboratively and who fit current school operations. ES principals expressed unanimous satisfaction with the hiring procedure and the teachers they hired. Only one CS indicated the same level of satisfaction with their procedure and hires.

Q7: WHAT STAFF CHANGES WILL OCCUR FOR FALL 2008?		
Adams (10); Antonello (2); Culley (7); Warren (5); Harmon (2); Hollingsworth (2); Simmons (11-12); Vegas Verdes (3)		
REASONS FOR LEAVING:		
Moving out of state/country	1, 3, 4	5, 6, 8
Moving to another school (ES; closer to home)	1, 4	8
Leaving education	3	6
Principal asked to leave	1, 3, 4	
Promotion	1	5
Don't want to work collaboratively/be part of team		7
Retiring		8
HIRING PROCESS/LOOKING FOR;		
People who want to collaborate, are passionate about learning,	1, 3	5, 6

share vision & values		
Leadership Team does hiring	1, 2, 3	
Hired student teacher and/or permanent sub	1, 2	
New special education units (3 @ Culley)	3	
Teachers who will be "part of students' lives"		7
Teachers who will not hide in their classrooms		7

Table 19. *Principal Response to Question 7*.

The only conclusion that can be drawn from the data from question 7 is that ES principals intended to keep moving teachers who did not meet their expectation out of their schools. This might be one aspect of the CCSD-EM that District administrators might consider making available to all District schools. It is characteristic of Initiator principals to expect their staffs to align themselves with the principal's vision for the school. The ES principals suggested that this opportunity was one of the major components they used in helping to improve their schools.

Q8: WHAT HAS HAPPENED AT YOUR SCHOOL AS A RESULT OF YOUR VISION OR PLAN TO INCREASE STUDENT ACHIEVEMENT?		
"nothing is me, though"/"it's our vision" (revisited annually)	1	
Collaboration/teamwork (PLC; structured teacher planning time)	1, 2, 3	6, 7
Brought new research to teachers' attention (engagement -> achievement)	1, 3, 4	
Pilot tested new CCSD initiatives (IDMS; RTI)	1	
Informed teachers about issues, programs	1	6
Built teacher capacity as "experts" within building	2	
Matched programs with student needs	2	
Promoted "best practices"	2, 3	
Shifted responsibility for vision to teachers	2, 3	
Allowed fourth grade teachers to follow students to fifth grade	3	
Built stronger relationship with parents/community	3	6
Student discipline has improved	4	
Increased teacher and student leadership capacity	4	
Achieved more "dynamic" and knowledge-based teaching		5
Achieved "more stable staff"		5
Managed tight schedules/organized materials efficiently		5
Became stronger "instructional leader" & more available to teachers		6, 8
Created a stronger focus on students ("our priority is kids")		7
Established better communication with teachers		8

Table 20. *Principal Response to Question 8.*

Response to question 8 revealed some interesting findings. ES principals noted that they worked to increase student achievement in several different ways: the Adams,

Antonello, and Culley Principals established a sense of teamwork in their schools while Antonello and Culley principals promoted "best practices" and shifted the responsibility for the school vision to the teachers. The Adams, Culley, and Warren principals brought new research into their schools, while Antonello had an established program to create "in-house" expertise by sending teachers to external professional development opportunities. Again, the CS principals gave more responses that indicated that the focus of the school remained on them, rather than on their teachers. One caveat: while the ET remarked on the importance of bringing research into school, it was noted that some of the reading research that was brought into one ES (Warren) was neither appropriate nor scientifically-based. Indeed, the performance Warren students on the SCRT remained "In need of Improvement" and below the district mean at all tested grade levels.

Q9: WHAT SPECIFIC CHANGES HAVE YOU INITIATED IN ORDER TO INCREASE STUDENT ACHIEVEMENT?		
Focus on "basically excellence"	2	
Hired teachers more committed to school vision & system	3, 4	
Provided full weekly planning day for each teacher team	4	
Promoted focus on "deeper learning"	4	
Increased students' role in performance assessment	4	
Shifted decision-making responsibility to teachers	3, 4	
Encouraged teachers to share & develop good ideas	3, 4	6
Created "task forces" to focus on problem areas	3	
Working on academic problem areas across grade levels	2	7
Focus on data-based instructional decision-making	1	5, 7, 8
Instructional decisions student-focused (rather than staff-focused)	1	8
Helping teachers understand what is "quality work"		5
Using all available class time for instruction		5
Increasing emphasis on science		6
Increasing emphasis on higher-order thinking		6
Increasing trust between administration & staff		7, 8

Table 21. *Principal Response to Question 9*.

The question 9 responses again showed significant divergence between the ES principal's responses and the CS principal's responses. Again, note that ES principals keep the focus on their teachers while CS principals tend to focus on helping teachers do better. **Culley and Warren were the two ESs that were totally reconstituted at the beginning of the project; hence, they likely provide the best test of the true issues involved with implementing the CCSD-EM**. The principals of these two schools both noted that they hired teachers committed to school vision and system, shifted decision-making responsibility to teachers, and encouraged teachers to share and develop good ideas; yet, students from the two schools showed dramatically difference performance

profiles on the reading subscale of the SCRT. One way to explain these persistent differences might be to examine the curriculum used by the two schools in the teaching of reading and the different instructional visions adopted by each school. This issue will be addressed in the final summary and conclusions section of the Report.

Q10: WHAT ABOUT YOUR SCHOOL HAS DEVELOPED OR CHANGED OVER THE PAST 2 YEARS?		
Teacher capacity for leadership	1, 3, 4	
Students' role in ongoing performance assessment	4	
Strengthened relationship with parents & community partners	2, 3, 4	6, 8
Student achievement (in reading and/or mathematics)	3, 4	
Staff working harder and "smarter"	2, 3	6
School has become more of a "learning community"	2	7
Staff more pressured & harder working	1	
Greater staff capacity for decision-making	1	
Staff feels more accountable for student achievement results	1	6, 7
Become a better learning environment for "all children"		5, 7
More consistent focus on getting "kids to perform well"		5, 8
More positive climate/clearer direction for school		6, 8
Clarified higher expectations for students (behavior & achievement)		7, 8
More differentiation of instruction in classrooms		7

Table 22. *Principal Response to Question 10*.

ES and CS principals shared three responses. They agreed strongly that that they have strengthened their relationship with parents and the community over the past two years (three ES; two CS); they also agreed in a more limited fashion that teachers were working harder and smarter (two ESs; one CS) and that teachers felt more accountable for student achievement (one ES; two CS). Otherwise, ES principals said that their teachers had increased their capacity for leadership and decision-making and were raising student achievement. One ES principal noted that students had taken on an expanded role in their own ongoing assessment in core subjects, and another noted that the school had become more of a learning community.

The Teachers

Today's schools are expected to change. Whether it is a change in standards, a literacy initiative, a comprehensive reform model, or implementing an evidence-based curriculum, expectations for improvements are intense. Schools also experience continuing changes in staffing, including the arrival of new principals. From the point of change research, each of these initiatives is complex and their implementation will take time and effort.

Implementing a change also has a personal side. There are emotions, feelings, perceptions and worries about the change and the change process. In some cases there is a resistance to the change and even fear of the change. Understanding this personal side of change can be as important to change success as is providing the necessary resource supports.

For schools implementing a complex and school-wide innovation bundle, such as an Empowerment Model, both themes are brought home: 1) change is a process, and 2) there is a personal side to change. This section summarizes the concerns of teachers during Year II year of implementing the empowerment model. The study findings clearly document the different feelings and perceptions that school staff experience during the change process. The study findings also explore the relationships between teacher and principal concerns.

Stages of Concern (SoC) about the Innovation

In this study, the framework selected for understanding and measuring the personal side of change was the Stages of Concern (SoC) about the Innovation. 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 seven stages can be grouped into four areas of concern; Unconcerned, Self, Task and Impact. The standard SoC definitions are presented in Figure 15.

Impact	**6 Refocusing:** 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.
	5 Collaboration: The focus is on coordination and cooperation with others regarding use of the innovation.
	4 Consequence: Attention focuses on impact of the innovation on clients in his or her immediate sphere of influence. The focus is on relevance of the innovation for clients, evaluation of outcome including performance and competencies, and changes needed to increase client outcomes.
Task	**3 Management:** 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 utmost.
Self	**2 Personal:** 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.
	1 Informational: 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. She/he is interested in substantive aspects of the innovation in a selfless manner, such as general characteristics, effects, and requirements for use.
	0 Unconcerned: Little or no concern about or involvement with the innovation is indicated.

Figure 15. Stages of Concern: Paragraph Definitions. (Source: From Measuring Stages of Concern about the Innovation: A Manual for Use of the SoC Questionnaire (Report No. 3032) by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin: The University of Texas at Austin, Research and Development Center for Teacher Education (ERIC Document Reproduction Service No. ED. 147 342).

Before the implementation of an innovation 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, Self (Stage 1 Informational and Stage 2 Personal) will be more intense. As implementation gets underway Task (Stage 3 Management) concerns will become intense. Ultimately, assuming sufficient time (3-8 years) along with appropriate leadership and support, concerns at the Impact stages can become most intense. The SoC model has been used as a strand of the evaluation study of the implementation of ESs.

Measuring Stages of Concern (SoC)

There are three methods for determining Stages of Concern: One-Legged Interviews, Open Ended Statements, and the SoC Questionnaire. In this study, the Stages of Concern Questionnaire (Form 075) was used. The SoCQ consists of 35 items that are rated on an eight point Likert scale. There are five items assigned to each of the seven SoC scales. The analysis of SoCQ data entails compiling raw scale scores, conversion to

percentile scores, and construction of profiles of concern. Alpha coefficients across a number of studies range from 0.66 to 0.86. (George, Hall, & Stiegelbauer, 2006)

The SoCQ has been designed for use with the front-line implementers of an innovation. Teachers completed the SoCQ in this study. There are other forms of the SoC Questionnaire for other role groups and other contexts. For example, in the current study, school principals were considered to be facilitators for the implementation of the Empowerment School Model. They were asked to complete the Change Facilitator Stages of Concern (CFSoCQ). The CFSoCQ also consists of 35 items and relates to the same seven Stages of Concern. However, the frame of reference is changed from being a front line implementer to the role of serving as a change facilitator (Hall, Newlove, George, Rutherford, & Hord, 1991). Respondents were asked to assess their concerns relative to implementation of the Empowerment School Model.

Interpretations of the SoC Data

The SoCQ data were interpreted by Dr. Gene Hall (UNLV). Dr Hall is expert in interpreting SoCQ data. These interpretations are offered in this section.

Four ES Teacher SoC Profile

A great deal of caution should 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 SoC are noteworthy. The following are brief interpretations for each Stage for purposes of illustration, and refer to Figure 16. Later in this report, an analysis and overall profile will be given for each school.

- ◊ Stage 0, Unconcerned is high (70th percentile): This suggests the average ES teacher is still rather unconcerned about the innovation. Other aspects of their work seem more important.

- ◊ Stage 1, Informational is at the 48th percentile and thus cannot really be interpreted.

- ◊ Stage 2, personal concerns are somewhat high (57the percentile), indicating that personal concerns exist in many of the schools, suggesting that the innovation is still seen as quite new.

- ◊ Stage 3, Management (46th percentile) and thus cannot be interpreted.

- ◊ Stage 4, Consequence is low (28th percentile) suggesting that the focus of the innovation is still on the teachers themselves and has not as yet shifted toward the students. This shift toward students hopefully will occur as schools move across the Implementation Bridge

- ◊ Stage 5, Collaboration is a bit low (44th percentile) suggesting that teachers are not yet concerned about collaborating with others.

- ◊ Stage 6 Refocusing is low (39th percentile), which indicates that the respondents do not have ideas and opinions about how the innovation and/or the change process could be improved in the future, again suggesting that the reform effort is still in its earliest stages. Figure 16 shows the SoCQ data in a graphical format.

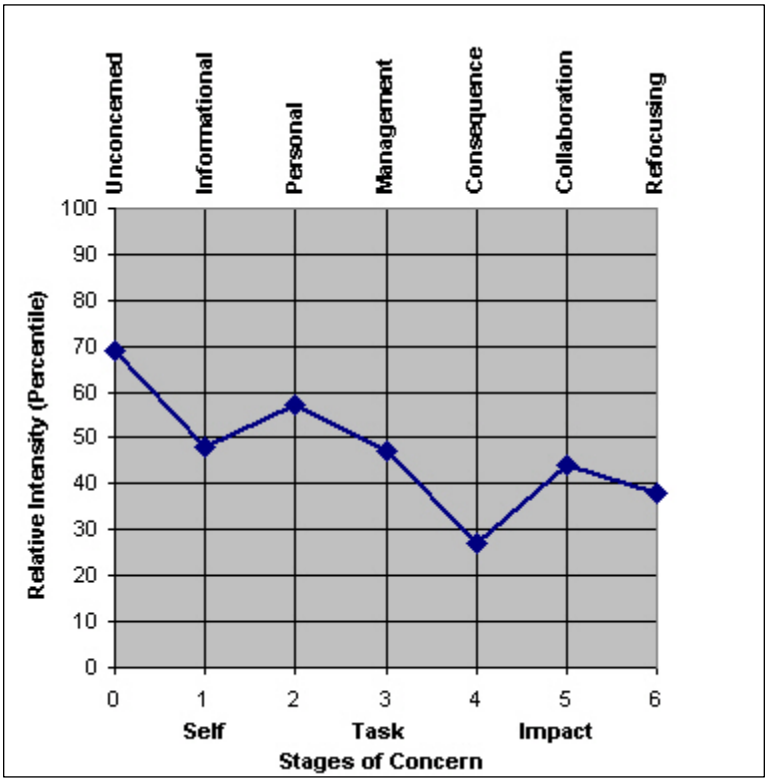


Figure 16. Four School Group SoC Profile.

The remaining SoC profile interpretations were done in the same way. The SoC profile was examined for high and low stages. Then the standard stage definitions were applied.

Adams Elementary School

The distinguishing features of the SoC profile for Adams suggests teaches are **very early** in implementation of the innovation. They are somewhat concerned about what the CCSD-EM will mean for them.

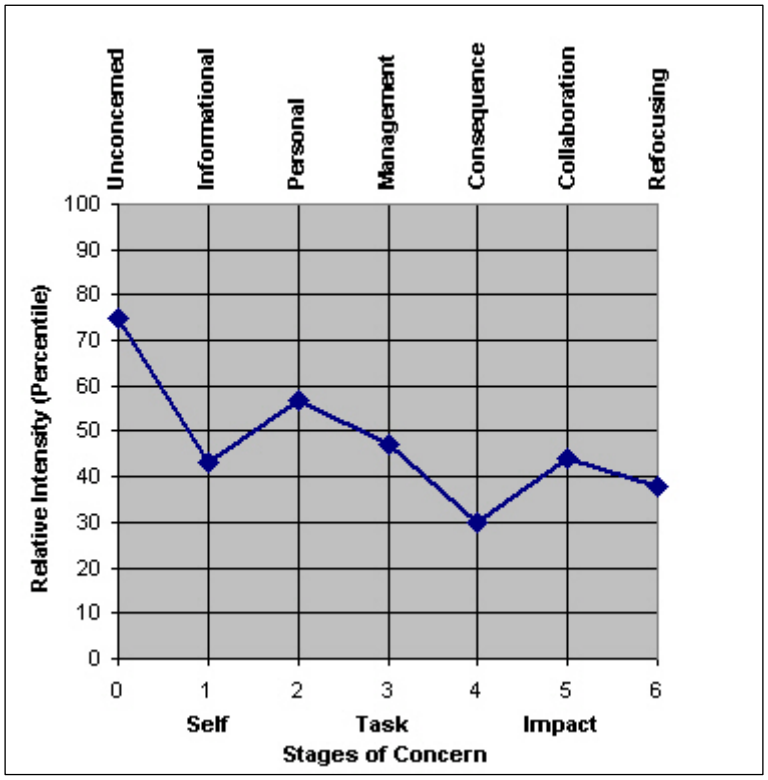


Figure 17. Adams Teacher SoC Profile.

More specific findings follow:

- Stage 0, Unconcerned (75th percentile) is very high suggesting that while the innovation had begun, most teachers were still rather unconcerned about it.

- Stage 2, Personal concerns (57th percentile) are somewhat higher, which suggest some personal discomfort with some aspect(s) of the innovation and or the change process.

- The lower score on Stage 1, Informational (43rd percentile) suggests that Adams teachers are relatively unconcerned about knowing more about the innovation. This is not an indicator of their depth of understanding; rather they do not have concerns about knowing more.

- The scores for Stage 5, Collaboration (44th percentile) and Stage 6, Refocusing (39th percentile) suggest that teachers are not, as yet, terribly

concerned with either of these notions. There are few concerns about working together and also few opinions and ideas about how the innovation and/or some aspects of the change process should be improved.

Antonello Elementary School

The overall profile is typical of teachers who are **fully engaged** with implementation. Self concerns are high, Task concerns are middle in intensity and Impact concerns are lowest. However, the Stage 5 Collaboration concerns are higher than would be expected, as are the Stage 6 Refocusing concerns.

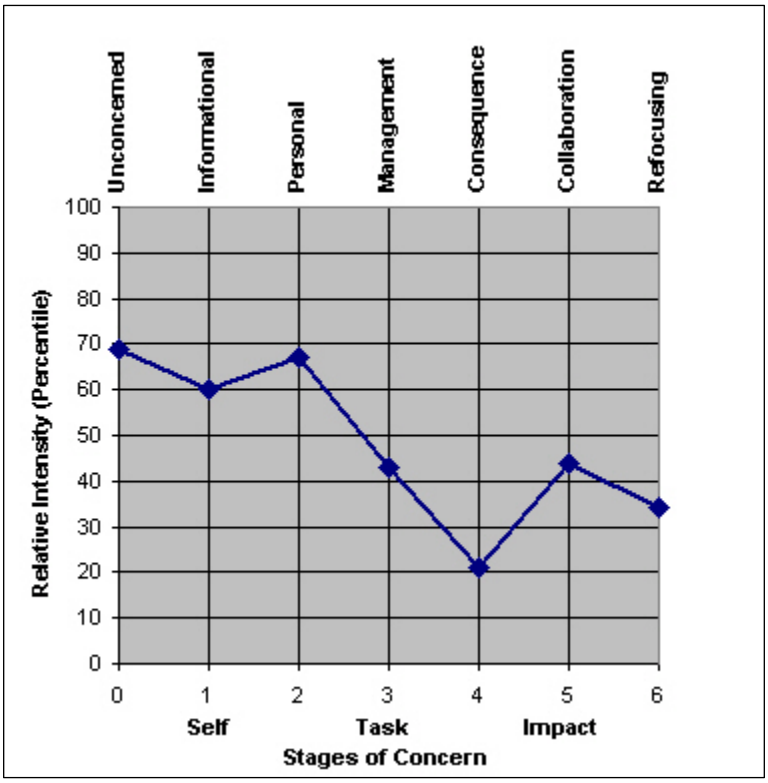


Figure 18. Antonello Teacher SoC Profile.

One sign of full engagement in the early stages of a reform effort is that Self concerns are high. Teachers are wondering how the innovation will affect their day-to-day work; hence they express a concerned that they need more information about the innovation.

Culley Elementary School

The Culley concerns profile is representative of **early** implementation. Stage 3, Management concerns are higher, while Self concerns are somewhat lower in intensity. The high Stage 0 Unconcerned is indicating that these teachers see that they have many other tasks/activities to be concerned about besides this innovation. Once again there

are higher Stage 5 Collaboration concerns. The "tailing up" on Stage 6 Refocusing indicates that teachers have some ideas about how the innovation and/or the change process should be different.

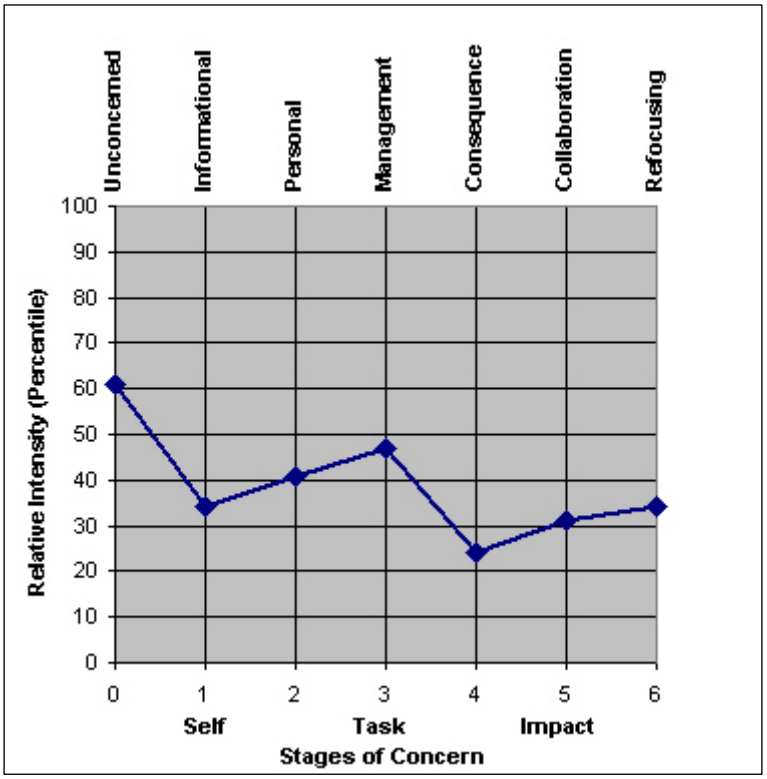


Figure 19. Culley Teacher SoC Profile.

Warren Elementary School

This SoC profile is characteristic of staff that is **quite early** in implementation. Self and Task concerns are intense. As with the other schools Stage 0 Awareness and Stage 5 Collaboration are high. They have concerns about other tasks/activities that they must do as well as work with this innovation. Stage 6 Refocusing indicate that they have ideas about how the innovation and/or the change process should be changed.

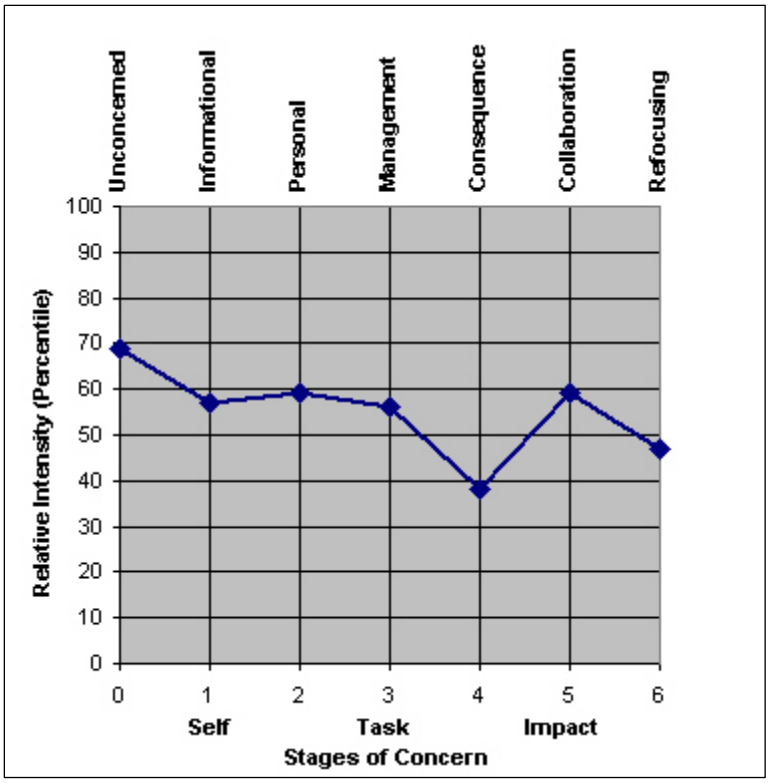


Figure 20. Warren Teacher SoC Profile.

<u>Summary of Teacher Group SoC Profiles</u>

Based on the SoC profiles it appears that all four schools are engaged with the innovation. Although there must be caution in inferring use from Stages of Concern data, it appeared to Dr. Hall (who at the time of evaluation did not know the names of the schools involved) that Adams and Antonello were early in the change process. Warren appeared to be engaging with implementation, while Culley was fully involved with implementation. It could be inferred (with caution) that Culley is a year or more ahead of the other three schools – clearly, a tribute to Lisa Primus and her staff.

Other inferences include:

- The high Stage 0, Unconcerned scores suggest that there teachers do not see the innovation of ESs as the single highest priority. Instead it would appear that teachers see it as one of numerous tasks and priorities.

- The "tailing up" on Stage 6, Refocusing should be examined more closely. In comparison to other implementation studies, these concerns are sufficiently strong and widespread that they should be examined. Are these concerns related to the innovation and/or aspects of the change process? What are their ideas for change? If not addressed, these Stage 6 concerns are likely to increase in intensity and could lead to resistance to the innovation and/or the change process.

Analysis of the Principal's Stages of Concern

The four school principals were asked to complete the Change Facilitator Stages of Concern Questionnaire (CFSoCQ). This measure is used to assess the concerns of those who have a leadership role related to implementation of the innovation. The same seven Stages of Concern have been verified, and interpretations are based in the same concerns dynamic.

Adams Principal CFSoCQ Responses

The Adams principal has most intense Task (Stage 3 Management) and Stage 5 Collaboration concerns. In comparison, all the other stages are lower in intensity. Of particular note is the very low score on Stage 6 Refocusing. This principal does not have ideas about changing the innovation or the change process. She appears to be intensely engaged with the task of implementation. It cannot be determined from this profile to what the Stage 5 concerns are related. The concerns could be about collaborating with other members of the administrative team and/or with teachers. Figure 21 shows the Adams principals' CFSoC profile.

