



TECHNICAL APPENDIX

# GAINING TRACTION, GAINING GROUND:

How Some High Schools Accelerate Learning for Struggling Students





## Acknowledgements

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Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students

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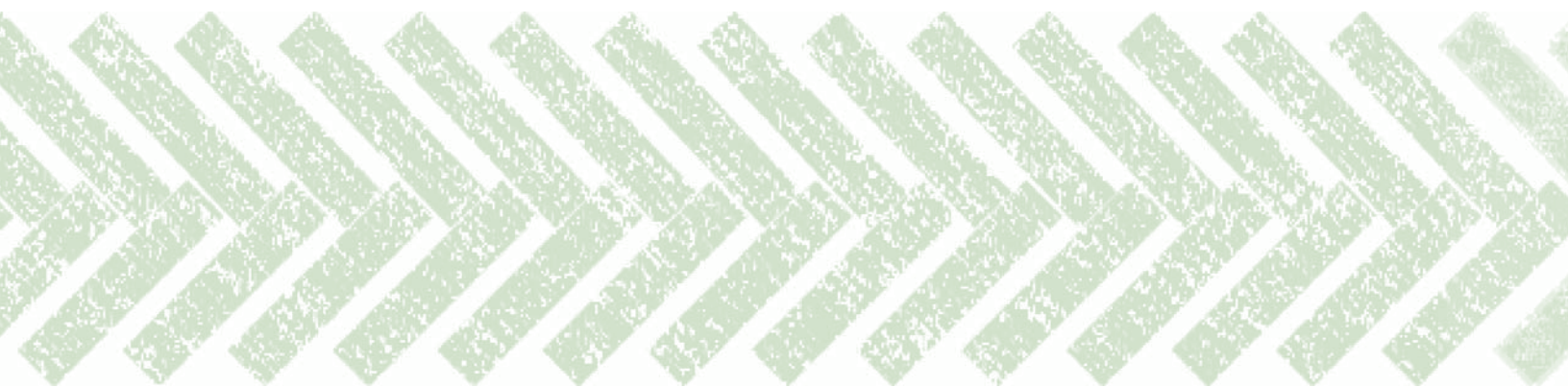
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# TECHNICAL APPENDICES

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# PRE-VISIT DATA COLLECTION



**STEP 1A**

Teacher Name: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Designated Course: \_\_\_\_\_

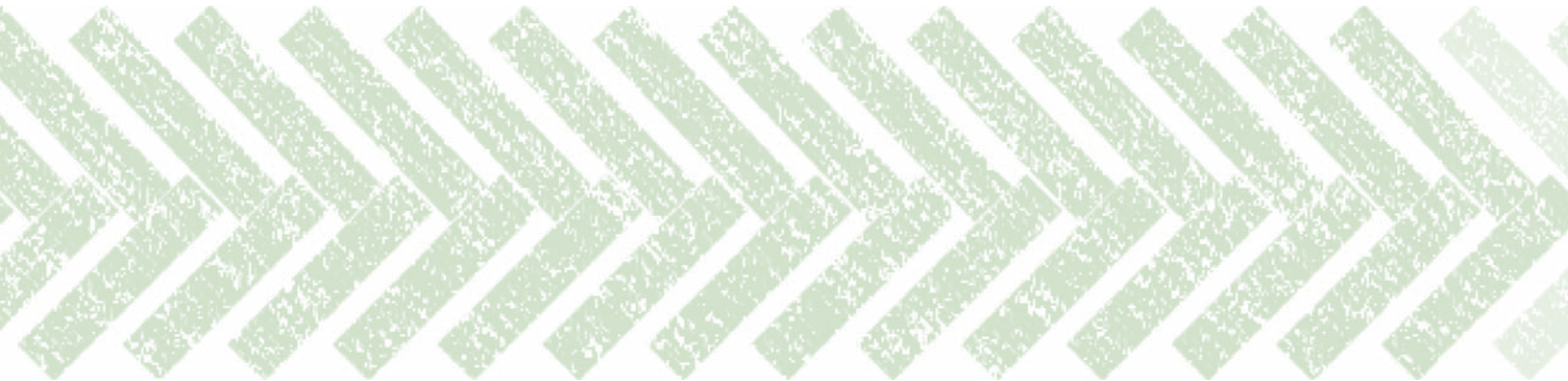
## **The Education Trust *High Impact High School* Study Course Syllabus (Outline)**