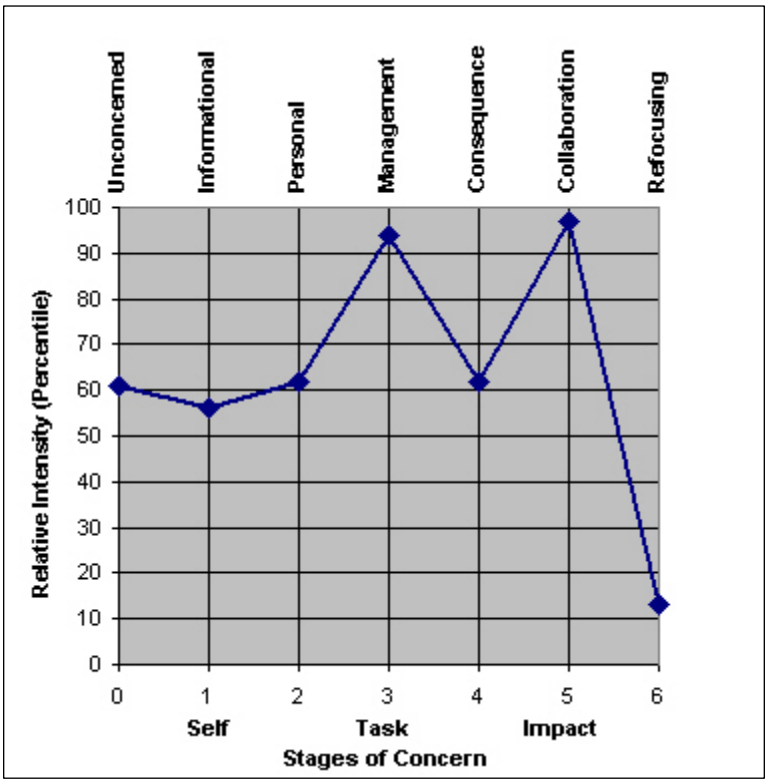


Figure 21. Adams Principal's CFSoC Profile.

Antonello Principal CFSoCQ Responses

The CFSoC profile for the Principal of Antonello shows high concern about implementing the innovation (Stage 3, Management) as well as indicating that other initiatives besides Empowerment are important too (Stage 0, Unconcerned). This principal is engaged in the innovation and focused on making it work. The principal has not yet formed ideas about changing the innovation or the change process (Stage 6, Refocusing). There is only a mild level of Stage 5, Collaboration indicated at this time. It is likely that the collaboration is directed at the administrative team and teachers, since they are the ones who can support this principal in the implementation of this innovation with which she is so intensely concerned. Figure 22 shows the CFSoC profile of Antonello's principal.

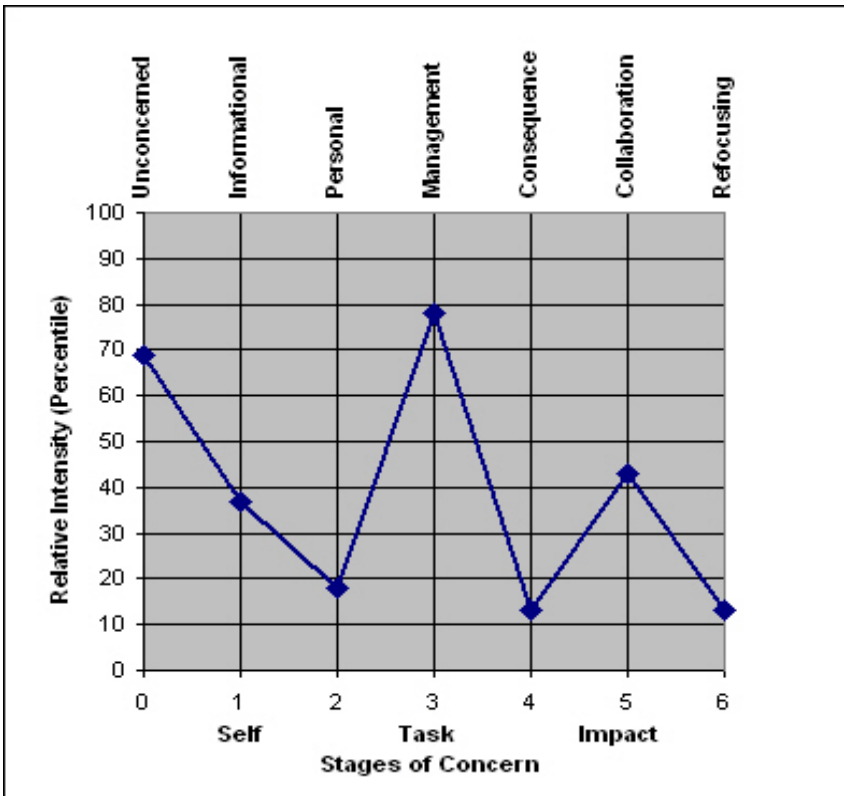


Figure 22. Antonello Principal's CFSoC Profile.

Culley Principal CFSoCQ Responses

This profile indicates that the principal is fully (low Stage 0 Unconcerned) and intensely (Self and Task concerns are high) engaged with the challenge of facilitating implementation of <u>this</u> innovation. The very low Stage 6 Refocusing concern indicates that this principal does not have ideas for changing the innovation and/or the change process. It would appear that for this principal this innovation is of high priority. At the same time the Stage 2 Personal and Stage 3 Management scores suggest that external

support could ease the burden and help resolve some of these concerns. Figure 23 shows the Culley principals CFSoCQ Responses.

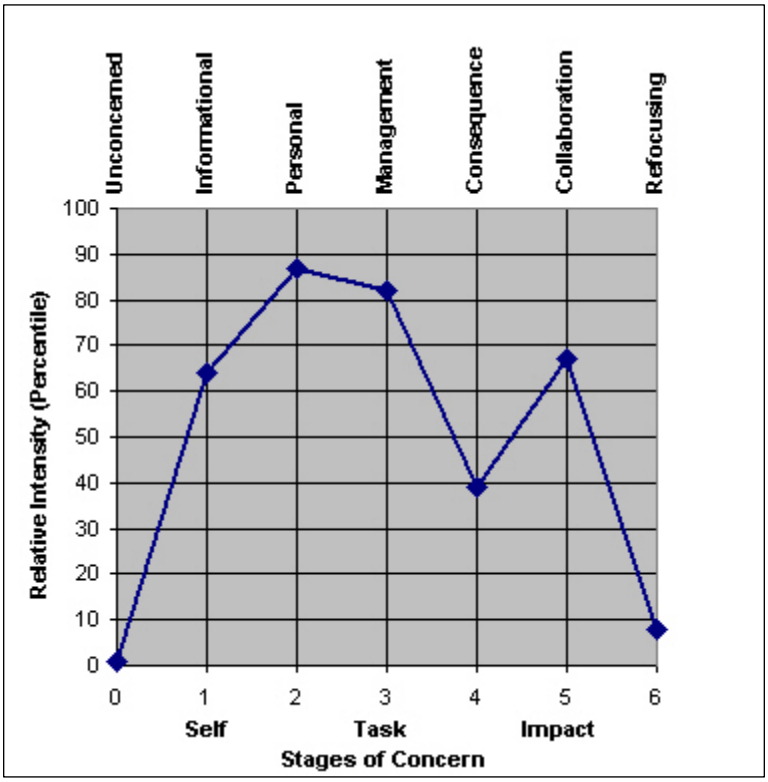


Figure 23. Culley Principal's CFSoC Profile.

Warren Principal CFSoCQ Responses

The concerns profile for this principal documents intense Impact concerns. Self and Task concerns are minimal as are Stage 0 Unconcerned and Stage 6 Refocusing. This principal's highest concerns are at Stage 4 Consequence which indicates interest in one's effects on staff and wanting to be increasingly effective in terms of facilitating staff implementation and use the innovation. Stage 5 Collaboration concerns were second highest. These concerns may be about collaborating with another administrator or with teachers. Overall this CFSoC profile suggests a school leader who has implementation of an Empowerment School model as a high priority. The profile also suggests a principal who is intensely concerned about striving to facilitate teacher success and working with others to achieve implementation.

A significant sub-theme of this school leader is that although there was a clear district threat to remove the principal if test scores did not immediately improve, Stage 2 Personal concerns are not that intense. There could be a number of reasons why personal concerns are low with this principal, chief among them being that Warren may be her last assignment due to retirement. Another possible reason could be that even with the external pressure, this principal's predominant concerns had to do with the

Impact of leadership on staff and thinking about ways to further facilitate implementation. Figure 24 shows the Warren principal's profile.

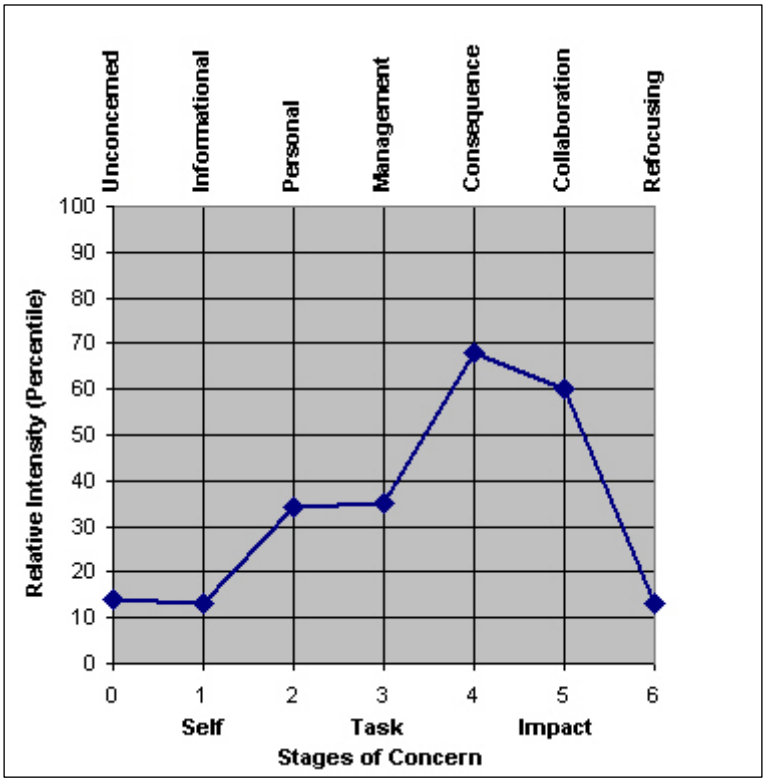


Figure 24. Warren's Principal's CFSoC Profile.

<u>Exploring Relationships Between Teacher and Principal Concerns</u>

Very few evaluation studies have the luxury of examining both teacher and principal Stages of Concern data. Thus, only rudimentary interpretational knowledge is available to use in exploring possible relationships within and across the four ESs in this study. Figures 25, 26, 27, and 28 present teachers' and their school principal's SoC profiles side by side.

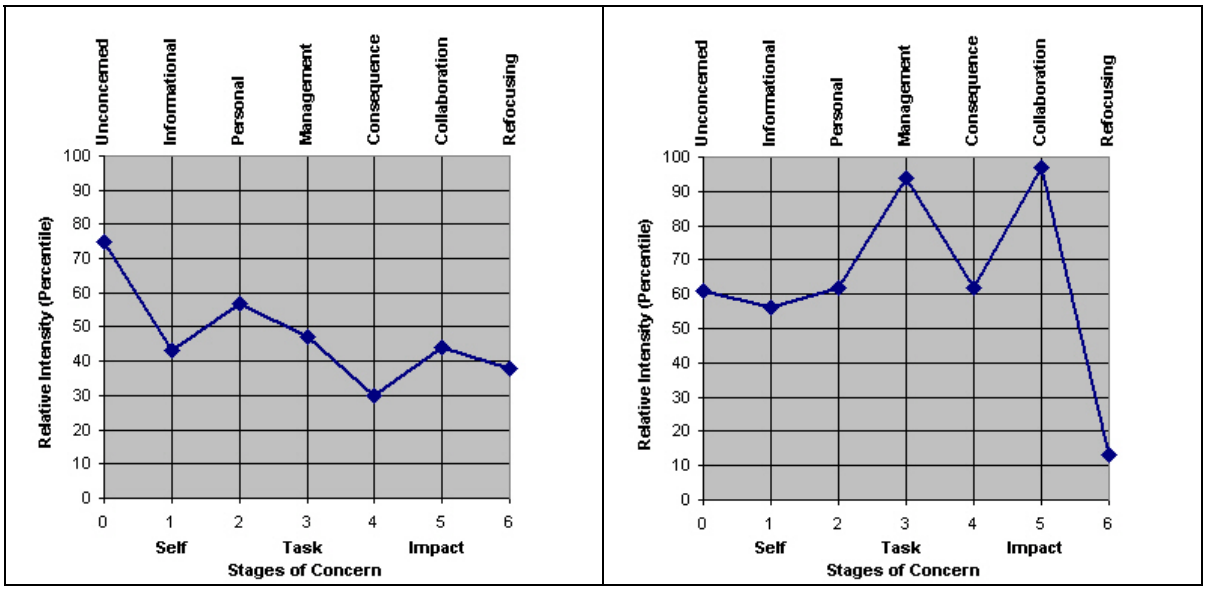


Figure 25. Adams – Teachers and Principal.

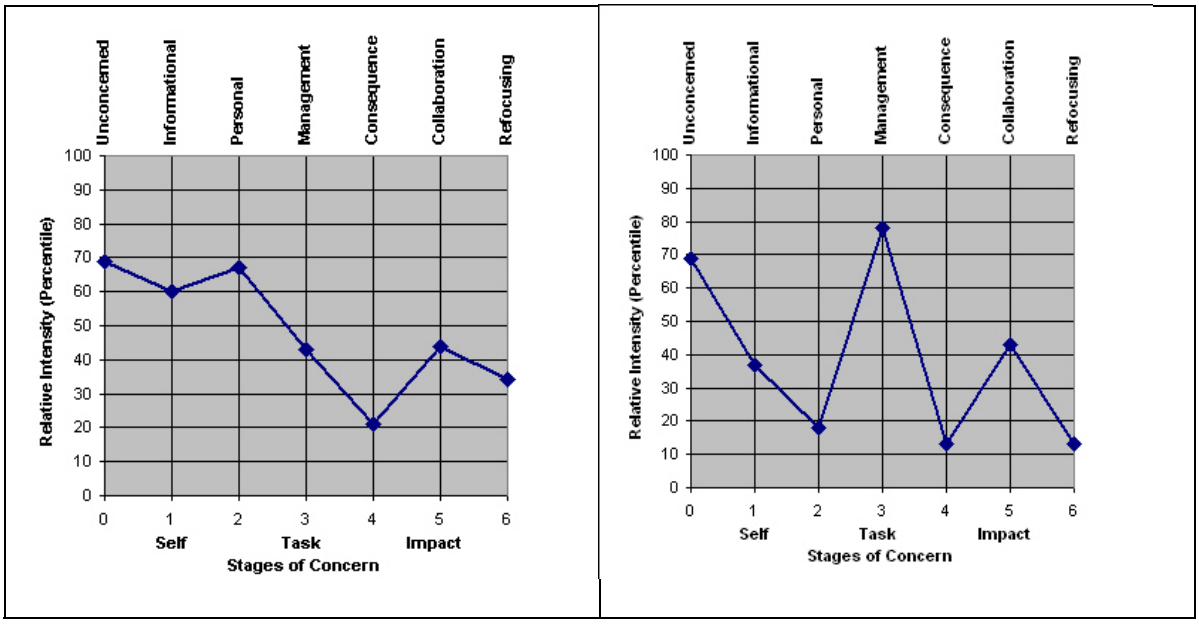


Figure 26. Antonello – Teachers and Principal.

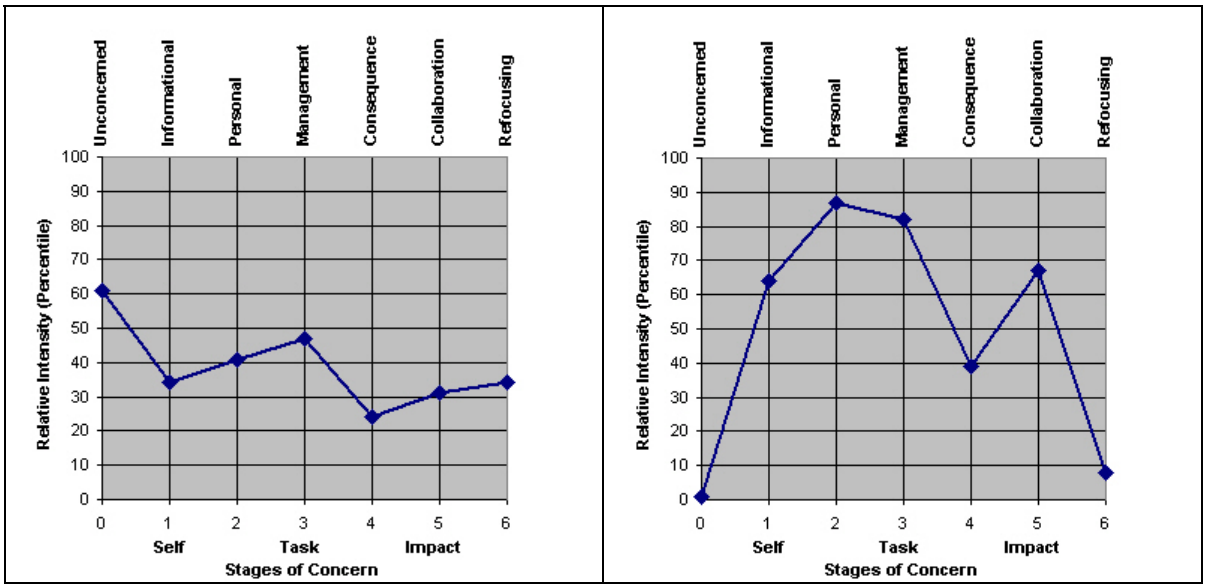


Figure 27. Culley – Teachers and Principal.

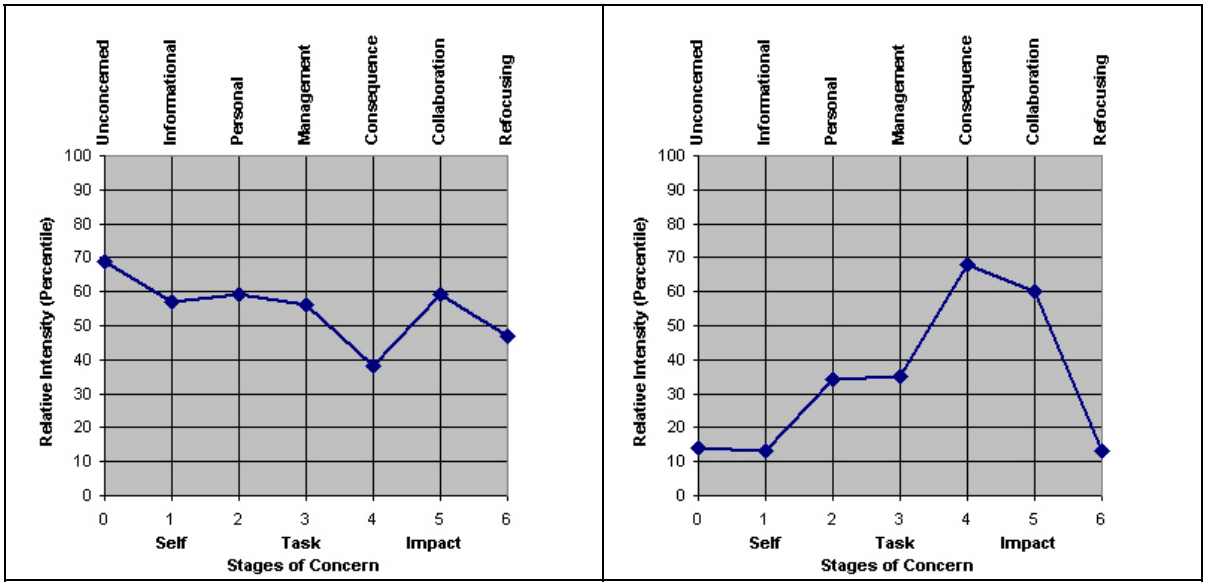


Figure 28. Warren – Teachers and Principal.

The first impression of these data would be that there are no apparent relationships across schools or between teacher and principal concerns profiles. However, given the complexity of the innovation and what is known about the dynamics of Stages of Concern several emergent themes can be identified:

- <u>Full Implementation of the Empowerment School Innovation is not there yet</u> -- With the exception of the Warren principal concerns profile, the concerns profiles are characteristic of early implementation. Various combinations of Self (Stage 1 Informational and Stage 2 Personal) and Task (Stage 3 Management) concerns are predominant. When change is considered to be a process (not an

event) and the metaphor of the Implementation Bridge (Hall, 1999) is applied, the pattern of concerns documents that these schools are on the bridge, but not all the way across. There is more to be done.

- Stage 5 Collaboration concerns are more intense than would be expected -- Research and theory suggest that when personnel within an organization are early in implementation Self and Task concerns will be most intense. The clear pattern of Stage 5 Collaboration concerns being more intense is likely do to a key component of the CCSD-EM; teachers needing to agree about and work together to define and implement this innovation.

- Teachers do not see the innovation as being the only priority in their work – The higher score of teachers in all four schools for Stage 0 Unconcerned indicates that they see other initiatives and programs as being important too. This does not mean that the CCSD - EM is unimportant, but it does indicate that this innovation is not always their highest priority.

- Principals see the Empowerment School initiative as being of higher priority than do their teachers. -- The lower the score on Stage 0 Unconcerned the more concern there is about the innovation. In other words, a low score for Stage 0 Unconcerned indicates that the innovation is of a high priority in comparison to other initiatives and tasks. A very low score on Stage 0 suggests that the innovation *is* the priority. For the study schools, all four principals had lower Stage 0 scores than do their teachers. Principals see the innovation as more important and of higher priority than do their teachers.

Concluding Discussion

The Stages of Concern data provide a one time snapshot of teacher and principal feelings and perceptions about their efforts to implement an Empowerment School Model. The simplest and most direct conclusion that can be drawn from these data is that the personnel in each of the four schools are engaged with implementing the innovation. All are out on the Implementation Bridge.

However, none of the schools has made it all the way across the Implementation Bridge. Change process researchers and most practitioners understand that change is a process and that achieving full implementation takes time. In the case of large complex innovations achieving full implementation can take three to eight years, if it is achieved at all.

Although not noted above within the interpretations of the Stages of Concern profiles, another important indicator of the current status of this implementation effort is the absence of strong resistance to or opposition about the innovation and the implementation effort, which was accomplished by removing opposing staff and hiring

new teachers who "share the vision." There is some hint of potential objection, but not enough at this time to warrant concern. If there were to be subsequent measurements of Stages of Concern the potential for increasing resistance should be monitored.

Based on this assessment of Stages of Concern the key recommendation would be to accept that fact that achieving full implementation, i.e., getting each school across the Implementation Bridge, is going to take several more years. Teachers and principals in each school are fully engaged with the process. The time it will take for each school to make it across the bridge is going to vary depending on the magnitude of each school's innovation as well as the quality and quantity of external leadership and support.

Teacher Surveys

Teacher surveys were administered to all teachers, at all of the ESS schools. Teacher anonymity was preserved in the following ways: Center personnel administered the survey, distributing and collecting the surveys in person, usually at a faculty meeting. Teachers' names were then replaced with codes. The code sheet was secured in the CEA Director's office to ensure privacy. In general, teacher surveys were collected in the early fall and the middle of spring each year of the ESS study (2006-2009); although, specific dates do vary among the ESs.

What follows are a set of analyses for each ES. These analyses look at how teacher perceptions changed from the beginning of Year I to the end of Year III. A short discussion section follows each set of analyses. The last part of this section is a brief summary of the overall results. Note that the report will focus on only ESs in this section. Again, this was done because, as a group, ESs significantly outperformed CSs on the SCRT analyses. However, there were many significant differences among the ESs themselves. It seemed that each ES put the CCSD-EM into practice somewhat differently, with varying effects on the SCRT results. Understanding why these differences occurred is discussed throughout the remainder of the Report.

Adams Elementary School

Forty (40) Adams Elementary School teachers returned completed surveys in the first administration of the survey. All survey questions used a six-point Likert scale with responses ranging from "disagree strongly (1)" to "agree strongly (6)." The survey contained 37 questions. The survey was designed so that several (two to six) questions addressed each of seven conceptual subscales dealing with concepts such as:

- ◊ Teachers and the ES Concept
- ◊ Share Vision and Governance
- ◊ Community Orientation

- ◊ High Expectations for Students
- ◊ Comfort with Reading Curriculum
- ◊ Comfort with Mathematics Curriculum
- ◊ Research-based Instruction/Curriculum Decisions

Survey data will be summarized for each school in terms of means for each of these conceptual categories. This is done for **descriptive** purposes and as a way of trying to identify some tentative trends in each school. Also, data will be presented regarding the change in the mean ratings of individual survey questions over time. We are particularly interested in changes that have occurred at the school from the beginning to the end of the project; hence, we will present the results of the first survey we gave (beginning of Year I) and compare them to the last survey we gave (end of Year III). These data are presented for descriptive purposes as well.

Adams Teacher Survey Results – Beginning-of-Year I

Thirty-nine (39) Adams teachers exhibited positive perceptions toward their school, the Empowerment concept, and their school's organizational structure at the beginning of the year. Their average mean score on the Beginning-of-Year I survey was 5.05 out of a possible 6.00. One component of this high survey score likely accrues from the fact that this school entered the Empowerment study as a largely intact school. The Principal had been at the school for six years and the staff stayed virtually unchanged from the previous, non-empowerment year (see Appendix B for details concerning responses to individual questions). Conceptual category means are presented below. These categories are organized starting with those that have the highest mean and moving to those with the lowest means.

- ◊ **High Expectations for Students** -- **Mean = 5.54**. Adams teachers perceive that there is a clear school emphasis on high expectations for student achievement. They strongly support this emphasis.

- ◊ **Shared Vision and Decision Making** -- **Mean = 5.33**. Adams teachers perceive that they have a high amount of input into school decision-making and perceive that the school vision is shared.

- ◊ **Teacher Expectations of and Adaptability to the CCSD-EM** -- **Mean = 5.12**. This finding suggests that Adams teachers are comfortable with the ES concept and think that they are capable of working within it. This high ranking could be

attributed to the fact that Adams was, in many ways, an ES before the project started.

- ◊ **Research based Instructional and Curricular Decisions-Making** -- **Mean = 4.70.** Teachers have a moderate level of perception that school decisions are made based on research. This includes decisions as to which reading and mathematics curriculum should be used**.**

- ◊ **Community Orientation** -- **Mean = 4.67**. All ESs made efforts to incorporate parents into school decision-making, with varying degrees of success. This mean suggests that Adams efforts were only somewhat successful.

- ◊ **Comfort with Mathematics Curriculum** -- **Mean = 4.20.** This mean reflects the same perceptions that the teachers expressed in relation to the reading program.

- ◊ **Comfort with Reading Curriculum** -- **Mean = 4.18.** This reflects that some teachers are only somewhat comfortable with the adopted reading program; indeed, teachers suggested that they were not totally prepared to teach it.

Teacher Survey Results – End-of-Year III

Thirty-four (34) teachers completed the End-of-Year III Survey, five fewer than those who completed the Beginning-of-Year I Survey. (See Appendix B for detailed information concerning the responses to individual survey questions.) Analyses of the survey scores on the conceptual categories revealed several key insights into Adams teachers. The major categories are organized starting with those that have the highest mean to those with lower means.

- ◊ **High Expectations for Students** -- **Mean = 5.52**. This mean is almost identical to the mean on the beginning of Year I survey. This is a stable value of Adams teachers.

- ◊ **Teacher Expectations of and Adaptability to the CCSD-EM** -- **Mean = 5.24**. This finding suggests that Adams teachers are comfortable with the ES concept and think that they are capable of working within it. This high ranking could be attributed to the fact that Adams was in many ways an ES before the project started. It remained the same from the beginning to the end of Year III.

- ◊ **Shared Vision and Decision Making** -- **Mean = 5.07**. This value was almost identical to the value obtained at the beginning of Year I. Adams teachers continue to perceive that they have a high amount of input into school decision-making and perceive that the school vision is shared.

- ◊ **Community Orientation** -- **Mean = 4.70**. All ESs made efforts to incorporate parents into school decision-making, with varying degrees of success. This mean suggests that Adams efforts were only somewhat successful, similar to the perception on the beginning of Year I survey.

- ◊ **Research based Instructional and Curricular Decisions-Making** -- **Mean = 4.54.** Teachers have a moderate level of perception that school decisions are made based on research. This includes decisions as to which reading and mathematics curriculum should be used**.** Teachers' mean perception dropped slightly on this variable from Year I (-.16).

- ◊ **Comfort with Reading Curriculum** -- **Mean = 4.53.** Opposite the mathematics curriculum mean, this mean increased from Year I (+.35). Teachers seem to be increasingly comfortable with the reading curriculum as time passes; interestingly, Adams students' average SCRT reading scores increased over the three-years of the project for two out of three grades (third grade gain = +28 on SCRT; fourth grade = +14 on the SCRT; fifth grade = -2 on the SCRT). This makes sense because the innovation was just beginning when these fifth graders were in third grade.

- ◊ **Comfort with Mathematics Curriculum** -- **Mean = 3.87.** This mean dropped quite a bit from Year I (-.33). Apparently teacher faith in the mathematics curriculum dropped over the course of the innovation. Again, this is interesting because Adams math scores on the SCRT improved +18 for third graders and +73 for fourth graders. Fifth grade lost ground from the beginning of Year I (-24).

The overall means for the Adams Beginning-of-Year I Survey and End-of-Year III Survey remained relatively stable for Adams teachers (M= 5.05 and M= 5.00) reflecting the relative consistency of teachers' perceptions; however, another indicator of the stability of teachers' perceptions across time is to examine increases and/or decreases of individual question means from the Beginning-of-Year I Survey to the End-of-Year III Survey. **There were no individual questions that showed statistically significant increases/decreases for the Adams teachers across the two survey administrations**.

It appears that perceptions of the empowerment innovation have stabilized now that the innovation is in Year III. Teacher survey data indicate that teachers expect a high level of student achievement and that the school supports that vision. Teachers feel they are qualified to teach at an ES and view themselves as especially strong in reading instruction. However, the teachers are much less satisfied with the adopted math program and do not feel prepared to teach it. They question whether the adopted and supplemental math programs are research-based. With all of that said, the key words to characterize Adams teachers based on their teacher survey responses would be: **Stable, Professional, and Relatively Satisfied**.

Antonello Elementary School

Fifty-four (54) Antonello Elementary School teachers returned completed surveys in the first administration of the survey. All survey questions used a six-point Likert scale with responses ranging from "disagree strongly (1)" to "agree strongly (6)." The survey contained 37 questions and was administered in November of 2006.

As was done in the Adams report, survey data will be summarized in terms of means for the seven conceptual categories outlined above. This is done for **descriptive** purposes and as a way of trying to identify some tentative trends in each school. Also, data will be presented regarding the change in the mean ratings of individual survey questions over time. We are particularly interested in changes that have occurred at the school from the beginning to the end of the project; hence, we will present the results of the first survey we gave (Beginning-of-Year I) and compare them to the last survey we gave (End-of-Year III). These data are presented for descriptive purposes as well.

Antonello Teacher Survey Results – Beginning-of-Year I

Antonello teachers exhibited extremely positive perceptions toward their school. These positive perceptions were reflected by high mean scores in almost all of the conceptual categories. Antonello teachers' mean score on the complete survey was 5.30 out of a possible 6.00. One component of this high survey score likely accrues from the fact that this school entered the Empowerment study as a largely intact school. The Principal had been at the school before the ESS started and the staff stayed virtually unchanged from the previous, non-empowerment year (see Appendix B for details concerning responses to individual questions). Conceptual category means are presented below. These categories are organized starting with those that have the highest mean and moving to those with the lowest means.

- ◊ **High Expectations for Students** -- **Mean = 5.72**. Antonello teachers perceive that there is a clear school emphasis on high expectations for student achievement. They strongly support this emphasis.

- ◊ **Community Orientation** -- **Mean = 5.65**. All ESs made efforts to incorporate parents into school decision-making, with varying degrees of success. This mean suggests that Antonello efforts were highly successful.

- ◊ **Teacher Expectations of and Adaptability to the CCSD-EM** -- **Mean = 5.54**. This finding suggests that Antonello teachers are comfortable with the ES concept and think that they are capable of working within it. This high ranking could be attributed to the fact that Antonello was in many ways an ES before the project started.

- ◊ **Shared Vision and Decision Making** -- **Mean = 5.37**. Antonello teachers perceive that they have a high amount of input into school decision-making and perceive that the school vision is shared.

- ◊ **Comfort with Reading Curriculum** -- **Mean = 4.94.** This reflects that some teachers are only somewhat comfortable with the adopted reading program; indeed, teachers suggested that they were not totally prepared to teach it.

- ◊ **Comfort with Mathematics Curriculum** -- **Mean = 4.49.** This mean reflects the same perceptions that the teachers expressed in relation to the reading program.

- ◊ **Research based Instructional and Curricular Decisions-Making** -- **Mean = 4.24.** Teachers have a moderate level of perception that school decisions are made based on research. This includes decisions as to which reading and mathematics curriculum should be used.

Teacher Survey Results – End-of-Year III

Forty-seven (47) teachers completed the End-of-Year III Survey, seven fewer than those who completed the Beginning-of-Year Survey. See Appendix B for detailed information concerning the responses to individual survey questions. Analyses of the survey scores on the conceptual categories revealed several key insights into Antonello teachers. The major categories are organized starting with those that have the highest mean to those with lower means.

- ◊ **High Expectations for Students** -- **Mean = 5.87**. This mean increased even more over the three-year course of the ESS (+.15). High expectations for students are a defining attitude for Antonello teachers.

- ◊ **Teacher Expectations of and Adaptability to the CCSD-EM** -- **Mean = 5.70**. This finding suggests that Antonello teachers are comfortable with the ES concept and think that they are capable of working within it. This mean increased over the past three years (+.16). This high ranking could be attributed to the fact that Antonello was in many ways an ES before the project started.

- ◊ **Shared Vision and Decision Making** -- **Mean = 5.71**. Again, this value increased from the first year (+.34). Antonello teachers continue to perceive that they have a high amount of input into school decision-making and perceive that the school vision is shared.

- ◊ **Community Orientation** -- **Mean = 5.60**. All ESs made efforts to incorporate parents into school decision-making, with varying degrees of success. This mean

increased over the three years of the project (+.24). This mean suggests that Antonello efforts remained highly successful in this area.

- ◊ **Research based Instructional and Curricular Decisions-Making** -- **Mean = 5.82.** This score represents an increase of +.58 over the score from Year I. Both the, previous and new, Antonello principals have made it a point to stress research-based innovation, particularly in their curriculum programs and instructional approaches. They have done this by creating in-house expertise – sending Antonello teachers to conferences to bring back research-based information. Also, the idea of having a research-base for decisions has been stressed to the teachers over the period of the project. Perhaps this emphasis is correlated with the continuing high performance of Antonello students.

- ◊ **Comfort with Reading Curriculum** -- **Mean = 5.31.** Again**,** this mean increased over the period of the project (+.37). SCRT scores suggest that part of the reason for increased teacher perception on the reading program come from the fact that the reading performance of Antonello students has increased particularly in grades four and five. SCRT mean scores show that while Antonello's third graders stayed about the same, fourth graders increased their SCRT scores by 32 points, and fifth graders increased by five points. This last score is noteworthy because the scores of other ESs have been showing a decline in grade five scores.

- ◊ **Comfort with Mathematics Curriculum** -- **Mean = 5.19.** This mean showed a sizable gain (+.70) across the duration of the project. Again, this is somewhat predictable because Antonello math scores on the SCRT improved +10 for third graders, +41 for fourth graders, and +7 for fifth graders.

The overall means for the Beginning-of-Year I Survey and the End-of-Year III Survey showed significant increases for Antonello teachers (M= 5.30 and M= 5.66) reflecting of teachers' more positive survey responses. Another indicator of the stability of teachers' perceptions across time is to examine increases and/or decreases of individual question means from the Beginning-of-Year I Survey to the End-of-Year III Survey. There were 14 individual questions that showed statistically significant increases for the Antonello teachers across the two survey administrations. These questions are presented in descending order in terms of highest to lowest increase over the period of the projects. They will be discussed in more detail below:

- ◊ **The available supplemental math programs are research-based** – question 19. Antonello teachers rated their agreement with this statement quite high on the initial administration of the survey (M= 4.45). Their agreement with this statement improved on the final administration (M= 5.68), an increase of +1.23 ($t=3.43$, $p<.05$).

- ◊ **Instructional staff at this school feels free to supplement the adopted curriculum in math** – question 10. Antonello teachers rated their agreement with this statement moderately on the initial administration of the survey (M= 3.90). Their agreement with this statement improved on the final administration (M= 5.06), an increase of +1.16 (t=3.26, p<.05).

- ◊ **I feel prepared to implement the adopted math curriculum** – question 16. Antonello teachers rated their agreement with this statement moderately high on the initial administration of the survey (M= 4.20). Their agreement with this statement improved on the final administration (M= 5.36), an increase of +1.16 (t=3.13, p<.05).

- ◊ **Instructional staff at this school feel free to supplement the adopted curriculum in reading** – question 9. Antonello teachers rated their agreement with this statement high on the initial administration of the survey (M= 4.40). Their agreement with this statement improved on the final administration (M= 5.17), an increase of +.77 (t=2.25, p<.05).

- ◊ **Instructional staff use their knowledge of math performance to adapt instruction** – question 7. Antonello teachers rated their agreement with this statement fairly high on the initial administration of the survey (M= 4.93). Their agreement with this statement improved on the final administration (M= 5.60), an increase of +.67 (t=2.59, p<.05).

- ◊ **I am satisfied with my influence on resource allocation at this school** – question 35. Antonello teachers rated their agreement with this statement quite high on the initial administration of the survey (M= 5.03). Their agreement with this statement improved on the final administration (M= 5.66), an increase of +.63 (t=2.54, p<.05).

- ◊ **The available supplemental reading programs are research-based** – question 18. Antonello teachers rated their agreement with this statement moderately high on the initial administration of the survey (M= 5.25). Their agreement with this statement improved on the final administration (M= 5.87), an increase of +.62 (t=2.60, p<.05).

- ◊ **The adopted reading curriculum is research-based** – question 23. Antonello teachers rated their agreement with this statement quite high on the initial administration of the survey (M= 5.38). Their agreement with this statement improved on the final administration (M= 5.87), an increase of +.49 (t=2.41, p<.05).

- ◊ **Instructional staff uses their knowledge of reading performance to adapt instruction** – question 6. Antonello teachers rated their agreement with this statement quite high on the initial administration of the survey (M= 5.33). Their agreement with this statement improved on the final administration (M= 5.81), an increase of +.48 (t=2.30, p<.05).

- ◊ **The available supplemental math programs are research-based** – question 24. Antonello teachers rated their agreement with this statement quite high on the initial administration of the survey (M= 5.40). Their agreement with this statement improved on the final administration (M= 5.87), an increase of +.47 (t=2.27, p<.05).

- ◊ **Instructional staff is highly involved in the planning process at this school** – question 11. Antonello teachers rated their agreement with this statement high on the initial administration of the survey (M= 5.33). Their agreement with this statement improved on the final administration (M= 5.77), an increase of +.44 (t=2.46, p<.05).

- ◊ **Instructional staff is aware of student math performance levels at this school** – question 5. Antonello teachers rated their agreement with this statement quite high on the initial administration of the survey (M= 5.45). Their agreement with this statement improved on the final administration (M= 5.77), an increase of +.32 (t=2.89, p<.05).

- ◊ **Instructional staff are highly involved in the decision making process at this school** – question 8. Antonello teachers rated their agreement with this statement fairly high on the initial administration of the survey (M= 5.43). Their agreement with this statement improved on the final administration (M= 5.70), an increase of +.27 (t=2.18, p<.05).

- ◊ **I am qualified to teach at an Empowerment School** – question 21. Antonello teachers rated their agreement with this statement very high on the initial administration of the survey (M= 5.73). Their agreement with this statement improved on the final administration (M= 5.91), an increase of +.18 (t=2.07, p<.05).

As can be seen from the analyses above, Antonello teachers perceived it as a very good school during the three years. They perceive it as an even better school today. This is even more remarkable when one considers that the school was initially very highly rated. Teachers' perceptions of their own influence on resource allocation, decision-making, and involvement in planning increased dramatically. They have come to know that both the math and reading curricula at Antonello are research-based. They perceive themselves to have greater confidence as teachers in that they feel qualified to

teach at an ES, have knowledge of the performance levels of students, are prepared to implement the math program, and are free to supplement curricula using research-based materials. Apparently the way that Empowerment was implemented at this school has had a positive effect on the staff that remained largely intact over the three years of the study. Teachers recognize that they are working with research-based materials, both adopted and supplemental. They feel that they have a say in what goes on and are happy to be at this school (End-of-Year Year III survey, question 37, M= 5.89). Several characteristics emerged as the ET thought about Antonello: **Research-based Curriculum, Teachers are Self-Confident in their Work, Shared Governance, and the school is Parent Involvement Oriented**.

A final word, when discussing Antonello from a teachers' perspective, the catch phrase is likely to be "Good to Even Better." Indeed, the ET concluded that Antonello is on its way to becoming a great school. All that is needed is continued improvement in SCRT scores. The new principal (Mr. Kody Barto) certainly deserves much credit for improving the school in the eyes of his teachers.

Culley Elementary School

Fifty-four (54) Culley Elementary School teachers returned completed surveys in the first administration of the survey. All survey questions used a six-point Likert scale with responses ranging from "disagree strongly (1)" to "agree strongly (6)." The survey contained 37 questions and was given in November of 2006.

As was done previously, survey data will be summarized in terms of means for the seven conceptual categories outlined above. This is done for **descriptive** purposes and as a way of trying to identify some tentative trends in each school. Also, data will be presented about the change in the mean ratings of individual survey questions over time. We are particularly interested in changes that have occurred at the school from the beginning to the end of the project; hence, we will present the results of the first survey we gave (Beginning-of-Year I) and compare them to the last survey we gave (End-of-Year III). These data are presented for descriptive purposes as well.

Culley Teacher Survey Results – Beginning-of-Year I

Culley teachers exhibited positive perceptions toward their school. These positive perceptions were reflected by high mean scores in almost all of the conceptual categories. Culley teachers' mean score on the completed survey was 5.20 out of a possible 6.00. This initial rating seems a bit high because Culley was entirely reconstituted at the Beginning of the ESS. However, teacher interviews suggest that teachers were excited about the opportunity to work in an ES (see Appendix B for details concerning responses to individual questions). Conceptual category means are presented below. These categories are organized starting with those that have the highest mean and moving to those with the lowest means.

- ◊ **High Expectations for Students** -- **Mean = 5.55**. Culley teachers perceive that there is a clear school emphasis on high expectations for student achievement. They strongly support this emphasis.

- ◊ **Teacher Expectations of and Adaptability to the CCSD-EM** -- **Mean = 5.49**. This finding suggests that Culley teachers are comfortable with the ES concept and think that they are capable of working within it.

- ◊ **Community Orientation** -- **Mean = 5.20**. All ESs made efforts to incorporate parents into school decision-making, with varying degrees of success. This mean suggests that Culley efforts were successful.

- ◊ **Research based Instructional and Curricular Decisions-Making** -- **Mean = 5.04.** Teachers have a good level of perception that school decisions are made based on research. This includes decisions as to which reading and mathematics curriculum should be used**.**

- ◊ **Shared Vision and Decision Making** -- **Mean = 4.96**. Culley teachers perceive that they have a moderate amount of input into school decision-making and perceive that the school vision is shared. This could be an artifact that occurred because Culley hired a new principal and all new staff at the beginning of Year I.

- ◊ **Comfort with Reading Curriculum** -- **Mean = 4.94.** This reflects that some teachers are only somewhat comfortable with the adopted reading program; indeed, teachers suggested that they were not totally prepared to teach it.

- ◊ **Comfort with Mathematics Curriculum** -- **Mean = 4.75.** This mean reflects the same perceptions that the teachers expressed in relation to the reading program.

<u>Teacher Survey Results – End-of-Year III</u>

Fifty-five (55) teachers completed the End-of-Year III Survey; one more than took the Beginning-of-Year I Survey. See Appendix B for detailed information concerning the responses to individual survey questions. Analyses of the survey scores on the conceptual categories revealed several key insights into Culley teachers. The major categories are organized starting with those that have the highest mean to those with lower means.

- ◊ **Teacher Expectations of and Adaptability to the CCSD-EM** -- **Mean = 5.53**. Again, this mean stayed pretty much the same over the course of the project, even though eight teachers left the school at the end of Year I. This high ranking

could be attributed to the fact that ESs tend to attract teachers who don't mind a challenge.

◊ **High Expectations for Students** -- **Mean = 5.50**. This mean stayed almost the same across the three years of the project. High expectations for students are a major aspect of who Culley teachers are.

◊ **Research based Instructional and Curricular Decisions-Making** -- **Mean = 5.18.** This score represents an increase of +.14 over the score from Year I. The new Culley principal has made it a point to stress research-based innovation, particularly in the schools' curriculum programs and instructional approaches. They have done this by creating a time for teachers to read new research at least twice per week. Also, the idea of having a research-base for your decisions has been stressed to the teachers over the period of the project.

◊ **Shared Vision and Decision Making** -- **Mean = 5.09**. This value increased very slightly from the first year (+.13). Culley teachers continue to perceive that they have a reasonable amount of input into school decision-making and perceive that the school vision is shared.

◊ **Community Orientation** -- **Mean = 4.81**. All ESs made efforts to incorporate parents into school decision-making, with varying degrees of success. This mean decreased over the three years of the project (-.39). When Culley was named as an ES, new staff and a new principal were hired. The old Principal had been very popular with parents, even though the school performed poorly in SCRTs. The new Principal has not reached the same level of popularity with parents as the old Principal; yet, the schools SCRT scores have significantly improved in reading and mathematics. Further research is indicated concerning what criteria are being used here by the teachers to estimate "Community Orientation."

◊ **Comfort with Reading Curriculum** -- **Mean = 4.40.** This mean decreased substantially over the period of the project (-.54). This decline is interesting given that SCRT mean scores show that Culley third graders increased their scores twenty-four points (+24), fourth graders increased their SCRT reading scores by 19 points, and fifth graders increased by 22 points. These are among the highest increases of the ESs in reading. Further research is indicated concerning what criteria are being used here by the teachers to estimate "Reading Curriculum Comfort." It is almost as if teachers are saying, it works, but we don't like it anyway.

◊ **Comfort with Mathematics Curriculum** -- **Mean = 3.87.** Again, this mean decreased significantly (-.88). Again, this decline is interesting given that SCRT mean scores show that Culley third graders increased their mathematics scores

(+25), fourth graders increased their SCRT mathematics scores (+54), and fifth graders increased by 36 points. Again, these are among the highest increases among the ESs in mathematics and again, one wonders what Culley teachers are basing their perception of increasing discomfort with the mathematics curriculum.

The overall means for the Beginning-of-Year I Survey and the End-of-Year III Survey declined slightly for Culley teachers (M= 5.20 and M= 5.11) suggesting that teachers' overall perceptions of Culley stayed pretty much the same over the period of the project. Another indicator of the stability of teachers' perceptions across time is to examine increases and/or decreases of individual question means from the Beginning-of-Year I Survey to the End-of-Year III Survey. There were six individual questions that showed statistically significant decreases for the Culley teachers across the two survey administrations. These questions are presented in descending order in terms of highest to lowest increase over the period of the projects. They will be discussed in more detail below:

- ◊ **I am happy with the adopted math curriculum** – question 14. Culley teachers rated their agreement with this statement as moderate on the initial administration of the survey (M= 4.56). Their agreement with this statement slipped on the final administration (M= 3.67), a reduction of -.89 ($t=2.92$, $p<.05$). It is difficult to understand this perception on the part of the Culley teachers because their students showed such substantial improvement on the mathematics SCRT over the course of the project.

- ◊ **I feel prepared to implement the adopted math curriculum** – question 16. Culley teachers rated their agreement with this statement as moderate on the initial administration of the survey (M= 4.94). Their agreement with this statement declined on the final administration (M= 4.07), a reduction of -.87 ($t=2.67$, $p<.05$). This finding is as counter-intuitive as the previous finding.

- ◊ **The school strongly considers community input when making decisions** – question 20. Culley teachers rated their agreement with this statement quite highly on the initial administration of the survey (M= 5.17). Their agreement with this statement slipped on the final administration (M= 4.53), a reduction of -.64 ($t=2.69$, $p<.05$). This effect likely arose because of the change in Principals.

- ◊ **Instructional staff are aware of student math performance levels at this school** – question 5. Culley teachers rated their agreement with this statement quite high on the initial administration of the survey (M= 5.35). Their agreement with this statement slipped on the final administration (M= 4.87), a reduction of -.48 ($t=2.46$, $p<.05$). This decrease is interesting, especially given the increase in Culley student performance in mathematics.

- ◊ **We share a vision of parent involvement at this school** – question 2. Culley teachers rated their agreement with this statement highly on the initial administration of the survey (M= 5.33). Their agreement with this statement slipped on the final administration (M= 5.00), a reduction of -.33. ($t=2.40$, $p<.05$). The effect likely arose because of the change in Principals.

- ◊ **Instructional staff are aware of student reading performance levels at this school** – question 4. Culley teachers rated their agreement with this statement very highly on the initial administration of the survey (M= 5.85). Their agreement with this statement slipped on the final administration (M= 5.62), a reduction of -.23. ($t=2.37$, $p<.05$). Certainly teachers' decline in comfort with the reading program suggests that they are unaware that their students have been showing significant improvement in reading performance.

Teacher perceptions of survey items involving the math curriculum have dropped significantly over the three years of the study. Also, significant decreases were noted in responses having to do with parent and community involvement.

It is somewhat puzzling to try understanding the perceptions of Culley teachers. They express growing discomfort with the mathematics and reading programs while their students show consistent increases in performance in these two areas. Also, even though the Principal (Lisandra Primus) was named Nevada Principal of the Year by the Nevada Association of Elementary Principals for improving test scores significantly, Culley teachers are concerned about the lack of outreach to community parents. Culley was fully reconstituted at the beginning of the ESS project and had significant turnover at the end of Year I. Teacher interviews suggest the Primus is a demanding Principal; however, she gets results in terms of improving student performance (as measured by the SCRTs). A more in-depth comparison between the perceptions of Culley and Antonello teachers might illuminate some reason why Culley teachers are less "happy" with their school than are Antonello teachers.

Several characteristics emerged as the ET thought about Culley: this is the most improved school of the two reconstituted schools in terms of increased student performance on the SCRTs; yet, teachers perceived rather serious issues with the adopted reading and mathematics programs and with parent involvement efforts. This is a difficult school to characterize in a few simple phrases; however, **Most Improved Student Performance, Most Complex Staff,** and **Most Concerned about Parent Involvement** seem to capture most of the variance.