Please attach, for the course designated, your course syllabus or outline. The Education Trust is interested in learning the following information:

1. All of the Course Objectives/Learning Outcomes
2. Primary Course Objective(s) or Key Concepts of the Course
3. General Course Plan (including outline of topics)
4. Major Assignments/Projects (e.g., papers, other products)
5. Assigned Reading (required or recommended)
6. Evaluation (type and number of elements examined, such as tests/homework/class participation; grading system used)
7. Course Policies (e.g., attendance, participation, assignments/homework [late work/extra credit], classroom management)

For your designated course, estimate the amount of time you spend on each of the following during a typical week:

- \_\_\_\_\_ % Administrative Duties
- \_\_\_\_\_ % Identify/Explain Objectives
- \_\_\_\_\_ % Anticipatory Set/Motivational Activity
- \_\_\_\_\_ % Instructional Input (e.g., presenting information to students)
- \_\_\_\_\_ % Modeling
- \_\_\_\_\_ % Check for Students' Understanding
- \_\_\_\_\_ % Guided Practice
- \_\_\_\_\_ % Closure
- \_\_\_\_\_ % Independent Practice
- \_\_\_\_\_ % Review of Students' Work
- \_\_\_\_\_ % Other (please specify): \_\_\_\_\_
- \_\_\_\_\_ % **TOTAL** (percentages should total to 100)



**STEP 1B**

Teacher Name: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Prep: \_\_\_\_\_ :

**The Education Trust *High Impact High School Study*  
 Instructional Materials Directions and Questionnaire**

In order to develop a better understanding of your prep, we would like to review a major assignment with the lesson plan. This plan should include **up to three consecutive weeks** of instructional activities. The major assignment should involve a significant grade, for example, an essay, a research paper or a major exam. To help us more accurately interpret your set of materials, we ask the following:

- 1. Provide the major assignment**
- 2. Provide three student samples that reflect a range of grades**
- 3. Provide a lesson plan with the sequence of instructional activities**
- 4. Identify the approximate time frame needed for each activity**
- 5. List the standards taught/assessed**

In addition to providing these instructional materials, please respond to the questions listed below.

1. Is there a set of guidelines or a template that was adhered to in developing the lesson plan/instructional activities?

Yes                       No

2. For this lesson, did you determine student academic strengths and weakness before you began to plan?

Yes (proceed to next question)                       No (proceed question 4)

3. If so, how (you may check more than one)?

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Conversation with previous teacher | <input type="checkbox"/> Published diagnostic assessments | <input type="checkbox"/> Informal oral questioning of the class at the beginning of the unit |
| <input type="checkbox"/> Previous year's assessment data    | <input type="checkbox"/> Pre-assessments developed by you | <input type="checkbox"/> Previous work of class  |

Other (please specify): \_\_\_\_\_

**OVER**

4. In this lesson plan, did you employ strategies that move kids from where they are to higher levels of performance?

Yes                       No

5. Who in addition to yourself reviews or has access to your lesson plans/instructional activities? *Mark (X) all that apply.*

Other Teachers                       Department Heads/Chairs                       Administrators                       Other (please specify): \_\_\_\_\_

6. Are you required to list in your lesson plans the local or state standards you are teaching or assessing?

Yes (proceed to next question)                       No (proceed to next question)

7. Where do you obtain the lesson plans/instructional activities? *Mark (X) all that apply.*

In-Services                       Workshops/ Institutes                       Colleagues                       Textbooks                       State Department of Ed.  
 Self-Created                       Video/Cable TV                       Professional Organizations                       Internet                       District Bank of Lessons  
 District/School Curriculum Committee                       Other (please specify): \_\_\_\_\_



**STEP 2**

Teacher Name: \_\_\_\_\_  
 School: \_\_\_\_\_

**The Education Trust *High Impact High School Study*  
 Teacher Survey**

**Section I: Teacher Background**

1. Indicate the degrees or endorsements you have attained or are in the process of completing. For each, identify the major(s)/content area/minor(s) studied, the institution you attended, and the year you earned or worked on the degree/endorsement.