Warren Elementary School

The first Teacher Survey was administered in the Beginning-of-Year I. It was given in November 2006. Forty (40) Warren Elementary School teachers returned completed surveys. All survey questions used a six-point Likert Scale with responses ranging from

"disagree strongly" to "agree strongly." The survey contained 37 questions. As was done previously, survey data will be summarized in terms of means for the seven conceptual categories outlined above. This is done for **descriptive** purposes and as a way of trying to identify some tentative trends in each school. Also, data will be presented about the change in the mean ratings of individual survey questions over time. We are particularly interested in changes that have occurred at the school from the beginning to the end of the project; hence, we will present the results of the first survey we gave (Beginning-of-Year I) and compare them to the last survey we gave (End-of-Year III). These data are presented for descriptive purposes as well.

Warren Teacher Survey Results – Beginning-of-Year I

Forty (40) Warren teachers returned completed surveys for this administration. Warren teachers exhibited somewhat positive perceptions toward their school. These perceptions were reflected by moderate mean scores in almost all of the conceptual categories. Warren teachers' mean score on the completed survey was 4.78 out of a possible 6.00. This initial rating was a bit low, probably because Warren was totally reconstituted at the Beginning of the ESS. However, teacher interviews suggest that teachers were excited about the opportunity to work in an ES (see Appendix B for details concerning responses to individual questions). Conceptual category means are presented below. These categories are organized starting with those that have the highest mean and moving to those with the lowest means.

- ◊ **Teacher Expectations of and Adaptability to the CCSD-EM** -- **Mean = 5.42**. This finding suggests that Warren teachers were excited about the opportunity to work in an ES and they thought that they were capable of working at Warren.

- ◊ **High Expectations for Students** -- **Mean = 5.17**. Warren teachers perceive that there is a school emphasis on high expectations for student achievement. They support this emphasis.

- ◊ **Community Orientation** -- **Mean = 4.67**. All ESs made efforts to incorporate parents into school decision-making, with varying degrees of success. This mean suggests that Warren's efforts were only moderately successful.

- ◊ **Shared Vision and Decision Making** -- **Mean = 4.67**. Warren teachers perceive that they have a moderate amount of input into school decision-making and perceive that the school vision is shared. This could be an artifact that occurred because Warren hired a new principal and all new staff at the beginning of year I.

- ◊ **Research based Instructional and Curricular Decisions-Making** -- **Mean = 4.44.** Warren teachers did not have a strong sense that school decisions were made based on research. This includes decisions as to which reading and mathematics curriculum should be used**.**

- ◊ **Comfort with Reading Curriculum** -- **Mean = 4.07.** This reflects that some teachers are only somewhat comfortable with the adopted reading program; indeed, teachers suggested they were not totally prepared to teach it.

- ◊ **Comfort with Mathematics Curriculum** -- **Mean = 3.94.** This mean reflects the same perceptions that the teachers expressed in relation to the reading program.

Teacher Survey Results – End-of-Year III

Only twenty-seven (27) teachers completed the End-of-Year III Survey; 13 fewer than returned the Beginning-of-Year I Survey. (See Appendix B for detailed information concerning the responses to individual survey questions). Analyses of the survey scores on the conceptual categories revealed several key insights into Warren teachers. The major categories are organized starting with those that have the highest mean to those with lower means.

- ◊ **Teacher Expectations of and Adaptability to the CCSD-EM** -- **Mean = 5.04**. Again, this mean decreased over the course of the project (-.38). Falling teacher perception in this area could accrue because the Warren Principal tried to implement a dramatically different approach to school structure and organization.

- ◊ **High Expectations for Students** -- **Mean = 4.95**. This mean decreased across the three years of the project (-.22). This finding might be reflective of the fact that Warren students had not done well in terms of their scores on the reading subtest of the SCRT.

- ◊ **Research based Instructional and Curricular Decisions-Making** -- **Mean = 4.61.** This score represents an increase of +.17 over the score from Year I. The new Warren principal has made it a point to stress research-based innovation, particularly in the schools' curriculum programs and instructional approaches. Warren teachers are given frequent opportunities for additional professional development, sometimes brought to campus by outside vendors. **Some questions were raised by the ET about the quality and research-base of the professional development opportunities made available to the Warren staff.**

- ◊ **Comfort with Mathematics Curriculum** -- **Mean = 4.56.** This mean increased significantly over the course of the project (+.62) and seemingly with good reason. Warren students increased their scores on the SCRT mathematics subtest dramatically over the course of the project. Warren third graders increased their SCRT mathematics scores by +56 points from 2007 to 2009.

Warren fourth graders increased their SCRT mathematics scores by +92 points from 2007 to 2009. Finally, Warren fifth graders increased their SCRT mathematics scores by +27 points from 2007 to 2009. These are the highest increases out of all of the ESs. The ET wondered why the same level of progress was not possible in student reading performance.

◊ **Shared Vision and Decision Making** -- **Mean = 4.52**. This value decreased from the first year (-.22). Warren teachers perceive, to a lesser degree than other ESs, that they have a reasonable amount of input into school decision-making and perceive that the school vision is shared.

◊ **Comfort with Reading Curriculum** -- **Mean = 4.17.** This mean slightly increased over the period of the project (+.10). The ET found this quite remarkable given that Warren students performed the lowest of any ES on the reading section of the SCRT. Among the ESs, Warren students' ranked last in third grader reading performance (275 or 32 points below Culley students), last in reading performance of their fourth graders (278 or 36 points below Culley students), and last in the reading performance of their fifth graders (305 or 25 points lower than Culley students). The comparison to Culley seems relevant because both schools were designated as "In Need of Improvement" in the area of reading performance during 2007 and both were totally reconstituted at the beginning of the project. Also, Culley and Warren were relatively close in terms of their reading scores in 2007 (third grade reading Culley +16; fourth grade reading Culley +28; and Warren fifth grade students actually started higher than Culley students with an advantage of +12 points). This finding warrants further investigation because SCRT results **should make Warren teachers much less comfortable** with the reading curriculum.

◊ **Community Orientation** -- **Mean = 4.02**. All ESs made efforts to incorporate parents into school decision-making, with varying degrees of success. This mean decreased dramatically over the three years of the project (-.65). Parent focus group data suggests that community parents were unhappy that Warren students continued to struggle academically, at least based on SCRT reading scores.

The overall means for the Beginning-of-Year I Survey and the End-of-Year III Survey declined slightly for Warren teachers (M= 4.78 and M= 4.62) suggesting that teachers' overall perceptions of Warren dropped a bit over the period of the project. Another indicator of the stability of teachers' perceptions across time is to examine increases and/or decreases of individual question means from the Beginning-of-Year I Survey to the End-of-Year III Survey. There were five individual questions that showed significant change for the Warren teachers across the two survey administrations. These questions will be discussed in more detail below:

- ◊ **I am happy with the adopted math curriculum** – question 14. Warren teachers rated their agreement with this statement very low on the initial administration of the survey (M= 3.70). Their agreement with this statement increased on the second administration (M= 4.59), an increase of +.89. (t=2.07, p<.05)

- ◊ **We share a vision of parent involvement at this school**– question 2. Warren teachers rated their agreement with this statement highly on the initial administration of the survey (M= 5.13). Their agreement with this statement decreased on the second administration (M= 4.26), a reduction of -.87. (t=3.16, p<.05)

- ◊ **The school provides every student with the opportunity to achieve academic excellence** – question 17. Warren teachers rated their agreement with this statement very highly on the initial administration of the survey (M= 5.53). Their agreement with this statement decreased on the second administration (M= 4.81), a reduction of -.72. (t=2.67, p<.05)

- ◊ **The climate at this school is conducive to student learning** – question 31. Warren teachers rated their agreement with this statement very highly on the initial administration of the survey (M= 5.50). Their agreement with this statement decreased on the second administration (M= 4.81), a reduction of -.70. (t=3.16, p<.05)

- ◊ **I am confident that I can succeed as a teacher at an Empowerment School** – question 28. Warren teachers rated their agreement with this statement highly on the initial administration of the survey (M= 5.50). Their agreement with this statement decreased on the second administration (M= 4.93), a reduction of -.57. (t=2.35, p<.05)

Over the duration of the study, there was a drop in items having to do with school climate and the opportunity to achieve academic excellence. These items were rated very highly at the beginning of the study, but the ratings had fallen by the end of the study. One possible reason for this decline could be that teachers were overly optimistic in Year I about what empowerment would do. Likewise, the teachers' may have been overly optimistic about their ability to succeed as a teacher at an ES when empowerment was first implemented.

The only individual item to show a statistically significant increase over the three years of the study had to do with the teachers' satisfaction with the adopted math curriculum. This item's rating was very low at the beginning of the study and increased to a moderate level by the end of the study.

Several characteristics emerged as the ET thought about Warren: Students from this school improved greatly in mathematics, but struggled in reading. Also, teacher

perceptions of community outreach and shared governance decreased. Clearly, this school and its principal have had difficulty finding common ground. This is a difficult school to characterize in a few simple phrases; however, **Most Improved student performance in mathematics; Least Improved student performance in reading**, **Declining Parent Involvement** and **Declining Expectations for Students**.

Teacher Interviews

To review, eight teachers were selected from each school for inclusion in the interview portion through the process of stratified, or block, randomization. Blocks were created from all of the teachers' names in the following grade bands: K-1, 2-3, 4-5, and school specialists. Two teachers were then randomly selected from each band creating a group of eight teachers in each school.

The interview protocol consisted of twelve questions, each with at least two follow up probes. All of the interview questions and probes were used in the qualitative analyses. Teacher could be interviewed six times if they stayed at their ES or CS across the three years of the project; once at the beginning and once at the end of each school year of the project. Interviews were conducted by a group of Center staff members. Each received training in interview techniques before being sent into the field. Beginning of the Year interviews were conducted between September and November in 2006, 2007, and 2008. End of Year interviews were conducted between April and May of each project year – 2007, 2008, and 2009.

The initial interview protocol was modified after beginning of the year interviews were collected in Year II of the study. This action was taken because the nature of the data collected for the first three rounds of interviews was not yielding data that answered all of the research questions. It was decided to keep six of the questions that were yielding appropriate data and either significantly reword or completely discard the other six. For the questions discarded, more appropriate ones were created. At the beginning of Year III, one question was changed slightly to reflect back, as opposed to looking ahead, throughout the course of the study as had been done previously. The initial and revised interview protocols are presented in Appendix A.

Interviews were scored by an analysis team of Center staff members. All Year I interviews were scored for content using sets of rubrics created by viewing a random sample of interview questions. All Year II and Year III interviews were scored utilizing the first year rubric with modification as necessary to accurately reflect the data collected. Raters reached consensus on the nature of the categories. The coded interview data was used in frequency analyses to identify the most common types of teacher comments in each school. Also, a full qualitative analysis was done on the interview data from each school. These data are represented below as school summaries with representative data quotes provided.

Adams Elementary School

Interview data suggest that in Year I of this study, Adams teachers were cohesive in their thoughts about having more materials with which to work under the CCSD-EM. Also, they saw the administration and collaboration of their peers as primary supports for them. This shifted somewhat in Years II and III with teachers feeling that having mentors and specialists was a tremendous support for them. Following that was the sentiment that the administration supported them as well. Regarding the administration and decision-making, Year I data showed that teachers felt as if they were part of the decision-making team and that they have an increased power in the voting structure. In Years II and III, teachers strongly thought that decisions were made by the Adams leadership team. One teacher noted that,

> "The leadership team is involved in making the decisions and as far as resource allocations and all that good stuff go, its need based."

Having freedom to make choices is one of the reasons teachers at this school believe they are empowered. Year I interview data showed overwhelmingly that teachers feel they are empowered first and foremost because they are trusted as professionals at this school. Secondly, they feel that having the freedom to utilize methods appropriate for the needs of their students is empowering as well. In Years II and III of this study, teachers felt that getting to make decisions and having a voice in governance enabled them to feel empowered.

When discussing the expectations for students at Adams, Year I data shows teachers evenly split between wanting their students to grow and develop personally and succeeding academically. Following closely, however, is the sentiment that teachers want more parent interest in the academic environment of their children. Year II data shows teachers broadly having high expectations for their students, as one teacher states, "The expectations here are very high", while some are more specific and say that they want their students to succeed academically. Year III shows a dispersion of expectations for their students with answers ranging from having good manners to paying attention to doing one's best, as is evidenced by the teacher who states,

> "I expect them to always, always do their best even when, you know, when they have issues to overcome."

The aforementioned aspects of Adams help paint the picture of school climate. The climate in Year I of this study was that while these teachers were tired, there was a positive and cohesive atmosphere at Adams. Some teachers commented that the climate was positive, and getting even more so. Year II data showed a marked change from Year I. Year II data suggests that teachers are evenly divided, with some teachers feeling that the climate is positive while others see the climate as mixed between positive and negative. These results are followed very closely with teachers saying the

climate is tense. Year III of this study echoes Year II in that some teachers feel the climate is good while others feel that the climate is stressed. These data are illustrated by one teacher, who states:

> "Honestly, I think there's a division between people who are happy with the system and the way things are going and people who are not. People who are not happy with the Empowerment system, or they think that the Empowerment system is not for them, are people who will not be back. And they've made that choice and I think that the people who are on board and believe in the mission, vision, values, and goals of this school are the people who are here and are going to be back. "

Antonello Elementary School

Throughout the course of this study, decision-making appeared to be moving more toward a collaborative process with the administration. One teacher states,

> "When you're given some power that's going to trickle down that way, you develop higher expectations and you're continually upping it. Like I say, I won't move. Unless I'm told I have to move."

Teachers are understandably spending energy on the collaborative issue, while at the same time they are understandably concerned with how they fit into the empowerment innovation. Over time, this resulted in an atmosphere that was getting closer to true shared governance. These findings are corroborated by the data regarding teacher empowerment. Teacher empowerment at Antonello has stayed relatively stable throughout this study. In Year I, and again in Years II and III, teachers speak of feelings of empowerment gained through being part of the decision-making process and having the freedom to teach as they deem necessary to facilitate learning for their students. One teacher noted,

> "Choice. My voice is heard and I get to say how I feel about things. And I get input into it and like I said, sometimes it may not be my way, but at least I have that self-satisfaction. Knowing I got to speak up for myself and feel like I had a part."

Supports for instructional choices have been found through other teachers, as well as having professional development available in the form of mentors. This support was considered tremendously helpful by Antonello teachers. Expectations for students seemed to shift slightly throughout the course of this study. In Year I, teachers had as their overwhelming priority, student achievement. In Year II, this splits with teachers pretty evenly advocating not only for academic achievement to rise, but also the more abstract concepts of life lessons and sociocultural issues being emphasized. In Year III, this shift continues with teachers mentioning that they want their students to have

more of the abstract concepts and less emphasis on academic achievement. One teacher states,

> "I expect them to work together as a community, to help each other, but to work independently."

This is corroborated by greater emphasis placed on abstract values such as good citizenship and aspects of a more social nature (cooperation, being respectful, life-long learning, work ethic, and having good manners).

Culley Elementary School

Dynamic and fluid data was the rule rather than the exception in this school. The leadership at this school has created a system, in which the whole staff provided input and has a vote on these decisions, but the administration made the big, overarching decisions. This input capability enabled teachers to feel as if they were heard and valued as professionals. As one teacher explained,

> "We're empowered in terms of the curriculum because you know, our principal knows that we know our kids best and that we are going to do what's best for them and as long as it is research based."

In Year I of this study, teachers felt strongly that having a voice made them feel empowered. This shifted somewhat during Years II and III in which teachers felt that having classroom autonomy and ability to make decisions regarding what happens in the classroom helped them feel empowered. Another factor that contributed to a feeling of teacher empowerment was that of collaboration amongst the teacher peer group across all three years of this study.

Throughout the course of this study, teachers felt that the administration and professional development have been strengths for this school. The biggest strength and weakness revolve around the teachers at this school. It is apparent that while the teachers view each other as resources, they also have issues among the teacher peer group. It seems as if while the teachers have autonomy and a say in decision-making, others do not. Also, there is a schism in the teacher cohort in which several teachers are not all pulling in the same direction toward the changes specified. These shifting data affect the culture at Culley. While in Years I and II, the climate vacillated between positive and negative due to positive and negative stressors, in Year III there are definite feelings of cohesiveness. One teacher noted,

> "It's a good climate. It's a very, very hardworking climate. We really do work together and we are really on the same page about things."

This allows for redistribution from a climate of stress to one of student focus. In Year III, we see a much higher emphasis on putting the students first. This feeling was emphasized when teachers began talking about their students. In Year I, teachers want their students to succeed academically and feel that their students should be life-long learners. One teacher states, "We have very, very high expectations for our students", while another one elucidates, "We do see progress in all of them, but they're not going to be all on grade level by the end." While sociocultural and academic achievement goals hold roughly the same level of teacher expectation for students in Years II and III, life skills such as being motivated, showing teamwork, work ethic and respect for others show a dramatic increase in Year III of the study. This feeling was reflected in one teacher's comment,

> "We are still improving; we are disappointed that (some) didn't move as high."

Warren Elementary School

The leadership at this school has worked hard to create a culture of shared decision-making and collaboration within this school, as is evidenced by the climate. In Year I of this initiative, teachers felt that while there was a positive climate at the school, there was a mixed climate and others felt that things were going from positive to negative. In Year II of this study, all teachers felt that the climate was much more positive than Year I likely because many "negative" teachers left the school at the end of Year I. In Year III of the initiative, teachers felt that the climate at their school was a positive one. This shows a climate that, while generally positive, has been in flux throughout the three years of this initiative. Decision-making at Warren may be part of the reason for this climate. At the beginning of the study, teachers felt that their opinions were valid and heard at this school, while others felt they had increased decision-making power. In Years II and III of this initiative, teachers felt the broad budget and instructional decisions were made by the administration and the learning communities. Regarding budget, one teacher stated,

> "Our community has its own budget and we don't have to ask permission,"

Another teacher noted regarding instructional decisions,

> "The way that I teach is a big deal to me, to be able to do and teach how I want to teach or how I feel the kids need to be taught."

This support goes a long way to enabling these teachers to feel empowered and happy to be at work in Year II of the study. Having instructional decision-making power at Warren is evidenced by teacher expectations for their students. In Year I of the study, interpersonal aspects such as wanting their students to grow/develop as people are far behind those teachers who want their students to succeed academically. In Year II of the

study, teachers wanted their students to be responsible for their own learning as well as to achieve up to grade level. In Year III of this study, teachers were almost evenly divided in wanting their students to have good manners and succeed academically. It is interesting to note that academic achievement was a top (though fluctuating in emphasis) priority all three years of this initiative, but the interpersonal aspects of learning shifted from year to year. Regardless of which shift occurred, each year there was a strong emphasis placed on interpersonal skills. One teacher noted,

> "Our expectations on all levels are higher, as far as meeting criteria for testing, moral obligations that we have for the students are larger because they really are doing so good."

Teachers felt that the supports provided them allowed them to believe they could achieve their goals for their students. In Year I of this initiative, teachers felt that having help in the classroom from aides, as well as having professional development/training to utilize the new materials, were very beneficial supports for them. In Year II, while this shifted slightly so that their learning community based professional development was seen as the biggest support, others such as having permanent substitutes, and administrative backing for training time of new materials were strongly felt to be supportive as well. Overwhelmingly in Year III of this study, teachers felt that the administration served as their largest support. It is evident from the data that this school has shown upswings every year since the initiation of the innovation in more and more shared governance, as well as a strong spirit of teamwork within the teachers. It is clear that the teachers at Warren are finding their voice, as one teacher shares,

> "I think slowly teachers are, especially the teachers that have stayed this long, they're finally finding more of their voice. Previously we let the lead team take care of it all. So, you figure it out and disseminate the information and give it to us. But I think slowly more people are finding the confidence and the permission, the permission was always there, it was just never known or they were not used to their own voice. I think it's evolved."

The Parents

Two sources of data were collected from parents to try to determine the degree of their involvement in their children's schools, the satisfaction with the education their children were receiving, and their involvement in their children's schools. First, a fourteen-question parent survey (see Appendix A) was developed and given to parent at all ESS schools at the beginning and end of Year I, II, and III. Second, Parent Focus Groups were conducted at all schools in the spring of Year II. Following we will discuss the parent surveys and then the Parent Focus groups.

Parent Surveys

Parent surveys were administered both Spanish and English. They were kept short so that filling them out would be easy for parents. Parent surveys were given to each classroom teacher. Teachers were asked to send the survey home with each child. Children brought the surveys back to school when their parents had completed them. Center staff then collected the surveys from each school.

Adams Elementary School

The first Parent Survey was administered in the Beginning-of-Year I. It was given in October-November, 2006. One hundred twenty-two (122) Adams Elementary School parents returned completed surveys. All survey questions used a six-point Likert Scale with responses ranging from "disagree strongly (1)" to "agree strongly (6)." The survey contained 14 questions. The survey was designed so that several (two to five) questions address each of three conceptual subscales dealing concepts such as:

- ◊ Parent perceptions of **School Expectations** for their children.
- ◊ Parent perceptions of the **Quality of Education** their children are receiving.
- ◊ Parent perceptions of their overall **Involvement** in their children's schools.

Survey data will be summarized for each ES in terms of the means for each of these conceptual categories. This is done for descriptive purposes and as a way of identifying some tentative trends in each school. Also, data will be presented regarding the change in mean ratings of individual survey questions over time (from the beginning of the project to the end of the project).

The initial Parent Survey, given at the Beginning of Year I, produced the following findings in terms of the three conceptual subscales:

- ◊ **High Expectations** – **Mean = 5.47**. Adams parents perceived that the Adams teachers had high expectations for student achievement for all students.
- ◊ **Parent Involvement** -- **Mean = 5.16**. Adams parents perceived that they were involved in their children's schooling at Adams; however, there was some concerns voice about the lack of parent involvement in school decision making.
- ◊ **Quality Education** -- **Mean = 5.32**. Adams parents perceived that Adams teachers were providing their children with a quality educational experience, in general, and in both mathematics and reading.

Overall, Adams parents gave the school high marks for parent and community involvement. Teachers were seen and engaged and concerned, and providing a high quality educational experience.

The final Parent Survey was administered at the End-of-Year III. It was given in April-May, 2009. The number of surveys returned at the End-of-Year III was 225 – a difference of 103 more parents taking the End-of-Year III Survey than took the Beginning-of-Year I Survey. The results will again be presented in terms of means for the three conceptual concepts represented in the survey. Changes in means will be discussed when they are present.

- ◊ **High Expectations** – **Mean = 5.45**. The mean on this concept was virtually identical from Year I to Year III of the study. Adams parents perceived a consistent commitment on the part of Adams teachers to expect and require strong academic performance from all students.

- ◊ **Parent Involvement** -- **Mean = 5.15**. Adams parents perceived that they were involved in their children's schooling across the three years of the ESS; indeed, the mean for this concept was virtually identical from Year I to Year III.

- ◊ **Quality Education** -- **Mean = 5.42**. Parent perceptions of the quality of education their children were receiving at Adams increased slightly (+.10) over the three years of the study. It is interesting to note that Adams students increased their SCRT performance over this time period as well.

Concluding Comments

The overall means for the Beginning-of-Year I Survey and the End-of-Year III Survey increased slightly for Adams parents (M= 5.16 and M= 5.22) reflecting the consistency of parents' perceptions. Another indicator of the stability of parents' perceptions across time is to examine increases and/or decreases of individual question means from one survey administration to another. **However, none of the questions for the Adams parents showed a statistically significant difference between the two survey administrations**. However, although no questions showed a statistically significant difference individually, there was a large increase in the mean differences for several questions that deal with parents' and community influence on school decision making (questions 3 and 7), as well as parent involvement (question 6). When the responses for these three questions are taken together as a group, the increase does become statistically significant ($t=2.53$, $p<.05$). This suggests that parent perceptions of decision making and involvement increased over the duration of the study.

In conclusion, we are left to conclude that our initial conjecture was correct, at least with reference to parent perceptions. Adams was engaged in "empowerment" activities

even before it was designated as an ES. Its parent involvement program was solid at the beginning of the ESS and remained so or even improved slightly at the end.

Antonello Elementary School

The first Parent Survey was administered in the Beginning-of-Year I. It was given in November-December, 2006. Three hundred and eleven (311) Antonello Elementary School parents returned completed surveys. The results will be presented in terms of means for the three conceptual concepts represented in the survey. Changes in means will be discussed when they are present.

- ◊ **High Expectations** – **Mean = 5.49**. Antonello parents perceive that their teachers have high expectations for student achievement. This result reflects, at least partially, the fact the Antonello was engaged in "empowerment" activities even before it was selected as an ES.

- ◊ **Parent Involvement** -- **Mean = 5.21**. Again, Antonello parents have been highly involved with the school since before the ESS began.

- ◊ **Quality Education** -- **Mean = 5.29**. Parents perceive Antonello as a school that provides a quality education, particularly in reading (mean = 5.32) and mathematics (mean = 5.27).

Data suggest that the Antonello parents perceive a high level of involvement and satisfaction with their children's school and their children's education. Teachers and the school's administration demonstrate the same perceptions.

The final Parent Survey was administered at the End-of-Year III. It was given in April-May, 2009. The number of surveys returned at the End-of-Year III was 311 – the identical number of parents that took the Beginning-of-Year I Survey. The result will be presented with reference to the conceptual subscales.

- ◊ **High Expectations** – **Mean = 5.55**. Antonello parents continued to perceive that their teachers have high expectations for student achievement. This mean increased slightly over the mean obtained from the Beginning-of-Year I survey.

- ◊ **Parent Involvement** -- **Mean = 5.26**. Again, Antonello parents perceive that they have been highly involved with the school since before the ESS started. Again, this mean increased slightly over the mean obtained from the Beginning-of-Year I survey.

- ◊ **Quality Education** -- **Mean = 5.40**. Parents perceive Antonello as a school that provide a quality education. The mean for overall education increased (+.11), as did the means for reading and mathematics.

Concluding Comments

The overall means for the Beginning-of-Year I Survey and the End-of-Year III Survey increased slightly for Antonello parents (M= 5.22 and M= 5.28) reflecting the consistency of parents' perceptions. Another indicator of the stability of parents' perceptions across time is to examine increases and/or decreases of individual question means from one survey administration to another. **There were three individual questions that showed significant increases/decreases for the Antonello parents between the two survey administrations**. These questions are discussed in more detail below:

- ◊ **Teachers contact me regularly about my child's progress** -- question 12. Antonello parents rated their agreement with this statement moderately on the Beginning-of-Year I administration of the survey (M= 5.07). Their agreement with this statement increased on the End-of-Year III administration (M= 5.27), an increase of +.20. ($t=2.14$, $p<.05$)

- ◊ **Teachers meet my child's learning needs** -- question 5. Antonello parents rated their agreement with this statement highly on the Beginning-of-Year I administration of the survey (M= 5.28). Their agreement with this statement increased on the End-of-Year III administration (M= 5.47), an increase of +.19. ($t=2.74$, $p<.05$)

- ◊ **Teachers consider my child's learning needs** -- question 13. Antonello parents rated their agreement with this statement highly on the Beginning-of-Year I administration of the survey (M= 5.28). Their agreement with this statement increased on the End-of-Year Year III administration (M= 5.44), an increase of +.16. ($t=2.23$, $p<.05$)

Patterns from these three questions indicate that parents' perceptions about the effectiveness of teachers meeting their children's learning needs have increased between the first and last administration of the survey. This includes an increase in parents' perception of their contact with the teacher. These increases suggest that teachers may have taken steps to increase their pro-activeness with respect to the children's learning needs, as well as keeping parents apprised of the children's progress.

Culley Elementary School

The first Parent Survey was administered in the Beginning-of-Year I. It was given in November-December, 2006. Three hundred and twelve (312) Culley Elementary School parents returned completed surveys. The results will be presented in terms of means for the three conceptual concepts represented in the survey. Changes in means will be discussed when they are present.

- ◊ **High Expectations** – **Mean = 5.19**. Culley parents perceive that their teachers have high expectations for student achievement. This high mean is a bit surprising given the turmoil that surrounded the new Principal and staff replacing the old Principal and staff.

- ◊ **Parent Involvement** -- **Mean = 4.89**. Culley parents perceive that they are involved with their school. Again, this mean is higher than expected.

- ◊ **Quality Education** -- **Mean = 5.07**. Parents perceive Culley as a school that provides a quality education, particularly in reading (mean = 5.00) and mathematics (mean = 5.02). Again, this is surprising because Culley SCRT scores in both reading and mathematics lagged well behind the District mean in Year I of the study.

The final Parent Survey was administered at the End-of-Year III. It was given in April-May, 2009. The number of surveys returned at the End-of-Year III was 370 – a difference of 58 more parents taking the End-of-Year III Survey than took the Beginning-of-Year I Survey. The results will be presented in terms of means for the three conceptual concepts represented in the survey. Changes in means will be discussed when they are present.

- ◊ **High Expectations** – **Mean = 5.27**. Culley parents; perception that their teachers have high expectations for student achievement remained essentially constant across the three years of the ESS. This is interesting in the context of the SCRT achievement scores, which showed consistent improvement over the three years of the ESS.

- ◊ **Parent Involvement** -- **Mean = 4.83**. Culley parents perceive that they are involved with their school. Again, this mean remained almost constant from Years I to III.

- ◊ **Quality Education** -- **Mean = 5.18**. Parents perceive Culley as a school that provides a quality education and this mean increased (+.11) over the three years of the study. This increase mirrors the increase in Culley students' achievement scores on the SCRT. Also, parent perceptions of both the quality of the reading (+.21) and mathematics instruction (+.16) increased as well.

Concluding Comments

The overall means for the Beginning-of-Year I Survey and the End-of-Year III Survey were virtually identical for Culley parents (M= 4.94 and M= 4.96) reflecting consistency of parents' perceptions. Another indicator of the stability of parents' perceptions across time is to examine increases and/or decreases of individual question means from one survey administration to another. **There were two individual questions that showed significant increases/decreases for the Culley parents between the two survey administrations**. These questions are discussed in more detail below:

- ◊ **My child's school wants parents to be involved** -- question 2. Culley parents rated their agreement with this statement highly on the Beginning-of-Year I administration of the survey (M= 5.36). Their agreement with this statement decreased on the End-of-Year III administration (M= 5.08), a decrease of -.28 ($t=3.33$, $p<.05$). The decrease in rating on this question was responsible for the slight overall decline of the Involvement conceptual subscale. The result suggests that this issue requires further investigation because Culley opened a Parent Center during the project. The Center has enjoyed overwhelming community participation and support.

- ◊ **My child is receiving a good education in reading** -- question 11. Culley parents rated their agreement with this statement moderately on the Beginning-of-Year I administration of the survey (M= 5.02). Their agreement with this statement increased on the End-of-Year Year III administration (M= 5.23), an increase of +.21 ($t=2.13$, $p<.05$). It should be noted that Culley reading score increased consistently across the three years of the ESS.

The decrease in parent perception of the degree to which the school wants parents to be involved (question 2) could be due to manner in which empowerment was implemented at this school. In order to achieve successful implementation of new and unique innovations, the principal and staff may move quickly, sometimes without the full participation of parents. The decrease in parents' perceptions about their involvement and participation in their children's education is, however, atypical and worthy of further investigation.

The increase in parents' belief that their children are receiving a good education in reading could be due to several Culley-created reading programs (Focused Reading and PDCA) of which parents have been made aware.

Warren Elementary School

The first Parent Survey was administered in the Beginning-of-Year I. It was given in November, 2006. One hundred thirty-nine (139) Warren Elementary School parents

returned completed surveys. The results will be presented in terms of means for the three conceptual concepts represented in the survey. Changes in means will be discussed when they are present.

- ◊ **High Expectations** – **Mean = 5.24**. Warren parents perceived that their teachers had high expectations for student achievement.

- ◊ **Parent Involvement** -- **Mean = 4.94**. Warren parents perceive that they are somewhat involved with their school.

- ◊ **Quality Education** -- **Mean = 5.00**. Parents perceive Warren as a school that provides a quality education.

Data suggest that the Warren parents perceive that the school staff wants their children to learn and wants the parents to become involved. Teachers feel that parent involvement has grown in a positive direction throughout the year. Parents also feel their children are getting a good education. However, parents perceive that they, and the community, have less than the desired level of influence at the school.

The final Parent Survey was administered at the End-of-Year III. It was given in April-May, 2009. The number of surveys returned for the End-of-Year III Survey was 455 – a difference of 316 more parents taking the End-of-Year Survey than took the Beginning-of-Year I Survey. We are not sure at this point what motivated so many more parents to return surveys during the last administration. It does not appear to have been motivated by an outpouring of either positive or ill toward the Warren Principal or teachers because the mean survey responses did not vary much at all from the responses given on the Beginning-of-the-Year I Survey. The results will be presented in terms of means for the three conceptual concepts represented in the survey. Changes in means will be discussed when they are present.

- ◊ **High Expectations** – **Mean = 5.17**. Warren parents perceive that their teachers have high expectations for student achievement. This mean is slightly lower than the mean computed for the Beginning-of-Year I parent survey.

- ◊ **Parent Involvement** -- **Mean = 4.85**. Warren parents perceive that they are somewhat involved with their school. . This mean is slightly lower than the mean computed for the Beginning-of-Year I parent survey.

- ◊ **Quality Education** -- **Mean = 5.03**. Parents perceive Warren as a school that provides a quality education. The mean for this and the previous administration are almost identical.

Concluding Comments

The overall means for the Beginning-of-Year I Survey and the End-of-Year III Survey were very similar for Warren parents (M= 4.94 and M= 4.87) reflecting consistency of parents' perceptions. Another indicator of the stability of parents' perceptions across time is to examine increases and/or decreases of individual question means from one survey administration to another. **There was one individual question that showed significant increase/decrease for the Warren parents between the two survey administrations**. This question is discussed in more detail below:

- ◊ **Our community influences decisions at my child's school** -- question 3. Warren parents rated their agreement with this statement moderately low on the Beginning-of-Year Year I administration of the survey (M= 4.18). Their agreement with this statement decreased on the End-of-Year Year III administration (M= 3.75), a decrease of -.43. ($t=2.37$, $p<.05$)

It is clear that Warren parents perceptions of the degree of community influence on school decision making fell during the three years of the study. Yet, the parents still perceived the school as a very positive place. Parent focus group information may shed some light on this inconsistent finding.

Parent Focus Groups

In April and May, 2008, Parent Focus Groups were conducted at each of the schools in the study. They were conducted using a protocol developed by the ET (See Appendix A). The Parent Focus Groups were designed to gather more information from parents about topics covered on the Parent Survey. In addition, a number of unanticipated issues had come up in the study concerning parents, and it was thought that a focus group would be the best way to uncover more information about these issues.

Principals were asked to provide a location for the focus group to take place at each school, and to make an announcement to parents about it. Usually the PTA officers contacted a number of parents about the focus group and invited them to attend. The number of parents attending the focus groups varied from about 5 to about 30 depending on the school. At some schools, the principal provided a translator so that Spanish-speaking parents could participate. Members of the ET conducted the focus groups at each school using the protocol mentioned above. The focus groups lasted anywhere from 45 minutes to an hour. Below is a summary of the focus group responses from the parents at each ES.

Adams Elementary School

Parents at Adams said their children were receiving "a great education." They liked the fact that their child could get extra help if needed, and they also liked full-day

kindergarten. They did not like the recent change in report card format and felt there was too much pressure on ESs to perform.

Parents expressed that there was not enough parent involvement at the school with most parents only showing up for special events. One parent thought that parents were not listened to as much as they should be. They thought that the principal and teachers support and encourage special activities like fine arts night and the carnival, but that there was little parent involvement in decision making.

The parents had negative comments about the principal. They said that the quality of leadership had declined and that there was a reduction in teacher morale. They said that some good teachers were leaving because the principal had created too much competitiveness among the teachers, which led to low morale. The teachers by and large are doing a good job, but some good teachers are leaving and bad teachers are staying.

Antonello Elementary School

Antonello parents said that the education their children were receiving was "fabulous and wonderful." They felt the standards were high and that children were getting "more challenges."

They thought there was a lot of parent participation at the school, but acknowledged that some parents have more time and energy than others. The parents expressed that their own level of involvement in school activities was good. They said that the principal supports everything that encourages parent involvement, and that a handful of teachers also support everything that encourages parent involvement.

Antonello parents said they were happy with their children's progress in reading. "Everything kids do involves reading" and the program at this school is great. Teachers try to develop a love of reading. The kids are challenged and will choose difficult books to read on their own. Some parents said their children took advantage of the free tutoring that was offered. In math, the program is "fabulous." It is strong on problem solving and stresses rigorous homework. "Family Math," which relies on real-world problems, helps.

The parents were elated with the job the principal was doing – there was "nothing negative" to say. The principal supports parents and teachers, addresses and handles problems, and makes sure the teachers have the resources they need. The job that teachers are doing is "spectacular."

Parents said that more support from businesses is one of the things that would make Antonello better. They also said that more parent involvement would make the school

better, especially if more parents would take the time to get a better understanding of what goes on in the classroom.

Culley Elementary School

Culley parents said their children were getting a good education and that the programs make the children "want to learn."

Parents thought there was a lot of participation, but not as much as there should be. The opening of the Parent Center and classes for parents should lead to increased involvement. They felt that the principal and teachers encourage parent involvement. Several teachers conduct after school programs for parents and parents appreciate these programs.

Culley parents thought the reading program is great. It challenges the kids and encourages them to "stretch" by choosing more difficult books to read. They thought the math program was "fabulous."

The parents thought that the principal has done a "great job." She invites parent involvement and has created a safer school environment. The teachers are "wonderful." They want all the students to succeed and are really committed to students – "a passion, not just a job."

Culley parents expressed that a greater show of interest on the part of parents would make the school better. Some parents said that keeping the same principal and teachers would also help the school.

Warren Elementary School

At Warren parents said they were "really happy" and satisfied their children were receiving a "great education." They also were grateful that parents could get help with family issues.

Some Warren parents said there was not enough parent involvement. Several parents thought they were listened to – they thought that they do have the opportunity to discuss and have an impact on decisions. The creation of a "parent liaison" position will help increase involvement; so should the Hispanic principal. They were appreciative of the special services for parents and families.

In reading, the parents talked about the "100 Book Challenge" as a great motivator. They said they were really pleased with their child's progress in reading. They thought their child's progress in math was very good.

The parents were "really happy with" the principal. She is a great communicator and motivator and invites parent involvement. She has created a safer school environment. The teachers are doing a great job. The teachers want all students to succeed. Parents said that the students are gaining knowledge, which gives them the power to succeed.

Parents felt that more parent involvement would make Warren a better school. They talked about the problem of parents not understanding how to help with homework – they suggested that more parent-networking could help.

Summary and Commentary

The UNLV Center for Evaluation and Assessment was contracted by Clark County School District to evaluate four ESs over a three-year period to answer one deceptively simple question: Does the CCSD-EM, when implemented in elementary schools, improve student achievement scores on the SCRT in reading and mathematics? We say this is a deceptively simple question because no two ESs implemented the CCSD-EM in exactly the same way. There were several other complicating factors as well. Principals at the four ESs had very different leadership styles, and leadership style can be directly related to student achievement (Hall & Hord, 2006). Two of the schools remained intact after they were selected as ESs (Adams and Antonello); hence, implementing the CCSD-EM in these schools faced fewer context-based challenges. Two schools were completely reconstituted – new Principal and new staff -- when they were designated as ESs (Culley and Warren). Hence, while these four schools were all called ESs, it is clear that they were also very different. We note these complexities for three reasons: (1) these differences will make it <u>more difficult</u> to find group differences between ESs and CSs, (2) these differences required the collection of additional data to try to explain why the students from different ESs performed as they did on the SCRTs, and (3) these differences require that simple, direct comparisons among individual ESs will likely require significant additional context in order to be meaningfully interpreted.

The remainder of this section will be organized as follows: First, we will present a summary of the relevant Student Achievement data and give an initial answer to the "group difference" question asked by CCSD. Second, we will present achievement data that relates to differences among ESs across time. Third, we will present summary profiles of each ES to highlight the differences and similarities among these schools. Fourth, we will identify key aspects of the data that suggest possible guidelines for the successful implementation of the CCSD-EM in new groups of empowerment schools.

<u>ES vs. CS Group Comparisons on SCRT Scores</u>

As a group, students from ESs significantly outperformed students from CSs at the following levels: third grade reading and mathematics; fourth grade reading and mathematics; and fifth grade reading and mathematics (see Tables 5, 6, 7, 8, 9, and 10) for significance-testing information. These results give the deceptively simple answer

to the deceptively simple questions asked by Dr. Karlene McCormick-Lee at the beginning of the ESS. Indeed, these results can be viewed as relatively robust given the amount of extraneous variance introduced by the important differences among the ESs. With that said, the eta-squared values were relatively small suggesting that variables other than the CCSD-EM contributed to the success of the ESs.

Student performance from ES students was significantly better than student performance from CCSD schools that were not included in this study in two situations. ES students had significantly higher SCRT scores than did non-study school students in the following areas: fourth grade reading (ESs mean = 321.1, District mean = 310.2) and fourth grade mathematics (ESs mean = 373.4, District mean = 330.9). One explanation for these results might be that many ES third graders come to the schools at-risk for academic failure. These students had only been at the ESs for one-year; hence, they had not had enough time to catch up to their non-at-risk peers. By the fourth grade testing period, these students had two full years of exposure to ES programs, teachers, and schools. There test scores might just be beginning to show the cumulative effect of being in an ES. Fifth graders likely experienced the CCSD-EM in its first year of implementation, when implementation problems were still prominent in all ESs. Another interpretation of these results could be that the SCRT is not vertically integrated; hence, the fourth grade test could actually be relatively easier than either the third or fifth grade tests. Regardless of these cautions, these results suggest that the CCSD-EM was a success in the terms defined by CCSD. Also, suggested is that the CCSD-EM seems worthy of continued study in the hopes of identifying the relative contributions to success of different aspects of the CCSD-EM and the different contextual variables that might make the CCSD-EM more or less effective.

ES and CS Student SCRT Performance over Time between Cohort Groups

The purpose of these analyses was to determine if ES student scores improved over time (within grades), and more specifically, to determine if ES student scores improved at a faster rate than did CS student scores. It should be noted that these analyses involved holding grades constant. For example, Figure 1 shows how different groups of third graders performed on the SCRT reading and mathematics subscales in the three study years – 2007, 2008, and 2009. Figures 2 and 3 show the results of the same analyses in the fourth and fifth grades, respectively.

The results from these three analyses will be discussed separately and in order from third to fifth grade. Third grade reading results showed that ES students significantly outperformed CS students and that in general, all students performed better on the tests in each consecutive year. No significant interaction was found. Third grade mathematics has a slightly different pattern. ES students performed better than CS students across the grades and the performance of all students increased over grade level. Finally, ES students significantly outperformed CS students in 2008, but not in either 2007 or 2009.

Fourth grade results were similar. ES students outperformed CS students in reading across all grade levels and performance increased from 2007 to 2009. For reading scores, fourth graders in each successive cohort had significantly higher scores for both ES students and CS students. The fourth grade scores in mathematics revealed that ES students outperformed CS students at all time points. Also, the mathematics results showed that the trajectory of the ES student scores was higher than the trajectory of the CS student scores.

The fifth grade results showed a similar pattern to the third grade results. Fifth grade reading scores showed again that the ES students outperformed CS students across grade levels. Also, all students improved their test scores from 2007 to 2009. The weak eta-squared values suggest that these differences are of questionable value; however, the trends are interesting. All CCSD students seem to be scoring on the SCRTs with each successive test administration. This may suggest a flaw in test construction, that the teachers are learning the test and teaching it, or that the general level of student SCRT performance in CCSD is increasing because of the implementation of strong instructional programs. More research would be needed to determine if any of these explanations is correct.

ES and CS Student SCRT Performance over Time within Cohort

The purpose of these analyses was to track the performance of ES and CS students over time. Only one set of analyses can be done because we have data on only one complete cohort -- the 2007 third grade cohort. These analyses track the one group of students at each school over three year period of the ESS. Analyses were conducted on both reading and mathematics performance. The results of the reading analyses showed that all students significantly improved their SCRT performance from third to fifth grade and the ES students outperformed the CS students at all levels. Also, analyses revealed that the ES students' scores and the CS students' scores changed differently over time. This means that as time passed, ES student performance got progressively higher than the CS students. Figure 4 presents this data visually. Stated another way, ES students and CS students began in 2007 with very similar third grade reading scores. At fourth grade, this performance difference had grown in favor of the ES students. By fifth grade, the ES student advantage had grown larger still, perhaps suggesting that ES students were improving at a faster rate.

Similar results were obtained from the mathematics SCRT scores. Scores for all students grew over time; however, the scores for ES students tended to be higher at each time. Also, exactly as in the reading analysis, ES students' scores and the CS students' scores changed differently over time. ES students and CS students began in 2007 with very similar third grade mathematics scores. At fourth grade, this performance difference had grown larger in favor of the ES students. By fifth grade, the ES student advantage had grown larger still. Again, this might suggest that ES students were improving at a

faster rate than CS students. All of these results should be interpreted cautiously, because of the lack of vertical integration in the SCRTs.

The final set of analyses in this section looked at the same, within cohort, comparisons for individual ESs in both reading and mathematics. For reading, only students' scores from Culley and Adams showed significant changes over the three year period; both schools show the same pattern of results – large increases from third to fourth grade and small declines from fourth to fifth grade. Antonello student scores showed a non-significant decline from third to fourth to fifth grades. Warren students showed a slight, non-significant, increase from third to fourth to fifth grades

The analyses of the mathematics scores revealed different results. Mathematics scores changed significantly from third to fifth grade for all four ESs – Adams, Antonello, Culley, and Warren. Culley and Adams students had almost identical score trajectories, while Antonello students' again displayed a gradual decline. Even though their scores were consistently lower, Warren students' scores showed consistent average improvement over the three-year period.

Rank Order Comparison of ESs in Reading and Mathematics

It seems reasonable to rank-order individual school performance to get at least an initial picture of what is happening in each of the ESs compared to each other and compared to the District mean performance. The scores presented below are from 2009. This seems particularly important given the inconsistent patterns of results yielded by the student performance analyses. Table 23 shows all four ESs rank-ordered in terms of third grade reading and mathematics performance. Table 24 shows all four ESs rank-ordered in terms of fourth grade reading and mathematics performance and Table 25 shows all four ESs rank-ordered in terms of fifth grade reading and mathematics performance.

School	Reading	School	Math
Antonello	**321.2**	**Culley**	**324.9**
Adams	**319.2**	**Antonello**	**321.2**
Culley	307.2	**Adams**	314.0
Warren	276.6	**Warren**	299.2
District Mean	312.2		316.7

Table 23. *Third Grade Reading and Mathematics Scores.* Bolded red numbers indicate scores numerically above the District mean.

School	Reading	School	Math
Antonello	**351.7**	**Adams**	**390.2**
Adams	**321.3**	**Antonello**	**374.3**
Culley	**313.5**	**Culley**	**374.2**
Warren	278.1	**Warren**	**350.1**
District Mean	310.2		330.9

Table 24. *Fourth Grade Reading and Mathematics Scores*. Bolded red numbers indicate scores numerically above the District mean.

School	Reading	School	Math
Antonello	**320.1**	**Antonello**	**334.4**
Culley	**292.0**	**Culley**	**330.4**
Adams	**290.7**	**Adams**	312.9
Warren	274.3	**Warren**	305
District Mean	294.5		319

Table 25. *Fifth Grade Reading and Mathematics Scores*. Bolded red numbers indicate scores numerically above the District mean.

It seems clear from the three rank-ordered tables that the highest performing schools among the ESs on the reading subscale were Adams Elementary School, Antonello Elementary School and Culley Elementary School. Almost all of the average scores for these three schools were above the District mean. The same pattern emerged on the mathematics subscale; Adams Elementary School, Antonello Elementary School, and Culley Elementary School were the highest performing schools. Warren Elementary School was the lowest ES in terms of student scores in both reading and mathematics; however, Warren's fourth grader mathematics scores improved enough to exceed the district mean. This could be due to a switch of mathematics programs implemented at Warren in the Beginning of Year II of the project.

Understanding Individual ES Performance Scores Using the Performance Bridge

The Performance Bridge is not the same as Hall's concept of the Implementation Bridge, but it is a related idea to help display how much each ES's students had to improve to reach their current SCRT performance levels in reading and mathematics, exceed the District mean in both areas, and improve the schools AYP designation. Following Hall, we will designate these tasks as crossing a Performance Bridge; hence, the distance the each ES must cross varies for each school depending on starting point. This analysis will be conducted for all four ESs.

Kirk Adams Elementary School

Adams received an AYP designation of "In Need of Improvement" in the 2006-2007 academic year -- a particular deficit was noted in the reading achievement (ELA) of Adams students. Student performance on the mathematics subscale was designated as "Adequate." Adams 2009 AYP designation is "Adequate."

Examination of Adams SCRT student performance means on the reading subscale supports the notion that Adams has made significant progress in crossing the student Performance Bridge, at least in the third and fourth grades. Performance remained essentially unchanged for fifth grade readers. Also, Adams students' SCRT reading performance scores in third and fourth grade now exceed the CCSD mean. Table 26 shows the progress Adams students have made from 2007 to 2009 in third grade SCRT scores in reading. Tables 27 and 28 illustrate the progress of Adams students in reading at the fourth and fifth grade levels, respectively. Again, note that the SCRT test is not the best assessment by which to demonstrate growth.

	2007 Reading	2009 Reading	Score Gain	Percent Gain
Adams	291	**319**	+28	**9.6%**
District		312		

Table 26. ***Third grade*** *SCRT mean student performance scores*. Bolded, blue Adams scores indicate that the score is above the District mean.

	2007 Reading	2009 Reading	Score Gain	Percent Gain
Adams	307	**321**	+14	**4.6%**
District		310		

Table 27. ***Fourth grade*** *SCRT mean student performance scores*. Bolded, blue Adams scores indicate that the score is above the District mean.

	2007 Reading	2009 Reading	Score Gain	Percent Gain
Adams	293	291	-2	**Less than -1%**
District		294		

Table 28. ***Fifth grade*** *SCRT mean student performance scores*. Bolded, blue Adams scores indicate that the score is above the District mean.

Students at Adams made similar progress in mathematics. Third and fourth graders showed progress while fifth graders actually lost some ground. Also, Adams students' SCRT mathematics performance scores in fourth grade now exceed the CCSD mean. Table 29 shows the progress Adams students have made from 2007 to 2009 in third grade SCRT scores in mathematics. Tables 30 and 31 illustrate the progress of Adams students in mathematics at the fourth and fifth grade levels, respectively. Again, note that the SCRT test is not the best assessment by which to demonstrate growth.

	2007 Mathematics	2009 Mathematics	Score Gain	Percent Gain
Adams	296	314	+8	**6.1%**
District		316		

Table 29. ***Third grade*** *SCRT mean student performance scores*. Bolded, blue Adams scores indicate that the score is above the District mean.