	<b>Completed</b>	<b>In Process</b>	
<b>Bachelors:</b>	_____	_____	_____
	(Year)		(Major[s] /Minor[s])
			_____ (Institution[s])
<b>Masters:</b>	_____	_____	_____
	(Year)		(Major[s] /Minor[s])
			_____ (Institution[s])
<b>Doctorate:</b>	_____	_____	_____
	(Year)		(Major[s] /Minor[s])
			_____ (Institution[s])
<b>Additional Endorsements:</b>	_____	_____	_____
	(Year)		(Major[s] /Minor[s])
			_____ (Institution[s])

2. Which areas and specializations are you currently certified/licensed to teach in? \_\_\_\_\_  
 \_\_\_\_\_

3. Including this school year (2004–2005), **how many years** have you been employed as a full-time, part-time, and/or substitute teacher? Write the number of years for each type of position you have held throughout your teaching career in the table below (exclude any student teaching experience[s]).

	<b>Full-time Teacher</b>	<b>Part-time Teacher</b>	<b>Substitute Teacher</b>
<b>Current School</b>			
<b>Previous School(s)</b>			

**OVER**

**Section I: Teacher Background (continued)**

4. Indicate the institutions at which you have taught at any point during your teaching career (exclude any student teaching experience[s]). *Mark (X) all that apply and write the number of years in the space provided.*

**Locations of Institutions**

<b>Public School(s)</b>	<b>Years Taught</b>	<b>Private School(s)</b>	<b>Years Taught</b>
<input type="checkbox"/> Rural	_____	<input type="checkbox"/> Rural	_____
<input type="checkbox"/> Suburban	_____	<input type="checkbox"/> Suburban	_____
<input type="checkbox"/> Urban	_____	<input type="checkbox"/> Urban	_____

**Types of Institutions**

<b>Public School(s)</b>	<b>Years Taught</b>	<b>Private School(s)</b>	<b>Years Taught</b>
<input type="checkbox"/> Elementary	_____	<input type="checkbox"/> Elementary	_____
<input type="checkbox"/> Middle School/ Junior High	_____	<input type="checkbox"/> Middle School/ Junior High	_____
<input type="checkbox"/> High School	_____	<input type="checkbox"/> High School	_____
<input type="checkbox"/> Postsecondary	_____	<input type="checkbox"/> Postsecondary	_____
<input type="checkbox"/> Other (please specify): _____	_____	<input type="checkbox"/> Other (please specify): _____	_____

5. Write the number of institutions for the enrollment sizes listed below in which you have taught.

<b>Number of Institutions</b>	<b>Enrollment Size</b>	<b>Number of Institutions</b>	<b>Enrollment Size</b>
_____	Under 100	_____	701–1,000
_____	100–300	_____	1,001–2,000
_____	301–500	_____	2,001–3,000
_____	501–700	_____	Over 3,000

**Section I: Teacher Background (continued)**

6. Using the racial/ethnic categories listed below, provide an approximate percentage for all students you have taught (had in your courses) during the last five years.

%		%	
_____	Asian American/Pacific Islander	_____	American Indian/Alaskan Native
_____	African American/Black (non-Hispanic)	_____	Mexican American/Chicano
_____	Caucasian American/White (non-Hispanic)	_____	Multiracial
_____	Puerto Rican/Cuban/Other Hispanic Origin		
_____	Other (please specify): _____		

7. Indicate current and past school responsibilities you now have or have had that are connected to curriculum, instruction, and assessment. *Mark (X) all that apply.*

<b>Current</b>	<b>Past</b>		<b>Current</b>	<b>Past</b>	
—	—	Department Chair	—	—	Committee Leader
—	—	Workshop Presenter	—	—	Mentor to New Teachers
—	—	Curriculum Writer	—	—	Assessment Writer/Scorer
—	—	Student Teacher			
—	—	Supervisor			
—	—	Committee Participant (please specify): _____			
—	—	Other (please specify): _____			

8. Please print or type the title of each course you are teaching during 2004–2005. Then, estimate the population of students enrolled and check the grade level(s) of the students who are enrolled in each course.

Course Title and Grade Level	Population of Students		Grade Level(s)			
	Current enrollment in the course	% of College Bound	Grade 9	Grade 10	Grade 11	Grade 12

Course Title and Grade Level	Population of Students		Grade Level(s)			
	Current enrollment in the course	% of College Bound	Grade 9	Grade 10	Grade 11	Grade 12

## Section II: Teaching Philosophy

In the space provided or on an attached sheet, please answer the following questions. Your response to each question can be in whatever format you choose (e.g., complete sentences, bulleted statements).