	2007 Mathematics	2009 Mathematics	Score Gain	Percent Gain
Adams	317	**390**	+73	**23.1%**
District		331		

Table 30. ***Fourth grade*** *SCRT mean student performance scores*. Bolded, blue Adams scores indicate that the score is above the District mean.

	2007 Mathematics	2009 Mathematics	Score Gain	Percent Gain
Adams	337	313	-24	**-7.1%**
District		319		

Table 31. ***Fifth grade*** *SCRT mean student performance scores*. Bolded, blue Adams scores indicate that the score is above the District mean.

These data suggest that Adams has travelled almost completely across the Performance Bridge during the three years of the ESS.

Lee Antonello Elementary School

Antonello received an AYP designation of "High Achieving" in the 2006-2007 academic year. Student performance on the mathematics and reading subscales were designated as "Adequate." This suggests that Antonello was already across the Performance Bridge in terms of the AYP indicator before the ESS started. Antonello lost a bit a ground on the AYP measures by receiving an AYP designation of "Adequate" for the 2008-2009 academic year.

Examination of Antonello SCRT student performance means on the reading subscale support the notion that Antonello was already pretty much across the Performance Bridge when the ESS started. Antonello students' SCRT reading performance in the third, fourth, and fifth grades all exceed the CCSD mean. Table 32 shows the progress Antonello students made from 2007 to 2009 in third grade SCRT scores in reading. Tables 33 and 34 illustrate the progress of Antonello students in reading at the fourth and fifth grade levels, respectively. Again, note that the SCRT test is not the best assessment by which to demonstrate growth.

	2007 Reading	2009 Reading	Score Gain	Percent Gain
Antonello	323	**321**	-2	**Less than -1%**
District		312		

Table 32. ***Third grade*** *SCRT mean student performance scores*. Bolded, blue Antonello scores indicate that the score is above the District mean.

	2007 Reading	2009 Reading	Score Gain	Percent Gain
Antonello	320	**352**	+32	**10%**
District		310		

Table 33. ***Fourth grade*** *SCRT mean student performance scores*. Bolded, blue Antonello scores indicate that the score is above the District mean.

	2007 Reading	2009 Reading	Score Gain	Percent Gain
Antonello	315	**320**	+5	**1.5%**
District		294		

Table 34. ***Fifth grade*** *SCRT mean student performance scores*. Bolded, blue Antonello scores indicate that the score is above the District mean.

Antonello third, fourth, and fifth grade students made varying degrees progress in mathematics. Third and fourth graders showed progress, while fifth graders actually lost some ground. Also, Antonello students' SCRT mathematics performance in third and fourth grade exceeds the CCSD mean. Table 35 shows the progress Antonello students have made from 2007 to 2009 in third grade SCRT scores in mathematics. Tables 36 and 37 illustrate the progress of Antonello students in mathematics at the fourth and fifth grade levels, respectively. Again, note that the SCRT test is not the best assessment by which to demonstrate growth.

	2007 Mathematics	2009 Mathematics	Score Gain	Percent Gain
Antonello	311	**321**	+10	**6.1%**
District		316		

Table 35. ***Third grade*** *SCRT mean student performance scores*. Bolded, blue Antonello scores indicate that the score is above the District mean.

	2007 Mathematics	2009 Mathematics	Score Gain	Percent Gain
Antonello	317	**390**	+73	**23.1%**
District		331		

Table 36. ***Fourth grade*** *SCRT mean student performance scores*. Bolded, blue Antonello scores indicate that the score is above the District mean.

	2007 Mathematics	2009 Mathematics	Score Gain	Percent Gain
Antonello	337	313	-24	**-7.1%**
District		319		

Table 37. ***Fifth grade*** *SCRT mean student performance scores*. Bolded, blue Antonello scores indicate that the score is above the District mean.

These data suggest that Antonello was already across the Performance Bridge when the project started. Indeed, Antonello has dropped back a bit in its AYP designation and the performance of some groups of its students.

Paul Culley Elementary School

Culley received an AYP designation of "In Need of Improvement" in the 2006-2007 academic year. Student performance on the mathematics and reading subscales was also designated as "In Need of Improvement." This suggests that Culley had a long distance to go before it could be judged as having crossed the Performance Bridge, in terms of the AYP indicator and student performance. Culley gained considerable ground in terms of the AYP measure by receiving an AYP designation of "Adequate" for the 2008-2009 academic year.

Examination of Culley SCRT student performance means on the reading subscale supports the notion that Culley has made good progress in crossing the student Performance Bridge in grades three, four, and five. Also, Culley students' SCRT reading performance in the fourth grade now exceeds the CCSD mean. Grades three and five means increased considerably to about the same level as the district mean. Table 38 shows the progress Culley students made from 2007 to 2009 in third grade SCRT scores in reading. Tables 39 and 40 illustrate the progress of Culley students in reading at the fourth and fifth grade levels, respectively. Again, note that the SCRT test is not the best assessment by which to demonstrate growth.

	2007 Reading	2009 Reading	Score Gain	Percent Gain
Culley	283	307	+24	**8.5%**
District		312		

Table 38. ***Third grade*** *SCRT mean student performance scores*. Bolded, blue Culley scores indicate that the score is above the District mean.

	2007 Reading	2009 Reading	Score Gain	Percent Gain
Culley	295	**314**	+19	**6.4%**
District		310		

Table 39. ***Fourth grade*** *SCRT mean student performance scores*. Bolded, blue Culley scores indicate that the score is above the District mean.

	2007 Reading	2009 Reading	Score Gain	Percent Gain
Culley	270	292	+22	**8.2%**
District		294		

Table 40. ***Fifth grade*** *SCRT mean student performance scores*. Bolded, blue Culley scores indicate that the score is above the District mean.

Culley third, fourth, and fifth grade students made varying degrees progress in mathematics. Third, fourth, and fifth graders showed progress. Also, Culley students' SCRT mathematics performance scores in third, fourth, and fifth grade now exceed the CCSD mean. Table 41 shows the progress Culley students have made from 2007 to 2009 in third grade SCRT scores in mathematics. Tables 42 and 43 illustrate the progress of Culley students in mathematics at the fourth and fifth grade levels, respectively. Again, note that the SCRT test is not the best assessment by which to demonstrate growth.

	2007 Mathematics	2009 Mathematics	Score Gain	Percent Gain
Culley	300	**325**	+25	**8.3%**
District		316		

Table 41. ***Third grade*** *SCRT mean student performance scores*. Bolded, blue Culley scores indicate that the score is above the District mean.

	2007 Mathematics	2009 Mathematics	Score Gain	Percent Gain
Culley	320	**374**	+54	**16.9%**
District		331		

Table 42. ***Fourth grade*** *SCRT mean student performance scores*. Bolded, blue Culley scores indicate that the score is above the District mean.

	2007 Mathematics	2009 Mathematics	Score Gain	Percent Gain
Culley	294	**330**	+36	**12.2%**
District		319		

Table 43. ***Fifth grade*** *SCRT mean student performance scores*. Bolded, blue Culley scores indicate that the score is above the District mean.

These data suggest that although Culley student performance scores and AYP designation still do not match those of Adams and Culley, Culley has made significant improvement over the three years of the ESS and narrowed the gap among the three schools considerably.

<u>Rose Warren Elementary School</u>

Warren received an AYP designation of "In Need of Improvement" in the 2006-2007 academic year. Student performance on the mathematics and reading subscales was also designated as "In Need of improvement." Thus, Warren joins Culley as the two schools with the greatest distance to cross on the Performance Bridge. Warren again received an AYP designation of "In Need of Improvement" for the 2008-2009 academic year, suggesting that it had not travelled far across the Performance Bridge from 2007 to 2009.

Examination of Warren SCRT student performance means on the reading subscale support the notion that Warren has not made much progress in crossing the student Performance Bridge in grades three and four. Grade five scores showed about a -3.0% reduction. Also, Warren students' did not exceed the SCRT reading performance CCSD mean in any grades. Table 44 shows the progress Warren students made from 2007 to 2009 in third grade SCRT scores in reading. Tables 45 and 46 illustrate the progress of Warren students in reading at the fourth and fifth grade levels, respectively. Again, note that the SCRT test is not the best assessment by which to demonstrate growth.

	2007 Reading	2009 Reading	Score Gain	Percent Gain
Warren	267	275	+8	**3.0%**
District		312		

Table 44. ***Third grade*** *SCRT mean student performance scores*. Bolded, blue Warren scores indicate that the score is above the District mean.

	2007 Reading	2009 Reading	Score Gain	Percent Gain
Warren	267	278	+11	**4.1%**
District		310		

Table 45. ***Fourth grade*** *SCRT mean student performance scores*. Bolded, blue Warren scores indicate that the score is above the District mean.

	2007 Reading	2009 Reading	Score Gain	Percent Gain
Warren	282	274	-8	**-2.8%**
District		294		

Table 46. ***Fifth grade*** *SCRT mean student performance scores*. Bolded, blue Warren scores indicate that the score is above the District mean.

In contrast to their still below par performance on the SCRT reading subscale, Warren students made outstanding progress in their mathematics performance at all grade levels. Also, Warren students' SCRT mathematics performance scores for fourth grade now exceed the CCSD mean. Table 47 shows the progress Warren students have made from 2007 to 2009 in third grade SCRT scores in mathematics. Tables 48 and 49 illustrate the progress of Warren students in mathematics at the fourth and fifth grade levels, respectively. Again, note that the SCRT test is not the best assessment by which to demonstrate growth.

	2007 Mathematics	2009 Mathematics	Score Gain	Percent Gain
Warren	243	299	+56	**23.1%**
District		316		

Table 47. ***Third grade*** *SCRT mean student performance scores*. Bolded, blue Warren scores indicate that the score is above the District mean.

	2007 Mathematics	2009 Mathematics	Score Gain	Percent Gain
Warren	258	**350**	+92	**35.7%**
District		331		

Table 48. ***Fourth grade*** *SCRT mean student performance scores*. Bolded, blue Warren scores indicate that the score is above the District mean.

	2007 Mathematics	2009 Mathematics	Score Gain	Percent Gain
Warren	278	305	+27	**9.7%**
District		319		

Table 49. ***Fifth grade*** *SCRT mean student performance scores*. Bolded, blue Warren scores indicate that the score is above the District mean.

These data suggest that while Warren students continue to struggle with their reading performance; their math performance has improved at an amazing rate. One wonders why this disparity in performance exists. This issue will be addressed later in this section. Another interesting finding that emerged from these results is that it is likely inappropriate to compare ESs with very different distances to travel across both the Implementation Bridge and the Performance Bridge. For instance, Antonello appears to be the most advanced school among the ESs; however, Antonello entered the ESS with an intact school, returning Principal, returning staff, AYP designation as a "high-performing school, and high student scores on the SCRTs. Compare that to Warren, which entered the ESS with a reconstituted school, new Principal, new staff, AYP designation of "needs improvement," and low scores on the SCRTs. Given these different starting points, one can see immediately that it is impossible to compare these two schools on any measure of relative success. From this perspective, comparisons should be made only between Adams and Antonello (short distances to travel) and Culley and Warren (long distances to travel).

The Role of Principal Leadership Style in ES Success

The Principal leadership literature (reviewed earlier) makes a strong case that Principal Change Facilitator Style (CFS) strongly influences student achievement and overall

school performance. Date from Hall's instruments suggested that the Principals from the four ESs could be classified as follows: Adams – Initiator/Manager; Antonello – Initiator; Culley – Initiator; and Warren – Manager. Data from this study provide some support for Hall's hypothesis. The schools of the two Initiator Principals performed very well. Antonello came into the study performing on a high level and left the same way. Culley came into the ESS performing at a low level and left performing at a high level. The school with the Initiator/Manager Principal also performed well, but perhaps not as well as the two Initiator principals' schools. Adams came into the study performing at a slightly lower level and left performing at a slightly higher level. The school with the Manager Principal had the most varied performance. Warren students came into the study performing at a low level. They left still performing at a low level in reading, but performing at an improved, but still relatively low level in Mathematics.

Teachers' Responses to the ES Innovation

Stages of Concern

The Stages of Concern Questionnaire (SoCQ) was administered in Year II of the project. The questionnaire is used to identify how far a reform effort has moved by measuring the levels of concerns about the reform on seven subscales. The findings from this instrument were similar across all ESs in that all ESs showed profiles that suggested that they were still in the early stages of the reform effort. However, some interesting differences did arise.

The Adams profile showed that the "Unconcerned" was very high (75th percentile) suggesting that most teachers were rather unconcerned about the reform innovation. Stage 2 Personal concerns were somewhat higher suggesting that teachers were having some personal discomfort with some aspects of the change process. Finally, low Stage 5 collaboration and Stage 6 scores suggest that the teachers are not yet, terribly about either of those notions. This profile is typical of a unit in the **very early stages** of the innovation. This is a bit surprising in that other evidence suggests that Adams was on the way to being an ES before it was selected as such.

As expected, the Antonello profile is typical of teachers who are **fully engaged** with the implementation. Self concerns (Stages 1, 2, and 3) are high, Task concerns (Stage 4) are medium, and Impact concerns (Stages 5 and 6) are low – though at Antonello they are a bit higher than expected.

The Culley concerns profile is representative of a unit in the **early stages** of implementation. Many teachers are still unconcerned (69th percentile); however, Stage 1 Informational concerns are relatively high (60th percentile). Stage 3 Personal concerns are relatively low compared to Antonello (Culley = 40th percentile, while Antonello = 68th percentile). Stage 3 Personal concerns usually increase as the implementation moves forward. The tailing up of Stage 6 Refocusing concerns suggests that some Culley

teachers are already planning ways of improving the innovation. This data point is corroborated by teacher survey data that suggests that Culley teachers are not totally satisfied with their school, even though their students' SCRT performance in reading and mathematics has increased dramatically.

The Warren profile is characteristic of a school in the **very early stages** of implementation. The unconcerned scale is relatively high (68th percentile), and Stage 1 Informational concerns and Stage 2 Personal concerns are relatively high. There is to great an emphasis on Stage 3 Management concerns (57th percentile) for a school at this very early stage of implementation. Also, Impact concerns (Stages 4, 5, and 6) are much higher than would normally be expected. These findings are not unexpected at Warren. The school had been informed early in the study that their students' performance on the mathematics subscale of the SCRT had to improve; thus, making Stage 4 Consequence concerns to the surface. Also, student performance on the reading subscale of the SCRT has been the lowest of any ES. Finally, Stage 6 Refocusing concerns are very high for a school in the very early stages of reform implementation. It is not surprising that many Warren teachers are thinking about ideas to change the innovation, given the SCRT scores of Warren student and the unrest (fully reconstituted as an ES and high turnover at the end of Year I) experienced by Warren teachers.

Teacher Surveys

Teachers were surveyed at the beginning and the end of each project year, resulting in six survey samplings of their thoughts and attitudes over the three-year project. The survey was built around seven conceptual categories of questions: (1) Teachers and the ES Concept, (2) Shared Vision and Governance, (3) Community Orientation (parent involvement), (4) High Expectations for Students, (5) Comfort with the Reading Curriculum, (6) Comfort with the Mathematics Curriculum, and (7) teachers understanding that their school used Research-Based Information to make instructional and Curriculum Decisions.

The Stages of Concern results reflected that teachers thought about the reform implementation. These data suggested that Antonello teachers were fully engaged in its reform implementation, Culley teachers were at the early stages of reform implementation, and that Warren and Adams teachers were at the very early stages of their reform implementation. The teacher survey data suggest that there are other significant differences concerning how teachers think about their respective schools.

ES teachers reported that they felt good about the chances of succeeding as ES teachers (Category 1). The mean for teachers from all four ES on the category was 5.38 on a six-point scale. Warren teachers had the lowest average score on this category (5.04), while Antonello teacher had the highest average score (5.70). Culley and Adams teachers followed Antonello teachers with average scores of 5.53 and 5.24, respectively. Antonello teachers came across as very self-confident on all of the collected measures

for the ESS. They seem to have good reason to be confident. They are fully engaged in a reform effort that has increased student performance and drawn praise from their highly involved community. Their Principal (Mr. Kody Barto, an Initiator) deserves credit for creating a strong performing school with what appears to be a very positive atmosphere.

Teachers at all four ESs report a generally good sense of shared vision and shared governance at their school. The average mean for teachers from all ESs is 5.10. Antonello teachers posted the highest mean of 5.71 on this category, while Warren teachers posted the lowest average score of 4.52. Culley and Adams teachers posted average scores of 5.09 and 5.07, respectively. Antonello teachers think that they have considerable input into all decisions made at Antonello. They strongly share the school's vision of empowerment and student achievement. Warren teachers think that they have a lesser degree of input into school decision making. Also, these data suggest that they do not all necessarily share the Principal's structural and instructional vision.

Teachers' sense of the effort and success of their schools' community orientation in the ESs was only moderate. The average mean score for teachers in all ESs was 4.78. Antonello again lead the way with teacher reporting an average score of 5.60. Warren teachers again reported the lowest average score of 4.02. Again, Culley and Warren teachers posted average scores of 4.81 and 4.70, respectively. Antonello teachers report that their school has great rapport with their parents and community. Culley teachers report good rapport. Culley has struggled since the beginning of the ESS to increase parent involvement and community outreach. Some resentment seems to still linger from the beginning of the ESS when a very popular Principal and her entire staff were replaced when Culley became an ES. Culley has recently created a Parent Center, which seems to be enjoying strong community support. Warren has also struggled with parent involvement issues from the beginning of the ESS. Indeed, Warren teachers average scores on Question 2, "We share a vision of parent involvement at the school" dropped by almost a full point (**-.87**) between the first and last survey administrations. The source of the issues is not clear; however, Warren also recently created a Parent Center to assist with community outreach.

All ESs teachers report that their schools have high expectation for all students who attend. The average score reported for all ESs on this category of questions was 5.46. Antonello teachers reported the highest average score (5.87), while Warren teachers reported the lowest average score (4.95). Adams and Culley teachers reported average scores of 5.52 and 5.50, respectively. Interview responses suggest that Antonello teachers take great pride in the fact that they expect all students who attend Antonello to learn. This seems to be one of the central tenets of the Antonello vision. Warren teachers average score on this category was **-.22** points lower on their last survey than it was on their first survey. Also, their average score on Question 17, "the school provides every student with the opportunity to achieve academic excellence" dropped by **-.72.**

Teacher interviews did not help the ET to understand the reasons behind these dramatic drops. Further research is warranted here.

A recurring theme reported by teachers across all of the ESs was only moderate support for the reading curriculum adopted by their respective schools. The average mean for all ESs on this category was 4.68. Antonello Teachers reported the most satisfaction (average score = 5.31), while Warren teachers reported the lowest average score (4.17). Culley and Adams teachers reported scores of 4.70 and 4.53 respectively. Antonello teachers have good reason to be happy with their reading curriculum, their students reading performance on the SCRTs was above the district mean at third, fourth, and fifth grade. Indeed, Antonello students posted the best SCRT reading results of all of the ESs. **Culley teachers reported only modest comfort with their reading curriculum. This was somewhat surprising to the ET because Culley students posted the largest and most consistent increases in student reading performance on the SCRT of all of the ESs. Culley students increased their SCRT reading scores by 8.5% in third grade, 6.4% in fourth grade, and 8.2% in fifth grade**. Culley teachers' lack of comfort with their curriculum might be partially explained by noting that their mean scores on survey question 4, "Instructional staff are aware of student reading performance levels at this school" declined significantly (**-.23**) from the first to the last survey administration. By way of comparison, Antonello students increased their SCRT reading scores by an average of 3.8% in each grade. Warren students increased their SCRT reading scores by an average of 1.4% in each grade.

All teachers reported a similar modest degree of comfort with the mathematics curriculum. The average mean for all ESs in this category was 4.35. As usual, Antonello teachers reported the highest mean (5.11). Adams and Culley reported the lowest levels of comfort with identical means of 3.87. Warren teachers reported increased comfort with the mathematics curriculum with an average score of 4.56. Antonello students' performance scores on the SCRT mathematics subscale increased by an average of 7.3% per year, even counting a moderate decline in fifth grade mathematics performance. Warren teachers reported a significant gain in their comfort with the mathematics curriculum of (+.62) in this category from their first survey to their last. Also, they reported a significant gain of +.89 on survey question 14, "I am happy with the adopted math curriculum." **The ET expected this result because Warren students demonstrated the largest and most consistent gain in their SCRT mathematics scores over the three years of the ESS and across all grades. Warren student increased their mathematics performance by 23.1% in third grade, 35.7% in fourth grade, and 9.7% in fifth grade.** Again, the ET found the responses of the Culley teachers to this category somewhat puzzling. Their comfort with the mathematics curriculum category dropped (**-.88**) from the first survey to the last. Also, their mean scores on survey question 14, "I am happy with the adopted math curriculum significantly decreased from Year I to Year III by **-.89**. Culley teachers reported decreased comfort with the mathematics curriculum while Culley students were increasing their scores on the SCRT mathematics subscale by an average of 12.4% per year. The same pattern of results was noted for

Adams teachers. Their mean rating of their comfort with their mathematics curriculum deceased by **-.33** from the first survey to the last survey. Yet, Adams students were increasing their performance on the SCRT mathematics subscale by an average of 7.3% per year.

There was a general sense among ES teachers that their schools used research-based information to make governance and instructional decisions. The means for all ESs for this category was 5.04. Antonello had the highest school mean (5.82) followed by Culley (5.18), Warren (4.61), and Adams (4.54). Antonello and Culley were the two ESs that put the most documented emphasis on using research to make curriculum decisions**. It is interesting to note that these two schools would likely be rated the two top performers in the ESS across the projects mediating measures and particularly in terms of overall student performance**. Warren and Adams teachers reported moderate emphasis on research-based curriculum and instruction decisions. Teacher interviews supported these findings by highlighting that research was more highly emphasized and more frequently discussed in Antonello and Culley than the other ESs. Adams teacher interviews did not document much research emphasis or discussion. Warren's case is interesting and unique. Teacher interviews report a good deal of research emphasis and discussion at Warren; however, content experts on the ET determined that the quality of research discussed at Warren was surprisingly low, particularly in the area of reading. The lesson learned here is that an emphasis on research is only helpful and productive when high quality, evidence base research is used.

Teacher surveys proved to be valuable tools for collecting information for the ET. Two very interesting set of finding emerged that require additional research. Teachers at two schools (Culley and Adams) reported decreasing opinions of, and comfort with, their mathematics and reading curricula even while their students were performing increasingly well in these content areas on the SCRTs. Also, teachers from one school (Warren) reported increasing opinions of, and comfort with their reading curriculum even while their students were struggling to meet performance expectation in this area.

Parent Surveys and Focus Groups

Parent surveys were conducted at the beginning and end of each of the three year of the project. Parent focus groups met at the end of the second year. Just as with the teacher surveys, the parent surveys were constructed around three conceptual subscales: Performance Expectation for Students, Degree of Parent Involvement, and Quality of Education. Results of the parent surveys are summarized using performance on the Beginning of Year I survey as compared the performance on the End of Year III survey. Focus group information will be included where appropriate.

Parents perceived all of the ESs as having high performance expectations for their children. The average mean for this category across all schools was 5.38. Parent from all ESs seemed to share this opinion because the means for all schools were clustered

together: Antonello (5.55), Adams (5.45), Culley (5.27), and Warren (5.24). Adams parents' ratings were unchanged over the duration of the project. Antonello parents increased their ratings slightly in the category. Culley parents slightly increased their ratings in the category, and Warren parents slightly decreased their rating in this category.

Parents rated their involvement in their children's schools more moderately in all ESs. The average rating for this category of questions for all ESs was 5.05. The ratings for Antonello and Adams clustered together: Antonello (5.26) and Adams (5.15). Also, the ratings of Warren and Culley clustered together: Warren (4.94) and Culley (4.83). Neither Antonello nor Adams parents changed their ratings over the duration of the project. Culley parents decreased their category ratings slightly from Year I to Year III; however, they decreased their rating significantly on survey question 2, "My school wants parents to be involved" (**-.28)**. Warren parents decreased their category rating slightly over the three years of the project; however, they significantly decreased their ratings on survey question 3, "Our community influences decisions at my child's school" (**-.43**). Information from the Parent Focus Group meeting corroborated these concerns for both Culley and Warren; however, no specific issues were raised at the Focus Group meetings.

Parents rated all of the ESs as providing their children with high quality educations. The mean for all ESs in the category was 5.25. The ratings for Antonello and Adams clustered together: Antonello (5.40) and Adams (5.42). Also, the ratings of Warren and Culley clustered together: Warren (5.00) and Culley (5.18). Adams, Antonello, and Culley parents slightly raised their ratings over the three years of the project. The ratings of Warren parent did not change. Culley parents significantly raised their rating on survey question 11, "My child is receiving a good education in reading" (+.21). Culley parent reaffirmed this feeling in the focus group meeting with comments like the reading program is "great" and the math program is "fabulous."

In general, ES parent reported positive feeling about their children's schools. Parent feelings of involvement were the lowest at the two reconstituted schools, Culley and Warren. It seems likely that totally reconstituting these schools may have had a temporary negative impact on parent and community relations; however, both Culley and Warren have recently opened Parent Centers to reach out to parents and improve their community profiles.

Conclusions

This section summarizes the comments and suggestions that have been made in each section throughout the Report; however, a number of findings and insights warrant accentuation:

- ◊ Students at the Empowerment Schools performed significantly better than students from the Comparison Schools on the reading and mathematics subscales of the SCRT.