1. Your school was identified because your staff has improved achievement for low performing students at a higher rate than other schools. Why do you think this is so?
2. Answer the question that best applies to you. What motivates you to teach 9<sup>th</sup> grade? What motivates you to teach older high school students?
3. How do you determine student academic strengths and weaknesses?
4. What strategies do you use with struggling students?
5. What policies (local, state or federal) help or hinder you?

### **Section III: Professional Development**

1. Who decides what professional development is provided to staff? How is this decision made?
2. What has been the most useful professional development for teaching struggling students? Why?
3. Is common planning time regarded as professional development in your department? How is this time used?
4. What role does your department play in professionally developing the staff?

**Section III: Professional Development (continued)**

2. Using the list below, write the approximate number of hours you have spent on each type of professional development (school-sponsored or initiated by yourself) for the last two years.

Types of Professional Development	Number of Hours Spent
	Last 2 Years
Workshops/Institutes	
On-Site Coaching	
Online Training	
College Credit Courses	
Conference Attendance	
Reading Professional Journals/Articles/Books	
Collegial Sharing	
Electronic Networks/ Discussion Groups	
Viewing Videos on Own	
Professional Meetings	
In-Service Training	
Other (please specify): _____	

**Section III: Professional Development (continued)**

5. Indicate the areas of training you have engaged in through school-sponsored activities or on your own for the last 6 months and last two academic school years. *Mark (X) all that apply.*

Areas of Training	Last 2 Academic Years
Social/Emotional/ Behavioral	
Program Training (e.g., AP courses, reading programs)	
Curriculum Alignment	
Learning Styles/ Differentiated Instruction	
Reading and Writing	
Leadership	

Communication Skills	
Special Education	
Technology	
Thinking Skills	
Teaching Strategies/ Activities	
Strategies for at-risk students	
Classroom Management	
Other (please specify): _____	

4. Estimate the amount of time you have spent providing professional development for other teachers in the last two academic years \_\_\_\_\_.





**STEP 3**

Teacher Name: \_\_\_\_\_

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

Designated Course: \_\_\_\_\_

## The Education Trust *High Impact High School* Study

### Course Information Survey

**Section I: Your Teaching of a Particular Course**

1. What grade level(s) is (are) the students in your COURSE? *Check all that apply.*

 Grade 9 Grade 11 Grade 10 Grade 12

2. How are students assigned to your course?

 Required Pre-requisites Elective

Recommended (please specify by whom): \_\_\_\_\_

3. Which of the following **best** describes your COURSE?

 Academically Heterogeneous Academically Homogeneous

How else would you describe your COURSE? *Check all that apply.*

 Remedial Gifted Academic/  
College Preparatory Advanced Placement/  
College Credit Honors course Regular \_\_\_\_\_ \_\_\_\_\_

4. In your opinion, what percentage of the students enrolled in this course are capable of earning a "C" or better given available time and resources?

 0%–25% 26%–50% 51%–75% 76%–100%**OVER**

## Section II: Teaching Methods

1. How often do YOU use each of the following instructional strategies in your COURSE? The strategy need not have taken the entire class period. *Mark (X) one response in each row.*

<b>Instructional Strategies Used in the Classroom:</b>	<b>Almost every day</b>	<b>Once or twice a week</b>	<b>Once or twice a month</b>	<b>Once or twice a semester</b>	<b>Never</b>
a. Demonstrate a concept using the board or overhead projector					
b. Demonstrate a concept using a computer, videotape, or other electronic medium					
c. Demonstrate a concept using manipulatives, models, or other objects					
d. Facilitate a discussion					
e. Lecture					
f. Lead a question-and-answer session					
g. Work with individual students					
h. Work with small groups of students					
i. Administer a test or quiz for <i>less than</i> a full class period					
j. Administer a test or quiz for a <i>full</i> class period					
k. Conduct simulations					
l. Conduct out-of-class investigations					
m. Correct assignments					
n. Other (please specify): _____					