- ◊ There were significant, performance-affecting differences among the empowerment schools on almost all of the variables collected by the ET. This suggests that there is no one model or way of implementing the CCSD-EM that is guaranteed to work in every school and that comparing Empowerment Schools without understanding their differences is not likely to be beneficial.

- ◊ Principals with Initiator Change Facilitator profiles tend to be better at implementing successful reform efforts. Relevant to the public school setting, Initiators have been linked by research to the improvement of student achievement.

- ◊ Evaluating the "success" of an Empowerment School is complex and multifaceted because Empowerment Schools never begin from the same starting point.

    - The Implementation Bridge is longer for some schools than others. In this study, Adams and Antonello entered the study as intact schools; they retained their teaching staff, their Principal, and their previously established rapport with the community. Culley and Warren faced a much longer implementation journey in that they were totally reconstituted (new staff, new Principal, and they needed to rebuild community relationships). Also, Adams and Antonello were already engaging in educational practices that were similar to what would be expected at ESs; hence, reform implementation was easier for them. Culley and Warren had to create their own structures and visions with no existing foundation.

    - The Performance Bridge is longer for some schools than others. Students from Antonello were performing well on the SCRTs before the CCSD-EM was ever initiated. Adams students were performing poorly in reading but were doing slightly better in mathematics. Students from Culley and Warren were performing well below expectations in both mathematics and reading. Indeed, Culley had the longest distance to travel over the Performance Bridge at the beginning of the ESS.

    - Consequently, accurate estimates of reform success cannot be made by simply looking at performance scores before and after the reform. Implementation Bridge and Performance Bridge distances must also be considered.

- ◊ Antonello Elementary School performed better than the other ESs in terms of teacher and parent satisfaction and SCRT scores. It is also an exemplar of shared governance and making research-based instructional decisions. A new Principal came in at the end of Year II and continued these policies. However, Antonello traveled the shortest distance across both the Implementation and Performance Bridges to get from where it was at the beginning of the ESS to where it is after three years. Antonello is the only school rated as fully engaged in the reform effort.

- ◊ Students from Adams Elementary School increased their reading and mathematics SCRT performance at a steady pace across the three years of the study. Teachers and parents did not change their perception of the school from their first to last surveys. Adams had the next shortest distance to travel over the Implementation and Performance Bridges; yet, it is the only ES rated as at a very early stage in implementing the reform effort.

- ◊ Culley Elementary school had the greatest distance to travel over the Performance Bridge and the second longest distance to travel over the Implementation Bridge. Culley was reconstituted at the beginning of the ESS. Culley students increased their scores on the reading subscale of the SCRT by the largest percentage of all of the ESs. Culley students' performance on the mathematics subscale of the SCRT showed the second highest percentage of improvement as well; hence, Culley is an exemplar of how implementation of a major innovation such as the CCSD-EM can result in student performance as well as the infusion of research-based information into instructional decisions. Culley was rated as in the early stages of reform implementation; however, Culley teachers and parents still have cautions about the school.

- ◊ Warren Elementary School had the greatest distance to travel across the Implementation Bridge because they instantiated the CCSD-EM in the most novel and unique way. Warren students had the second greatest distance to travel across the Performance Bridge. Warren was reconstituted at the beginning of the ESS. Warren students showed the most dramatic and consistent increases in their performance on the mathematics subscale of the SCRT of all of the ESs. However, Warren students showed the lowest percentage of improvement of all ESs on the reading subscale of the SCRT. Curriculum analysis and classroom observations suggest some reasons for this finding. Warren teachers used a literature-based curriculum with an emphasis on early writing to teach reading to first, second and third graders. Indeed, several of the Warren teachers allocated no time for teaching basic word identification skills to their students. Research shows that young students (particularly at-risk students like many of those who attend Warren) need direct, systematic phonics instruction in order to flourish as readers.

- ◊ The conclusion of the ET at the end of our evaluation is that all of the ESs worked hard and prospered in different ways. This report contains many examples and descriptions of the good practices instituted at each of the schools, especially in the areas of managing innovation and distributing authority. However, further research is needed to understand exactly the best ways to introduce and implement similar empowerment reforms in future schools.

Appendix A

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
10. Proposes loosely defined solutions
11. Is primarily concerned about how teachers feel
12. Asks questions about what teachers are doing in their classrooms
13. Has few concrete ideas for improvement
14. Provides guidelines for efficient operation of the school
15. Supports his or her teachers when it really counts
16. Allocation of resources is disorganized
17. Efficient and smooth running of the school is his or her priority
18. Uses many sources to learn more about the new program or innovation
19. Being accepted by teachers is important to him/her
20. He or she sees the connection between the day-to-day activities and moving toward a longer term goal

21. Knows very little about programs and innovations

22. Is skilled at organizing resources and schedules

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

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

25. Explores issues in a loosely structured way

26. Chats socially with teachers

27. Delays making decisions to the last possible moment

28. Focuses on issues of limited importance

29. Takes the lead when problems must be solved

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

Appendix B

Adams E.S.

Adams Teacher Survey Beginning-of-Year I

Teacher Survey Questions – Adams Teachers Only – Beginning-of-Year I			
#	Question	Mean	SD
1	Teaching at an Empowerment School is different from teaching at a Non-Empowerment School.	4.41	1.585
2	We share a vision of parent involvement at this school.	5.26	0.715
3	We expect high student achievement at this school.	5.87	0.339
4	Instructional staff are aware of student reading performance levels at this school.	5.41	0.637
5	Instructional staff are aware of student math performance levels at this school.	5.38	0.590
6	Instructional staff use their knowledge of reading performance to adapt instruction.	5.41	0.637
7	Instructional staff use their knowledge of math performance to adapt instruction.	5.28	0.647
8	Instructional staff are highly involved in the decision making process at this school.	5.33	0.838
9	Instructional staff at this school feel free to supplement the adopted curriculum in reading.	5.18	1.189
10	Instructional staff at this school feel free to supplement the adopted curriculum in math.	5.10	1.142
11	Instructional staff are highly involved in the planning process at this school.	5.46	0.682
12	Instructional staff share a vision for high student performance at this school.	5.74	0.498
13	I am happy with the adopted reading curriculum.	4.21	1.949
14	I am happy with the adopted math curriculum.	4.26	1.929
15	I feel prepared to implement the adopted reading curriculum.	4.15	2.059
16	I feel prepared to implement the adopted math curriculum.	4.13	2.226
17	This school provides every student with the opportunity to achieve academic excellence.	5.49	1.048
18	The available supplemental reading programs are research-based.	4.54	2.199

19	The available supplemental math programs are research-based.	4.49	2.199
20	This school strongly considers community input when making decisions.	4.28	1.503
21	I am qualified to teach at an Empowerment School.	5.54	1.047
22	Parents are highly involved in the decision making process at this school.	4.18	1.211
23	The adopted reading curriculum is research-based.	4.67	1.883
24	The adopted math curriculum is research-based.	4.51	2.011
25	Funds are allocated to the purchase of research-based instructional materials.	5.31	1.360
26	The Empowerment School Model will lead to increased academic achievement.	5.08	1.345
27	We share a vision of collaborative decision making at this school.	5.67	0.662
28	I am confident that I can succeed as a teacher at an Empowerment School.	5.44	1.046
29	Community characteristics influence instructional decisions at this school.	4.31	1.454
30	Financial resources are allocated appropriately at this school.	5.26	1.163
31	The climate at this school is conducive to student learning.	5.33	1.084
32	This school uses current research findings to make instructional decisions.	5.31	1.341
33	This school uses data to make instructional decisions.	5.62	1.350
34	I am satisfied with my level of involvement in the governance of this school.	5.15	1.040
35	I am satisfied with my influence on resource allocation at this school.	5.08	0.774
36	This school provides ample opportunities for parent involvement.	5.33	0.621
37	I am happy with my decision to teach at an Empowerment School.	5.64	0.628
	Average Response -- Adams Elementary School	**5.05**	**0.532**

Adams Teacher Survey – Beginning-of-Year III

Individual Teacher Survey Questions – Adams Teachers Only – Beginning-of-Year III			
#	Question	Mean	SD
1	Teaching at an Empowerment School is different from teaching at a Non-Empowerment School.	4.93	1.526
2	We share a vision of parent involvement at this school.	5.20	0.723
3	We expect high student achievement at this school.	5.75	0.543
4	Instructional staff are aware of student reading performance levels at this school.	5.40	0.744
5	Instructional staff are aware of student math performance levels at this school.	5.33	0.764
6	Instructional staff use their knowledge of reading performance to adapt instruction.	5.43	0.712
7	Instructional staff use their knowledge of math performance to adapt instruction.	5.30	0.823
8	Instructional staff are highly involved in the decision making process at this school.	5.15	0.802
9	Instructional staff at this school feel free to supplement the adopted curriculum in reading.	5.38	1.055
10	Instructional staff at this school feel free to supplement the adopted curriculum in math.	5.30	1.344
11	Instructional staff are highly involved in the planning process at this school.	5.28	0.751
12	Instructional staff share a vision for high student performance at this school.	5.73	0.506
13	I am happy with the adopted reading curriculum.	4.03	2.178
14	I am happy with the adopted math curriculum.	3.75	2.048
15	I feel prepared to implement the adopted reading curriculum.	4.35	2.131
16	I feel prepared to implement the adopted math curriculum.	3.78	2.032
17	This school provides every student with the opportunity to achieve academic excellence.	5.58	0.712
18	The available supplemental reading programs are research-based.	4.90	1.736
19	The available supplemental math programs are research-based.	4.63	1.705

20	This school strongly considers community input when making decisions.	4.60	1.516
21	I am qualified to teach at an Empowerment School.	5.50	0.961
22	Parents are highly involved in the decision making process at this school.	4.40	1.008
23	The adopted reading curriculum is research-based.	4.88	1.713
24	The adopted math curriculum is research-based.	4.45	1.999
25	Funds are allocated to the purchase of research-based instructional materials.	4.85	1.424
26	The Empowerment School Model will lead to increased academic achievement.	5.30	1.265
27	We share a vision of collaborative decision making at this school.	5.38	0.774
28	I am confident that I can succeed as a teacher at an Empowerment School.	5.40	1.105
29	Community characteristics influence instructional decisions at this school.	4.83	1.152
30	Financial resources are allocated appropriately at this school.	5.08	1.095
31	The climate at this school is conducive to student learning.	5.45	0.714
32	This school uses current research findings to make instructional decisions.	5.38	1.102
33	This school uses data to make instructional decisions.	5.83	0.549
34	I am satisfied with my level of involvement in the governance of this school.	5.23	0.698
35	I am satisfied with my influence on resource allocation at this school.	4.33	1.639
36	This school provides ample opportunities for parent involvement.	5.28	0.784
37	I am happy with my decision to teach at an Empowerment School.	5.60	0.591
	Average Response -- Adams Elementary School	**5.05**	**1.160**

Adams Teacher Survey – End-of-Year III

Individual Teacher Survey Questions – Adams Teachers Only – End-of-Year III			
#	Question	Mean	SD
1	Teaching at an Empowerment School is different from teaching at a Non-Empowerment School.	4.76	1.707
2	We share a vision of parent involvement at this school.	5.12	0.913
3	We expect high student achievement at this school.	5.71	0.579
4	Instructional staff are aware of student reading performance levels at this school.	5.59	0.609
5	Instructional staff are aware of student math performance levels at this school.	5.29	0.760
6	Instructional staff use their knowledge of reading performance to adapt instruction.	5.62	0.551
7	Instructional staff use their knowledge of math performance to adapt instruction.	5.44	0.705
8	Instructional staff are highly involved in the decision making process at this school.	5.18	0.904
9	Instructional staff at this school feel free to supplement the adopted curriculum in reading.	5.44	1.106
10	Instructional staff at this school feel free to supplement the adopted curriculum in math.	5.41	1.104
11	Instructional staff are highly involved in the planning process at this school.	5.26	0.898
12	Instructional staff share a vision for high student performance at this school.	5.62	0.817
13	I am happy with the adopted reading curriculum.	4.56	1.812
14	I am happy with the adopted math curriculum.	3.88	1.981
15	I feel prepared to implement the adopted reading curriculum.	4.50	1.989
16	I feel prepared to implement the adopted math curriculum.	3.85	1.971
17	This school provides every student with the opportunity to achieve academic excellence.	5.47	0.662
18	The available supplemental reading programs are research-based.	4.50	2.019
19	The available supplemental math programs are research-based.	4.32	2.128

20	This school strongly considers community input when making decisions.	4.38	1.129
21	I am qualified to teach at an Empowerment School.	5.62	0.551
22	Parents are highly involved in the decision making process at this school.	4.32	1.121
23	The adopted reading curriculum is research-based.	4.41	2.134
24	The adopted math curriculum is research-based.	4.32	2.279
25	Funds are allocated to the purchase of research-based instructional materials.	4.71	1.605
26	The Empowerment School Model will lead to increased academic achievement.	5.06	1.516
27	We share a vision of collaborative decision making at this school.	5.35	1.041
28	I am confident that I can succeed as a teacher at an Empowerment School.	5.53	0.662
29	Community characteristics influence instructional decisions at this school.	4.68	1.199
30	Financial resources are allocated appropriately at this school.	4.88	1.409
31	The climate at this school is conducive to student learning.	5.41	0.609
32	This school uses current research findings to make instructional decisions.	5.15	1.438
33	This school uses data to make instructional decisions.	5.56	1.106
34	I am satisfied with my level of involvement in the governance of this school.	4.97	1.167
35	I am satisfied with my influence on resource allocation at this school.	4.76	1.415
36	This school provides ample opportunities for parent involvement.	5.00	1.206
37	I am happy with my decision to teach at an Empowerment School.	5.44	1.133
	Average Response -- Adams Elementary School	**5.00**	**1.242**

Antonello E.S.

Antonello Teacher Survey Beginning-of-Year I

Teacher Survey Questions – Antonello Teachers Only – Beginning-of-Year I			
#	Question	Mean	SD
1	Teaching at an Empowerment School is different from teaching at a Non-Empowerment School.	5.13	1.321
2	We share a vision of parent involvement at this school.	5.55	0.598
3	We expect high student achievement at this school.	5.88	0.339
4	Instructional staff are aware of student reading performance levels at this school.	5.58	1.046
5	Instructional staff are aware of student math performance levels at this school.	5.45	0.598
6	Instructional staff use their knowledge of reading performance to adapt instruction.	5.33	1.364
7	Instructional staff use their knowledge of math performance to adapt instruction.	4.93	1.440
8	Instructional staff are highly involved in the decision making process at this school.	5.43	0.683
9	Instructional staff at this school feel free to supplement the adopted curriculum in reading.	4.40	1.831
10	Instructional staff at this school feel free to supplement the adopted curriculum in math.	3.90	1.922
11	Instructional staff are highly involved in the planning process at this school.	5.33	1.135
12	Instructional staff share a vision for high student performance at this school.	5.83	0.389
13	I am happy with the adopted reading curriculum.	4.93	1.761
14	I am happy with the adopted math curriculum.	4.78	1.754
15	I feel prepared to implement the adopted reading curriculum.	4.95	1.776
16	I feel prepared to implement the adopted math curriculum.	4.20	1.918
17	This school provides every student with the opportunity to achieve academic excellence.	5.78	0.427
18	The available supplemental reading programs are research-based.	5.25	1.597

19	The available supplemental math programs are research-based.	4.45	2.209
20	This school strongly considers community input when making decisions.	5.28	1.360
21	I am qualified to teach at an Empowerment School.	5.73	0.510
22	Parents are highly involved in the decision making process at this school.	4.90	1.356
23	The adopted reading curriculum is research-based.	5.38	1.347
24	The adopted math curriculum is research-based.	5.40	1.350
25	Funds are allocated to the purchase of research-based instructional materials.	5.50	1.023
26	The Empowerment School Model will lead to increased academic achievement.	5.55	1.354
27	We share a vision of collaborative decision making at this school.	5.70	0.498
28	I am confident that I can succeed as a teacher at an Empowerment School.	5.75	0.549
29	Community characteristics influence instructional decisions at this school.	5.40	0.637
30	Financial resources are allocated appropriately at this school.	5.45	0.556
31	The climate at this school is conducive to student learning.	5.80	0.409
32	This school uses current research findings to make instructional decisions.	5.70	0.468
33	This school uses data to make instructional decisions.	5.78	0.427
34	I am satisfied with my level of involvement in the governance of this school.	5.30	0.662
35	I am satisfied with my influence on resource allocation at this school.	5.03	1.337
36	This school provides ample opportunities for parent involvement.	5.65	0.577
37	I am happy with my decision to teach at an Empowerment School.	5.75	0.409
	Average Response -- Antonello Elementary School	**5.30**	**1.050**

Antonello Teacher Survey Beginning-of-Year III

Individual Teacher Survey Questions – Antonello Teachers Only – Beginning-of-Year III			
#	Question	Mean	SD
1	Teaching at an Empowerment School is different from teaching at a Non-Empowerment School.	5.30	1.744
2	We share a vision of parent involvement at this school.	5.74	0.483
3	We expect high student achievement at this school.	5.93	0.264
4	Instructional staff are aware of student reading performance levels at this school.	5.74	0.873
5	Instructional staff are aware of student math performance levels at this school.	5.44	1.192
6	Instructional staff use their knowledge of reading performance to adapt instruction.	5.74	0.873
7	Instructional staff use their knowledge of math performance to adapt instruction.	5.61	0.899
8	Instructional staff are highly involved in the decision making process at this school.	5.56	0.945
9	Instructional staff at this school feel free to supplement the adopted curriculum in reading.	5.20	1.035
10	Instructional staff at this school feel free to supplement the adopted curriculum in math.	5.09	1.086
11	Instructional staff are highly involved in the planning process at this school.	5.67	0.932
12	Instructional staff share a vision for high student performance at this school.	5.87	0.391
13	I am happy with the adopted reading curriculum.	5.43	1.207
14	I am happy with the adopted math curriculum.	5.15	1.446
15	I feel prepared to implement the adopted reading curriculum.	5.22	1.598
16	I feel prepared to implement the adopted math curriculum.	5.19	1.738
17	This school provides every student with the opportunity to achieve academic excellence.	5.83	0.376
18	The available supplemental reading programs are research-based.	5.76	0.867
19	The available supplemental math programs are research-based.	5.57	1.175

20	This school strongly considers community input when making decisions.	5.48	0.666
21	I am qualified to teach at an Empowerment School.	5.91	0.293
22	Parents are highly involved in the decision making process at this school.	5.28	0.998
23	The adopted reading curriculum is research-based.	5.78	0.861
24	The adopted math curriculum is research-based.	5.78	0.861
25	Funds are allocated to the purchase of research-based instructional materials.	5.44	1.423
26	The Empowerment School Model will lead to increased academic achievement.	5.89	0.372
27	We share a vision of collaborative decision making at this school.	5.76	0.473
28	I am confident that I can succeed as a teacher at an Empowerment School.	5.93	0.264
29	Community characteristics influence instructional decisions at this school.	5.46	0.946
30	Financial resources are allocated appropriately at this school.	5.65	0.555
31	The climate at this school is conducive to student learning.	5.87	0.339
32	This school uses current research findings to make instructional decisions.	5.81	0.392
33	This school uses data to make instructional decisions.	5.91	0.293
34	I am satisfied with my level of involvement in the governance of this school.	5.67	0.514
35	I am satisfied with my influence on resource allocation at this school.	5.63	0.592
36	This school provides ample opportunities for parent involvement.	5.78	0.538
37	I am happy with my decision to teach at an Empowerment School.	5.78	0.883
	Average Response -- Antonello Elementary School	**5.62**	**0.821**

Antonello Teacher Survey End-of-Year III

Individual Teacher Survey Questions – Antonello Teachers Only – End-of-Year III			
#	Question	Mean	SD
1	Teaching at an Empowerment School is different from teaching at a Non-Empowerment School.	5.15	1.841
2	We share a vision of parent involvement at this school.	5.74	0.488
3	We expect high student achievement at this school.	5.94	0.247
4	Instructional staff are aware of student reading performance levels at this school.	5.89	0.312
5	Instructional staff are aware of student math performance levels at this school.	5.77	0.428
6	Instructional staff use their knowledge of reading performance to adapt instruction.	5.81	0.398
7	Instructional staff use their knowledge of math performance to adapt instruction.	5.60	0.948
8	Instructional staff are highly involved in the decision making process at this school.	5.70	0.462
9	Instructional staff at this school feel free to supplement the adopted curriculum in reading.	5.17	1.340
10	Instructional staff at this school feel free to supplement the adopted curriculum in math.	5.06	1.374
11	Instructional staff are highly involved in the planning process at this school.	5.77	0.428
12	Instructional staff share a vision for high student performance at this school.	5.87	0.337
13	I am happy with the adopted reading curriculum.	5.28	1.485
14	I am happy with the adopted math curriculum.	5.02	1.635
15	I feel prepared to implement the adopted reading curriculum.	5.34	1.493
16	I feel prepared to implement the adopted math curriculum.	5.36	1.524
17	This school provides every student with the opportunity to achieve academic excellence.	5.87	0.337
18	The available supplemental reading programs are research-based.	5.87	0.337
19	The available supplemental math programs are research-based.	5.68	0.980

20	This school strongly considers community input when making decisions.	5.51	0.688
21	I am qualified to teach at an Empowerment School.	5.91	0.282
22	Parents are highly involved in the decision making process at this school.	5.32	0.810
23	The adopted reading curriculum is research-based.	5.87	0.337
24	The adopted math curriculum is research-based.	5.87	0.397
25	Funds are allocated to the purchase of research-based instructional materials.	5.70	0.657
26	The Empowerment School Model will lead to increased academic achievement.	5.83	0.433
27	We share a vision of collaborative decision making at this school.	5.79	0.414
28	I am confident that I can succeed as a teacher at an Empowerment School.	5.89	0.312
29	Community characteristics influence instructional decisions at this school.	5.64	0.568
30	Financial resources are allocated appropriately at this school.	5.62	0.739
31	The climate at this school is conducive to student learning.	5.87	0.337
32	This school uses current research findings to make instructional decisions.	5.81	0.398
33	This school uses data to make instructional decisions.	5.91	0.282
34	I am satisfied with my level of involvement in the governance of this school.	5.70	0.548
35	I am satisfied with my influence on resource allocation at this school.	5.66	0.962
36	This school provides ample opportunities for parent involvement.	5.77	0.520
37	I am happy with my decision to teach at an Empowerment School.	5.89	0.312
	Average Response -- Antonello Elementary School	**5.66**	**0.686**

Culley E.S.