2. Use this table to indicate how time is used during a class period. *Mark (X) one response in each row.*

<b>In-Class Activities That Require Students to:</b>	<b>Almost every day</b>	<b>Once or twice a week</b>	<b>Once or twice a month</b>	<b>Once or twice a semester</b>	<b>Never</b>
a. Lead whole-group discussions					
b. Listen to or observe teacher presentations					
c. Take notes					
d. Complete an exercise, worksheet or workbook page emphasizing routine practice of skill(s)					
e. Read and use a textbook					
f. Read and use supplementary printed materials other than textbooks					
g. Engage in discussion primarily with <i>the teacher</i>					
h. Engage in discussion primarily with <i>other students</i>					
i. Use manipulatives, models, or other objects					
j. Explain their reasoning or interpretations					
k. Apply concepts or principles learned					

<b>In-Class Activities That Require Students to:</b>	<b>Almost every day</b>	<b>Once or twice a week</b>	<b>Once or twice a month</b>	<b>Once or twice a semester</b>	<b>Never</b>
l. Respond orally or in writing to open-ended questions/problems					
m. Respond orally or in writing to questions testing recall					

3. Use this table to indicate how time in this course is used during the academic year. *Mark (X) one response in each row.*

<b>Frequency With Which Students Do the Following:</b>	<b>Almost every day</b>	<b>Once or twice a week</b>	<b>Once or twice a month</b>	<b>Once or twice a semester</b>	<b>Never</b>
a. Work individually on projects or presentations					
b. Work as part of a group on projects or presentations to earn <i>individual</i> grades					
c. Work as part of a group on projects or presentations to earn a <i>group</i> grade					
d. Work on short-term projects that require <i>less than</i> one week to complete					
e. Work on long-term projects that require <i>more than</i> one week to complete					
f. Evaluate the work of other students					
g. Evaluate their own work and make revisions					
h. Discuss with the whole class solutions developed in small groups					
i. Confer with other students about their work					
j. Explain how what they learned in class related to the real world					
k. Correct or review homework or worksheet assignments					
l. Give or listen to other students give an oral report or presentation					
m. Prepare a written or oral report					
n. Do lab or field work					
o. Conduct investigations (e.g., research, inquiry, experiments)					
p. Create a product (e.g., model, video, poster)					
q. Complete a short writing assignment (i.e., one page or less than a page)					
r. Complete a long writing assignment (i.e., two or more pages)					
s. Organize, display, or summarize information					
t. Analyze and interpret information					
u. Generalize from patterns or examples					
v. Use school library for course assignments					

### Section III. Assessment

1. How often do YOU use assessment information for the following purposes in the DESIGNATED COURSE? *Mark (X) one response in each row.*

Assessment in This Course Is Used to:	Always	Often	Sometimes	Rarely	Never
a. Determine student grades or other formal progress reports					
b. Provide feedback to students					
c. Diagnose student learning problems					
d. Report to parents					
e. Assign students to different courses or programs					
f. Plan for future lessons					

2. In determining student grades or other formal progress reports for students in your DESIGNATED COURSE, indicate the importance you give to each of the following. *Mark (X) one response in each row.*

I Determine Student Grades/Progress by Analyzing:	Extremely Important	Very Important	Somewhat Important	Not Important
a. Effort				
b. Individual improvement or progress over past performance				
c. Absolute level of achievement relative to established criteria				
d. Achievement relative to the rest of the class				
e. Class participation				
f. Regular completion of homework assignments				
g. Consistent attendance				
h. Results of commercially available standardized tests				
i. Results of standardized tests contained <i>within a textbook</i>				
j. Results of tests with open-ended items				
k. Results of tests with multiple-choice or true-false items made by you or other teachers				
l. Performance on projects or practical exercises				
m. Own observations of students				
n. Items collected in student portfolios				

3. How often do YOU use specific types of assessment methods in the DESIGNATED COURSE? *Mark (X) one response in each row.*

<b>Assessment Methods Used in This Course:</b>	<b>Always</b>	<b>Often</b>	<b>Some- times</b>	<b>Rarely</b>	<b>Never</b>
a. Selected Response (e.g., multiple-choice, true/false, matching, fill-in-the-blank items)					
b. Essay (short or long answer responses)					
c. Performance Assessment (e.g., products like posters, reports, maps, projects; performances like presentations, demonstrations)					
d. Personal Communication (e.g., oral questioning, interviewing, conferencing, discussing)					



**STEP 4**

Teacher Name: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Designated Course: \_\_\_\_\_

**The Education Trust *High Impact High School Study*  
 English Language Arts Texts/Materials/Resources Information Sheet**

**NOTE:** For the purposes of this project, a distinction has been made between “textbooks” and “texts.” Textbooks refer to teacher or student editions that are commercially published, reasonably comprehensive, and used by the teacher and students to study elements of a specific subject. “Texts,” in comparison, refer to print materials such as novels, articles, or essays that have not been excerpted or adapted and are read for a variety of purposes, including for enjoyment, studying a problem or issue, or researching a topic.

**Section I: Textbook Information**

1. Do you use commercially published textbooks (e.g., literary or grammar) or workbooks in your course?

Yes (proceed to next question)       No (proceed to Section II, question 1 on page 2)

2. In columns 1 and 2 in the table below, write the title(s), publisher(s), publication date(s), and ISBN number(s) of the textbook(s) and/or workbooks used in your course. Then, for each textbook or workbook listed, answer each question below (i.e., circle the letter or number that best describes the textbook(s) or workbook(s) used in your course).

- ◆ How you would **rate** each textbook/workbook? [P] Poor, [A] Adequate, or [E] Excellent
- ◆ How was each textbook/workbook **selected**? [1] by you, [2] by state adoption, [3] by district/school selection committee, or [4] by school department chair
- ◆ How **frequently** do you use each textbook or workbook listed? [d] almost every day, [w] once or twice a week, [m] once or twice a month, [s] once or twice a semester, [n] never
- ◆ How would you characterize your **use** of each textbook or workbook listed? [1] main guide for course, [2] source of exercises, [3] as a resource, or [4] other (please specify use in the space provided)

Title/Publisher/Pub. Date	ISBN	Rating	Selected by	Frequency of Use	Uses
		P A E	1 2 3 4	d w m s n	1 2 3 4
		P A E	1 2 3 4	d w m s n	1 2 3 4
		P A E	1 2 3 4	d w m s n	1 2 3 4
		P A E	1 2 3 4	d w m s n	1 2 3 4
		P A E	1 2 3 4	d w m s n	1 2 3 4

**OVER**

**Section I: Textbook Information (continued)**

3. How often do you assign **reading** from the textbook(s) used in the course?

- Almost every day    — Once or twice a week    — Once or twice a month    — Once or twice a semester    — Never

4. How often do you assign **exercises** for class work or for homework from the textbook(s) or workbook(s) used in the course?

- Almost every day    — Once or twice a week    — Once or twice a month    — Once or twice a semester    — Never

5. Are there other textbooks, workbooks, or programs you would prefer to use? Please explain in the space provided.

**Section II: Text Information**

1. In column 1 in the table below, indicate other texts (primary or supplementary print materials) that you require your students to read in your course. *Mark (X) all that apply.* In column 2, write the approximate number of each type of text used in the course. Then, for those texts you marked, answer the questions below (i.e., circle the letter or number that best describes each text used in your course).

- ◆ Generally speaking, how was each text **selected**? [1] by you, [2] by state adoption, [3] by district/school selection committee, or [4] by school department chair
- ◆ How **frequently** do you use each text you marked? [d] almost every day, [w] once or twice a week, [m] once or twice a month, [s] once or twice a semester, [n] never
- ◆ How would you characterize your **use** of each text you marked? [1] main guide for course, [2] source of exercises, [3] as a resource, or [4] other (please specify use in the space provided)

*Please attach a list of recommended/required reading for your course if it was not included in the course syllabus.*

Texts	Number Used	Selected by	Frequency of Use	Uses
— Novels		1 2 3 4	d w m s n	1 2 3 4
— Articles		1 2 3 4	d w m s n	1 2 3 4
— Speeches		1 2 3 4	d w m s n	1 2 3 4
— Plays		1 2 3 4	d w m s n	1 2 3 4



Texts	Number Used	Selected by	Frequency of Use	Uses
<input type="checkbox"/> Essays		1 2 3 4	d w m s n	1 2 3 4
<input type="checkbox"/> Short Stories		1 2 3 4	d w m s n	1 2 3 4
<input type="checkbox"/> Poetry		1 2 3 4	d w m s n	1 2 3 4
<input type="checkbox"/> Newspapers		1 2 3 4	d w m s n	1 2 3 4
<input type="checkbox"/> Periodicals		1 2 3 4	d w m s n	1 2 3 4
<input type="checkbox"/> Other (please specify): _____		1 2 3 4	d w m s n	1 2 3 4