Culley Teacher Survey Beginning-of-Year I

Individual Teacher Survey Questions – Culley Teachers Only – Beginning-of-Year I			
#	Question	Mean	SD
1	Teaching at an Empowerment School is different from teaching at a Non-Empowerment School.	5.11	1.208
2	We share a vision of parent involvement at this school.	5.33	0.777
3	We expect high student achievement at this school.	5.78	0.420
4	Instructional staff are aware of student reading performance levels at this school.	5.85	0.359
5	Instructional staff are aware of student math performance levels at this school.	5.35	0.731
6	Instructional staff use their knowledge of reading performance to adapt instruction.	5.33	1.213
7	Instructional staff use their knowledge of math performance to adapt instruction.	5.00	1.229
8	Instructional staff are highly involved in the decision making process at this school.	5.00	0.952
9	Instructional staff at this school feel free to supplement the adopted curriculum in reading.	5.22	1.192
10	Instructional staff at this school feel free to supplement the adopted curriculum in math.	5.13	1.166
11	Instructional staff are highly involved in the planning process at this school.	4.91	0.946
12	Instructional staff share a vision for high student performance at this school.	5.61	0.656
13	I am happy with the adopted reading curriculum.	4.76	1.317
14	I am happy with the adopted math curriculum.	4.56	1.355
15	I feel prepared to implement the adopted reading curriculum.	5.11	1.423
16	I feel prepared to implement the adopted math curriculum.	4.94	1.510
17	This school provides every student with the opportunity to achieve academic excellence.	5.39	1.172
18	The available supplemental reading programs are research-based.	4.87	1.705

19	The available supplemental math programs are research-based.	4.85	1.595
20	This school strongly considers community input when making decisions.	5.17	1.042
21	I am qualified to teach at an Empowerment School.	5.76	0.512
22	Parents are highly involved in the decision making process at this school.	4.74	1.136
23	The adopted reading curriculum is research-based.	5.06	1.583
24	The adopted math curriculum is research-based.	4.83	1.830
25	Funds are allocated to the purchase of research-based instructional materials.	4.94	1.731
26	The Empowerment School Model will lead to increased academic achievement.	5.61	0.627
27	We share a vision of collaborative decision making at this school.	5.30	0.924
28	I am confident that I can succeed as a teacher at an Empowerment School.	5.48	0.966
29	Community characteristics influence instructional decisions at this school.	5.39	0.656
30	Financial resources are allocated appropriately at this school.	4.91	1.364
31	The climate at this school is conducive to student learning.	5.33	0.890
32	This school uses current research findings to make instructional decisions.	5.61	0.564
33	This school uses data to make instructional decisions.	5.65	0.935
34	I am satisfied with my level of involvement in the governance of this school.	4.96	1.258
35	I am satisfied with my influence on resource allocation at this school.	4.69	1.412
36	This school provides ample opportunities for parent involvement.	5.37	1.015
37	I am happy with my decision to teach at an Empowerment School.	5.35	1.231
	Average Response -- Culley Elementary School	5.20	1.194

Culley Teacher Survey – Beginning-of-Year III

Individual Teacher Survey Questions – Culley Teachers Only – Beginning-of-Year III			
#	Question	Mean	SD
1	Teaching at an Empowerment School is different from teaching at a Non-Empowerment School.	5.53	0.908
2	We share a vision of parent involvement at this school.	5.42	0.565
3	We expect high student achievement at this school.	5.88	0.331
4	Instructional staff are aware of student reading performance levels at this school.	5.77	0.423
5	Instructional staff are aware of student math performance levels at this school.	5.39	0.940
6	Instructional staff use their knowledge of reading performance to adapt instruction.	5.61	0.559
7	Instructional staff use their knowledge of math performance to adapt instruction.	5.46	0.569
8	Instructional staff are highly involved in the decision making process at this school.	5.18	0.658
9	Instructional staff at this school feel free to supplement the adopted curriculum in reading.	5.39	1.013
10	Instructional staff at this school feel free to supplement the adopted curriculum in math.	5.21	1.114
11	Instructional staff are highly involved in the planning process at this school.	5.30	0.654
12	Instructional staff share a vision for high student performance at this school.	5.70	0.499
13	I am happy with the adopted reading curriculum.	4.58	1.388
14	I am happy with the adopted math curriculum.	4.16	1.850
15	I feel prepared to implement the adopted reading curriculum.	4.89	1.708
16	I feel prepared to implement the adopted math curriculum.	4.26	1.876
17	This school provides every student with the opportunity to achieve academic excellence.	5.60	0.593
18	The available supplemental reading programs are research-based.	5.39	1.048
19	The available supplemental math programs are research-based.	5.14	1.342

20	This school strongly considers community input when making decisions.	4.95	0.833
21	I am qualified to teach at an Empowerment School.	5.70	0.499
22	Parents are highly involved in the decision making process at this school.	4.67	0.852
23	The adopted reading curriculum is research-based.	5.44	0.926
24	The adopted math curriculum is research-based.	5.18	1.364
25	Funds are allocated to the purchase of research-based instructional materials.	5.18	1.071
26	The Empowerment School Model will lead to increased academic achievement.	5.53	1.002
27	We share a vision of collaborative decision making at this school.	5.32	1.003
28	I am confident that I can succeed as a teacher at an Empowerment School.	5.61	0.590
29	Community characteristics influence instructional decisions at this school.	5.46	0.600
30	Financial resources are allocated appropriately at this school.	5.25	0.739
31	The climate at this school is conducive to student learning.	5.58	0.565
32	This school uses current research findings to make instructional decisions.	5.56	0.567
33	This school uses data to make instructional decisions.	5.84	0.368
34	I am satisfied with my level of involvement in the governance of this school.	5.28	0.796
35	I am satisfied with my influence on resource allocation at this school.	5.00	1.000
36	This school provides ample opportunities for parent involvement.	5.28	0.796
37	I am happy with my decision to teach at an Empowerment School.	5.67	0.476
	Average Response -- Culley Elementary School	**5.31**	**0.867**

Culley Teacher Survey – End-of-Year III

Individual Teacher Survey Questions – Culley Teachers Only – End-of-Year III			
#	Question	Mean	SD
1	Teaching at an Empowerment School is different from teaching at a Non-Empowerment School	5.15	1.580
2	We share a vision of parent involvement at this school.	5.00	0.667
3	We expect high student achievement at this school.	5.82	0.389
4	Instructional staff are aware of student reading performance levels at this school.	5.62	0.623
5	Instructional staff are aware of student math performance levels at this school.	4.87	1.248
6	Instructional staff use their knowledge of reading performance to adapt instruction.	5.36	0.950
7	Instructional staff use their knowledge of math performance to adapt instruction	4.98	1.367
8	Instructional staff are highly involved in the decision making process at this school.	5.16	0.856
9	Instructional staff at this school feel free to supplement the adopted curriculum in reading.	5.20	1.419
10	Instructional staff at this school feel free to supplement the adopted curriculum in math.	5.11	1.449
11	Instructional staff are highly involved in the planning process at this school.	5.05	1.145
12	Instructional staff share a vision for high student performance at this school.	5.64	0.589
13	I am happy with the adopted reading curriculum	4.27	1.726
14	I am happy with the adopted math curriculum	3.67	1.806
15	I feel prepared to implement the adopted reading curriculum.	4.53	1.999
16	I feel prepared to implement the adopted math curriculum.	4.07	1.894
17	This school provides every student with the opportunity to achieve academic excellence.	5.55	0.603
18	The available supplemental reading programs are research-based.	4.96	1.563
19	The available supplemental math programs are research-based.	4.76	1.644

20	This school strongly considers community input when making decisions.	4.53	1.425
21	I am qualified to teach at an Empowerment School.	5.78	0.459
22	Parents are highly involved in the decision making process at this school.	4.31	1.230
23	The adopted reading curriculum is research-based.	5.36	0.969
24	The adopted math curriculum is research-based.	5.20	1.208
25	Funds are allocated to the purchase of research-based instructional materials.	5.16	0.739
26	The Empowerment School Model will lead to increased academic achievement.	5.64	0.522
27	We share a vision of collaborative decision making at this school.	5.40	0.710
28	I am confident that I can succeed as a teacher at an Empowerment School.	5.56	0.918
29	Community characteristics influence instructional decisions at this school.	5.18	1.038
30	Financial resources are allocated appropriately at this school	4.87	1.233
31	The climate at this school is conducive to student learning.	5.51	0.605
32	This school uses current research findings to make instructional decisions.	5.62	0.561
33	This school uses data to make instructional decisions.	5.71	0.875
34	I am satisfied with my level of involvement in the governance of this school.	5.15	1.239
35	I am satisfied with my influence on resource allocation at this school.	4.91	1.295
36	This school provides ample opportunities for parent involvement.	5.02	1.009
37	I am happy with my decision to teach at an Empowerment School.	5.29	1.397
	Average Response -- Culley Elementary School	**5.11**	**1.107**

Warren E.S.

Warren Teacher Survey Beginning-of-Year I

Teacher Survey Questions – Warren Teachers Only – Beginning-of-Year I			
#	Question	Mean	SD
1	Teaching at an Empowerment School is different from teaching at a Non-Empowerment School.	5.38	1.372
2	We share a vision of parent involvement at this school.	5.13	0.939
3	We expect high student achievement at this school.	5.55	0.677
4	Instructional staff are aware of student reading performance levels at this school.	4.63	1.390
5	Instructional staff are aware of student math performance levels at this school.	4.50	1.519
6	Instructional staff use their knowledge of reading performance to adapt instruction.	5.03	1.121
7	Instructional staff use their knowledge of math performance to adapt instruction.	4.63	1.531
8	Instructional staff are highly involved in the decision making process at this school.	5.13	0.992
9	Instructional staff at this school feel free to supplement the adopted curriculum in reading.	5.55	0.504
10	Instructional staff at this school feel free to supplement the adopted curriculum in math.	5.15	1.494
11	Instructional staff are highly involved in the planning process at this school.	5.15	1.122
12	Instructional staff share a vision for high student performance at this school.	5.28	1.037
13	I am happy with the adopted reading curriculum.	3.90	1.837
14	I am happy with the adopted math curriculum.	3.70	2.053
15	I feel prepared to implement the adopted reading curriculum.	4.23	1.687
16	I feel prepared to implement the adopted math curriculum.	4.18	1.920
17	This school provides every student with the opportunity to achieve academic excellence.	5.53	0.599
18	The available supplemental reading programs are research-based.	4.58	1.662

19	The available supplemental math programs are research-based.	4.25	1.918
20	This school strongly considers community input when making decisions.	4.28	1.811
21	I am qualified to teach at an Empowerment School.	5.40	1.355
22	Parents are highly involved in the decision making process at this school.	4.10	1.464
23	The adopted reading curriculum is research-based.	4.43	1.810
24	The adopted math curriculum is research-based.	4.15	2.032
25	Funds are allocated to the purchase of research-based instructional materials.	4.18	1.973
26	The Empowerment School Model will lead to increased academic achievement.	5.38	1.125
27	We share a vision of collaborative decision making at this school.	5.08	1.141
28	I am confident that I can succeed as a teacher at an Empowerment School.	5.50	0.716
29	Community characteristics influence instructional decisions at this school.	4.85	1.189
30	Financial resources are allocated appropriately at this school.	4.18	1.960
31	The climate at this school is conducive to student learning.	5.50	0.555
32	This school uses current research findings to make instructional decisions.	4.78	1.510
33	This school uses data to make instructional decisions.	4.40	1.661
34	I am satisfied with my level of involvement in the governance of this school.	4.63	1.427
35	I am satisfied with my influence on resource allocation at this school.	4.25	1.676
36	This school provides ample opportunities for parent involvement.	4.98	0.974
37	I am happy with my decision to teach at an Empowerment School.	5.38	0.897
	Average Response -- Warren Elementary School	**4.78**	**1.519**

Warren Teacher Survey – Beginning-of-Year III

Individual Teacher Survey Questions – Warren Teachers Only – Beginning-of-Year III			
#	Question	Mean	SD
1	Teaching at an Empowerment School is different from teaching at a Non-Empowerment School.	4.92	1.822
2	We share a vision of parent involvement at this school.	5.05	0.695
3	We expect high student achievement at this school.	5.45	0.645
4	Instructional staff are aware of student reading performance levels at this school.	5.13	1.398
5	Instructional staff are aware of student math performance levels at this school.	5.08	1.343
6	Instructional staff use their knowledge of reading performance to adapt instruction.	4.84	1.346
7	Instructional staff use their knowledge of math performance to adapt instruction.	4.87	1.339
8	Instructional staff are highly involved in the decision making process at this school.	4.66	1.341
9	Instructional staff at this school feel free to supplement the adopted curriculum in reading.	4.82	1.540
10	Instructional staff at this school feel free to supplement the adopted curriculum in math.	4.76	1.651
11	Instructional staff are highly involved in the planning process at this school.	5.03	1.325
12	Instructional staff share a vision for high student performance at this school.	5.11	1.410
13	I am happy with the adopted reading curriculum.	3.76	1.992
14	I am happy with the adopted math curriculum.	3.87	2.082
15	I feel prepared to implement the adopted reading curriculum.	4.16	2.060
16	I feel prepared to implement the adopted math curriculum.	4.00	1.860
17	This school provides every student with the opportunity to achieve academic excellence.	5.05	1.251
18	The available supplemental reading programs are research-based.	4.61	1.839
19	The available supplemental math programs are research-based.	4.66	1.835

20	This school strongly considers community input when making decisions.	4.29	1.754
21	I am qualified to teach at an Empowerment School.	5.32	1.068
22	Parents are highly involved in the decision making process at this school.	4.00	1.525
23	The adopted reading curriculum is research-based.	4.26	2.062
24	The adopted math curriculum is research-based.	4.50	1.969
25	Funds are allocated to the purchase of research-based instructional materials.	4.61	1.824
26	The Empowerment School Model will lead to increased academic achievement.	5.00	1.040
27	We share a vision of collaborative decision making at this school.	4.84	1.480
28	I am confident that I can succeed as a teacher at an Empowerment School.	5.26	0.760
29	Community characteristics influence instructional decisions at this school.	4.76	1.460
30	Financial resources are allocated appropriately at this school.	4.55	1.622
31	The climate at this school is conducive to student learning.	5.00	0.959
32	This school uses current research findings to make instructional decisions.	5.03	1.284
33	This school uses data to make instructional decisions.	4.97	1.515
34	I am satisfied with my level of involvement in the governance of this school.	4.74	1.465
35	I am satisfied with my influence on resource allocation at this school.	4.61	1.424
36	This school provides ample opportunities for parent involvement.	5.05	1.138
37	I am happy with my decision to teach at an Empowerment School.	5.24	1.101
	Average Response -- Warren Elementary School	**4.75**	**1.466**

Warren Teacher Survey – End-of-Year III

Individual Teacher Survey Questions – Warren Teachers Only – End-of-Year III			
#	Question	Mean	SD
1	Teaching at an Empowerment School is different from teaching at a Non-Empowerment School.	4.96	1.765
2	We share a vision of parent involvement at this school.	4.26	1.318
3	We expect high student achievement at this school.	5.22	1.121
4	Instructional staff are aware of student reading performance levels at this school.	5.11	1.050
5	Instructional staff are aware of student math performance levels at this school.	5.07	1.141
6	Instructional staff use their knowledge of reading performance to adapt instruction.	4.74	1.130
7	Instructional staff use their knowledge of math performance to adapt instruction.	4.89	1.050
8	Instructional staff are highly involved in the decision making process at this school.	4.52	1.602
9	Instructional staff at this school feel free to supplement the adopted curriculum in reading.	5.22	0.974
10	Instructional staff at this school feel free to supplement the adopted curriculum in math.	5.22	0.892
11	Instructional staff are highly involved in the planning process at this school.	4.67	1.387
12	Instructional staff share a vision for high student performance at this school.	4.70	1.613
13	I am happy with the adopted reading curriculum.	4.04	1.531
14	I am happy with the adopted math curriculum.	4.59	1.047
15	I feel prepared to implement the adopted reading curriculum.	4.30	1.613
16	I feel prepared to implement the adopted math curriculum.	4.52	1.122
17	This school provides every student with the opportunity to achieve academic excellence.	4.81	1.545
18	The available supplemental reading programs are research-based.	4.56	1.695
19	The available supplemental math programs are research-based.	4.67	1.387

20	This school strongly considers community input when making decisions.	3.67	1.881
21	I am qualified to teach at an Empowerment School.	5.44	0.698
22	Parents are highly involved in the decision making process at this school.	3.67	1.569
23	The adopted reading curriculum is research-based.	4.48	1.695
24	The adopted math curriculum is research-based.	4.78	1.368
25	Funds are allocated to the purchase of research-based instructional materials.	4.63	1.182
26	The Empowerment School Model will lead to increased academic achievement.	4.81	1.272
27	We share a vision of collaborative decision making at this school.	4.52	1.341
28	I am confident that I can succeed as a teacher at an Empowerment School.	4.93	1.269
29	Community characteristics influence instructional decisions at this school.	4.15	1.769
30	Financial resources are allocated appropriately at this school.	4.11	1.450
31	The climate at this school is conducive to student learning.	4.81	1.210
32	This school uses current research findings to make instructional decisions.	4.56	1.717
33	This school uses data to make instructional decisions.	4.63	1.523
34	I am satisfied with my level of involvement in the governance of this school.	4.41	1.500
35	I am satisfied with my influence on resource allocation at this school.	3.89	1.928
36	This school provides ample opportunities for parent involvement.	4.37	1.735
37	I am happy with my decision to teach at an Empowerment School.	4.93	1.708
	Average Response – Warren Elementary School	**4.62**	**1.400**

Appendix C

Adams E.S.

Adams Parent Survey – Beginning-of-Year I

Individual Parent Survey Questions – Adams Parents Only – Beginning-of-Year I			
#	Question	Mean	SD
1	Teachers at my child's school expect my child to learn.	5.59	0.811
2	My child's school wants parents to be involved.	5.52	0.868
3	Our community influences decisions at my child's school.	3.92	2.163
4	Teachers encourage me to participate in my child's education.	5.41	0.940
5	Teachers meet my child's learning needs.	5.28	1.148
6	I am involved in activities at my child's school.	4.42	1.541
7	Parents help make decisions at my child's school.	4.34	1.805
8	My child's school is a pleasant place for my child to learn.	5.50	1.019
9	My child's school has high expectations for learning.	5.42	1.170
10	My child is receiving a good education in math.	5.25	1.236
11	My child is receiving a good education in reading.	5.36	1.092
12	Teachers contact me regularly about my child's progress.	5.03	1.354
13	Teachers consider my child's learning needs.	5.18	1.349
14	I am happy that my child is attending this school.	5.51	1.105
	Average Response -- Adams Elementary School	5.12	1.257

Adams Parent Survey – End-of-Year III

Individual Parent Survey Questions – Adams Parents Only – End-of-Year III			
#	Question	Mean	SD
1	Teachers at my child's school expect my child to learn.	5.64	0.707
2	My child's school wants parents to be involved.	5.47	0.902
3	Our community influences decisions at my child's school.	4.23	1.863
4	Teachers encourage me to participate in my child's education.	5.28	0.999
5	Teachers meet my child's learning needs.	5.41	0.862
6	I am involved in activities at my child's school.	4.75	1.386

7	Parents help make decisions at my child's school.	4.51	1.725
8	My child's school is a pleasant place for my child to learn.	5.55	0.876
9	My child's school has high expectations for learning.	5.44	1.025
10	My child is receiving a good education in math.	5.40	0.907
11	My child is receiving a good education in reading.	5.44	0.885
12	Teachers contact me regularly about my child's progress.	5.11	0.992
13	Teachers consider my child's learning needs.	5.26	1.084
14	I am happy that my child is attending this school.	5.56	1.042
	Average Response – Adams Elementary School	5.22	1.090

Antonello E.S.

Antonello Parent Survey – Beginning-of-Year I

Individual Parent Survey Questions – Antonello Parents – Beginning-of-Year I			
#	Question	Mean	SD
1	Teachers at my child's school expect my child to learn.	5.65	0.650
2	My child's school wants parents to be involved.	5.63	0.702
3	Our community influences decisions at my child's school.	4.16	1.883
4	Teachers encourage me to participate in my child's education.	5.53	0.752
5	Teachers meet my child's learning needs.	5.28	0.878
6	I am involved in activities at my child's school.	4.62	1.331
7	Parents help make decisions at my child's school.	4.54	1.590
8	My child's school is a pleasant place for my child to learn.	5.52	0.786
9	My child's school has high expectations for learning.	5.53	0.757
10	My child is receiving a good education in math.	5.27	0.894
11	My child is receiving a good education in reading.	5.32	0.918
12	Teachers contact me regularly about my child's progress.	5.07	1.159
13	Teachers consider my child's learning needs.	5.28	0.928
14	I am happy that my child is attending this school.	5.63	0.759
	Average Response -- Antonello Elementary School	5.22	0.999

Antonello Parent Survey – End-of-Year III

Individual Parent Survey Questions – Antonello Parents Only – End-of-Year III			
#	Question	Mean	SD
1	Teachers at my child's school expect my child to learn.	5.68	0.686
2	My child's school wants parents to be involved.	5.52	0.845
3	Our community influences decisions at my child's school.	4.22	2.055
4	Teachers encourage me to participate in my child's education.	5.44	0.968
5	Teachers meet my child's learning needs.	5.47	0.849
6	I am involved in activities at my child's school.	4.82	1.340

7	Parents help make decisions at my child's school.	4.49	1.781
8	My child's school is a pleasant place for my child to learn.	5.61	0.754
9	My child's school has high expectations for learning.	5.53	0.893
10	My child is receiving a good education in math.	5.33	1.073
11	My child is receiving a good education in reading.	5.41	1.043
12	Teachers contact me regularly about my child's progress.	5.27	1.173
13	Teachers consider my child's learning needs.	5.44	0.863
14	I am happy that my child is attending this school.	5.67	0.784
	Average Response – Antonello Elementary School	5.28	1.079

Culley E.S.

Culley Parent Survey – Beginning-of-Year I

Individual Parent Survey Questions – Culley Parents Only – Beginning-of-Year I			
#	Question	Mean	SD
1	Teachers at my child's school expect my child to learn.	5.39	0.934
2	My child's school wants parents to be involved.	5.36	0.840
3	Our community influences decisions at my child's school.	4.25	1.850
4	Teachers encourage me to participate in my child's education.	5.18	1.052
5	Teachers meet my child's learning needs.	5.18	1.143
6	I am involved in activities at my child's school.	4.20	1.510
7	Parents help make decisions at my child's school.	4.26	1.724
8	My child's school is a pleasant place for my child to learn.	5.12	1.134
9	My child's school has high expectations for learning.	5.12	1.267
10	My child is receiving a good education in math.	5.00	1.391
11	My child is receiving a good education in reading.	5.02	1.415
12	Teachers contact me regularly about my child's progress.	4.83	1.463
13	Teachers consider my child's learning needs.	5.05	1.309
14	I am happy that my child is attending this school.	5.16	1.257
	Average Response -- Culley Elementary School	4.94	1.388

Culley Parent Survey – End-of-Year III

Individual Parent Survey Questions – Culley Parents Only – End-of-Year III			
#	Question	Mean	SD
1	Teachers at my child's school expect my child to learn.	5.40	1.063
2	My child's school wants parents to be involved.	5.08	1.267
3	Our community influences decisions at my child's school.	4.12	1.965
4	Teachers encourage me to participate in my child's education.	5.04	1.318
5	Teachers meet my child's learning needs.	5.16	1.240
6	I am involved in activities at my child's school.	4.25	1.724

7	Parents help make decisions at my child's school.	4.16	1.875
8	My child's school is a pleasant place for my child to learn.	5.23	1.173
9	My child's school has high expectations for learning.	5.25	1.218
10	My child is receiving a good education in math.	5.16	1.266
11	My child is receiving a good education in reading.	5.23	1.164
12	Teachers contact me regularly about my child's progress.	4.96	1.446
13	Teachers consider my child's learning needs.	5.16	1.294
14	I am happy that my child is attending this school.	5.30	1.275
	Average Response – Culley Elementary School	4.96	1.378

Warren E.S.

Warren Parent Survey – Beginning-of-Year I

Individual Parent Survey Questions – Warren Parents Only – Beginning-of-Year I			
#	Question	Mean	SD
1	Teachers at my child's school expect my child to learn.	5.41	0.899
2	My child's school wants parents to be involved.	5.22	1.057
3	Our community influences decisions at my child's school.	4.18	1.897
4	Teachers encourage me to participate in my child's education.	5.20	1.091
5	Teachers meet my child's learning needs.	5.10	1.125
6	I am involved in activities at my child's school.	4.46	1.441
7	Parents help make decisions at my child's school.	4.03	1.865
8	My child's school is a pleasant place for my child to learn.	5.24	0.947
9	My child's school has high expectations for learning.	5.22	1.084
10	My child is receiving a good education in math.	4.76	1.641
11	My child is receiving a good education in reading.	5.13	1.279
12	Teachers contact me regularly about my child's progress.	4.88	1.475
13	Teachers consider my child's learning needs.	5.08	1.291
14	I am happy that my child is attending this school.	5.19	1.285
	Average Response -- Warren Elementary School	4.94	1.405

Warren Parent Survey – End-of-Year III

Individual Parent Survey Questions – Warren Parents Only – End-of-Year III			
#	Question	Mean	SD
1	Teachers at my child's school expect my child to learn.	5.36	0.933
2	My child's school wants parents to be involved.	5.11	1.104
3	Our community influences decisions at my child's school.	3.75	2.077
4	Teachers encourage me to participate in my child's education.	5.10	1.060
5	Teachers meet my child's learning needs.	5.07	1.193
6	I am involved in activities at my child's school.	4.21	1.646

7	Parents help make decisions at my child's school.	3.99	1.935
8	My child's school is a pleasant place for my child to learn.	5.22	1.091
9	My child's school has high expectations for learning.	5.05	1.145
10	My child is receiving a good education in math.	4.97	1.271
11	My child is receiving a good education in reading.	5.06	1.193
12	Teachers contact me regularly about my child's progress.	4.96	1.243
13	Teachers consider my child's learning needs.	5.11	1.181
14	I am happy that my child is attending this school.	5.21	1.118
	Average Response – Warren Elementary School	4.87	1.299

Clark County School District Empowerment Project (2006 – 2009) Final Report Summary

Presented by:

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July 08, 2010

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Traditional Approach to Educational Evaluation

Simple linear explanations of snapshots in time

School → Empowerment Reform → Increased Student Achievement

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Simple Linear Results

Empowerment Schools vs. Comparison Schools

	N	Reading CRT	Math CRT
		Mean	Mean
Grade 3			
Empowerment Schools	467	307*	316*
Comparison Schools	475	293	298
District Average	23418	**312**	**316**
Grade 4			
Empowerment Schools	467	321*	373*
Comparison Schools	474	295	321
District Average	24210	**310**	**331**
Grade 5			
Empowerment Schools	494	295	321
Comparison Schools	470	270	301
District Average	23809	**294**	**319**

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Overall Rank Order of Student Performance of the Four Empowerment Schools

Third Grade Data

School	Reading CRT Score	Math CRT Score	Overall Rank
School 2	321	321	1
School 3	307	325	2
School 1	319	314	3
School 4	277	299	4
District Means	312	317	

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Systems Approach to Educational Evaluation

Multi-level explanations of change over time

- The internal workings and eventual products of complex organizations such as schools CANNOT be understood using traditional linear evaluation approaches.
- Systems approaches take into account:
  - Patterns of organizational behaviors
  - Multiple stakeholder perspectives
  - Stability of change over time
  - Differential levels of outputs
  - The complex interactions among these variables

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Case Studies of Four Empowerment Schools on the Following Variables

- Principal Change Facilitation Style
- Implementation Bridge
- Research-based Curricular Decisions
- Student Achievement -- Performance Bridge

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Principal Change Facilitator Style

School	Overall Student Performance Rank	Change Facilitator Style
School 2	1	Initiator
School 3	2	Initiator
School 1	3	Initiator/Manager
School 4	4	Responder

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Implementation Bridge

School	Overall Student Performance Rank	Degree to which Reform was Implemented
School 2	1	Moderate Stage
School 3	2	Early Stage
School 1	3	Early Stage
School 4	4	Very Early Stages

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Research-Based Curriculum Decisions

School	Overall Student Performance Rank	Degree to which Current Research was Used to make Curricular Decisions
School 2	1	High – Created in-house expertise
School 3	2	High – Used research-based programs and read current research
School 1	3	Relatively Low
School 4	4	Did not use current research to choose curriculum materials

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Performance Bridge

Not all Schools Started in the Same Place

School	Overall Student Performance Rank	Average Increase in Student Performance over Three Years (Reading Performance Only)
School 2	1	3.5%
School 3	2	7.5%
School 1	3	4.4%
School 4	4	1.3%

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Multi-Level Model of School Change

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