2. What general criteria guided the selection process of the texts you marked in question 1 on pages 2 and 3?

3. Where do students obtain the texts you marked in question 1 on pages 2 and 3? *Mark (X) all that apply.*

- Classroom Teacher   
 School Library   
 Department Library   
 Classroom Library   
 Internet  
 Public Library   
 Other (please specify): \_\_\_\_\_

4. How often do you assign **reading** from the text(s) used in the course?

- Almost every day   
 Once or twice a week   
 Once or twice a month   
 Once or twice a semester   
 Never

5. How often do you assign **exercises** for class work or for homework from the text(s) used in the course?

- Almost every day   
 Once or twice a week   
 Once or twice a month   
 Once or twice a semester   
 Never

### Section III: Materials/Equipment Information

1. How many of your students have access at school to computers/laptops/word processors?

- 0%   
 1%–25%   
 26%–50%   
 51%–75%   
 76%–100%

**Section IV: Resources Available (continued)**

2. Indicate the people other than classroom teachers who provide learning opportunities for students in your school. *Mark (X) all that apply.*

- Business Mentors     College Students     School Aides     Peer Tutors
- Volunteers (e.g., parents, senior citizens)
- Other (please specify): \_\_\_\_\_

3. Do students in your school access other libraries in the community (i.e., public library, college or university library)?

- Yes                       No

Answer questions 4–7 with respect to your designated course.

4. Are students in your course required to use the school library?

- Yes                       No

5. For what purposes is the school library used by students in your course? *Mark (X) all that apply.*

- Research     Audiovisual Services     Browsing     Internet
- Reference Materials     Other (please specify): \_\_\_\_\_

6. Besides you, who provides additional help for students in your course. *Mark (X) all that apply.*

- Business Mentors     College Students     School Aides     Peer Tutors
- Volunteers (e.g., parents, senior citizens)
- Other (please specify): \_\_\_\_\_

7. What other resources/learning experiences are utilized in your course? *Mark (X) all that apply.*

- Cable Television     Satellite Linkups     Guest Lecturers     Field Trips
- Other (please specify): \_\_\_\_\_

**STEP 5**

Teacher Name: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Designated Course: \_\_\_\_\_

**The Education Trust *High Impact High School Study*  
 Mathematics Texts/Materials/Resources Information Sheet**

**NOTE:** For the purposes of this project, a distinction has been made between “textbooks” and “texts.” Textbooks refer to teacher or student editions that are commercially published, reasonably comprehensive, and used by the teacher and students to study elements of a specific subject. “Texts,” in comparison, refer to print materials such as novels, articles, or essays that have not been excerpted or adapted and are read for a variety of purposes, including for enjoyment, studying a problem or issue, or researching a topic.

**Section I: Textbook Information**

1. Do you use commercially published textbooks or workbooks in your course?

Yes (proceed to next question)       No (proceed to question 4 on page 2)

2. In columns 1 and 2 in the table below, write the title(s), publisher(s), publication date(s), and ISBN number(s) of the textbook(s) and/or workbooks used in your course. Then, for each textbook or workbook listed, answer each question below (i.e., circle the letter or number that best describes the textbook(s) or workbook(s) used in your course).

- ◆ How you would **rate** each textbook/workbook? [P] Poor, [A] Adequate, or [E] Excellent
- ◆ How was each textbook/workbook **selected**? [1] by you, [2] by state adoption, [3] by district/school selection committee, or [4] by school department chair
- ◆ How **frequently** do you use each textbook or workbook listed? [d] almost every day, [w] once or twice a week, [m] once or twice a month, [s] once or twice a semester, [n] never
- ◆ How would you characterize your **use** of each textbook or workbook listed? [1] main guide for course, [2] source of exercises, [3] as a resource, or [4] other (please specify use in the space provided)

Title/Publisher/Pub. Date	ISBN	Rating	Selected by	Frequency of Use	Uses
		P A E	1 2 3 4	d w m s n	1 2 3 4
		P A E	1 2 3 4	d w m s n	1 2 3 4
		P A E	1 2 3 4	d w m s n	1 2 3 4
		P A E	1 2 3 4	d w m s n	1 2 3 4
		P A E	1 2 3 4	d w m s n	1 2 3 4

**OVER**

### Section I: Textbook Information (continued)

3. How often do you assign **exercises** for class work or for homework from the textbook(s) or workbook(s) used in the course?

Almost every day     Once or twice a week     Once or twice a month     Once or twice a semester     Never

4. Are there other textbooks, workbooks, or programs you would prefer to use? Please explain in the space provided.

5. Are there other texts (primary or supplementary print materials) that you use in your course? Please explain in the space provided.

### Section II: Materials/Equipment Information

1. Is calculator use expected/required in your course?

Yes (proceed to next question)     No (proceed to question 6 on page 3)

2. What types of calculators are used in your course? *Mark (X) all that apply.*

Graphing     Standard

3. Does the school provide calculators or are students required to purchase their own?

Classroom Set     Student Purchased     Both

**Section II: Materials/Equipment Information (continued)**

4. If there is a classroom set, are students allowed to take the calculators home?

Yes  No

5. How often are the calculators used in your course?

Almost every day  Once or twice a week  Once or twice a month  Once or twice a semester  Never

6. How many of your students have access at school to computers/laptops/word processors?

0%  1%–25%  26%–50%  51%–75%  76%–100%

7. Indicate where the computers/word processors are located in your school. *Mark (X) all that apply.*

Classroom  Library  Computer Lab  Other (please specify): \_\_\_\_\_

8. How often do you assign tasks that require computers/laptops/word processors in your course?

Almost every day  Once or twice a week  Once or twice a month  Once or twice a semester  Never

9. Indicate other materials/equipment/resources used in your course. *Mark (X) all that apply.*

Internet  Audiovisual Tools  Software Programs  
 Teacher-Developed Worksheets  Manipulatives, Models, or Other Objects  Other Equipment (please specify): \_\_\_\_\_  
 Other (please specify): \_\_\_\_\_

**Section III: Resources Available**

Answer questions 1–3 in regard to the school as a whole.

1. Indicate the types of resources available for students in your school. *Mark (X) all that apply.*

Learning Lab  Before-or-After-School Help  Tutoring Services  Saturday Programs  
 Summer Programs  Other (please specify): \_\_\_\_\_

**Section III: Materials/Equipment Information (continued)**

2. Indicate where the computers/word processors are located in your school. *Mark (X) all that apply.*

Classroom     Library     Computer Lab     Other (please specify): \_\_\_\_\_

3. How often do you assign tasks that require computers/laptops/word processors in your course?

Almost every day     Once or twice a week     Once or twice a month     Once or twice a semester     Never

4. Do you expect your students to submit typed final drafts of papers?

Yes     No     N/A

5. What types of reference materials are used in your course? *Mark (X) all that apply.*

Dictionaries     Thesauruses     Encyclopedias     World Wide Web

Other (please specify): \_\_\_\_\_

6. Are there enough copies of each reference text for students to have their own copy?

Yes     No

7. Indicate other materials/equipment/resources used in your course. *Mark (X) all that apply.*

Internet     Audiovisual Tools     Software Programs

Teacher-Developed Worksheets     Manipulatives, Models, or Other Objects     Other Equipment (please specify): \_\_\_\_\_

Other (please specify): \_\_\_\_\_

**Section IV: Resources Available**

Answer questions 1–3 in regard to the school as a whole.

1. Indicate the types of resources available for students in your school. *Mark (X) all that apply.*

Learning Lab     Before-or-After-School Help     Tutoring Services     Saturday Programs

Summer Programs     Other (please specify): \_\_\_\_\_

**Section III: Resources Available (continued)**

2. Indicate the people other than classroom teachers who provide learning opportunities for students in your school. *Mark (X) all that apply.*

Business Mentors     College Students     School Aides     Peer Tutors  
 Volunteers (e.g., parents, senior citizens)  
 Other (please specify): \_\_\_\_\_

3. Do students in your school access other libraries in the community (i.e., public library, college or university library)?

Yes                       No

Answer questions 4–7 with respect to your designated course.

4. Are students in your course required to use the school library?

Yes                       No

5. For what purposes is the school library used by students in your course? *Mark (X) all that apply.*

Research     Audiovisual Services     Browsing     Internet  
 Reference Materials     Other (please specify): \_\_\_\_\_

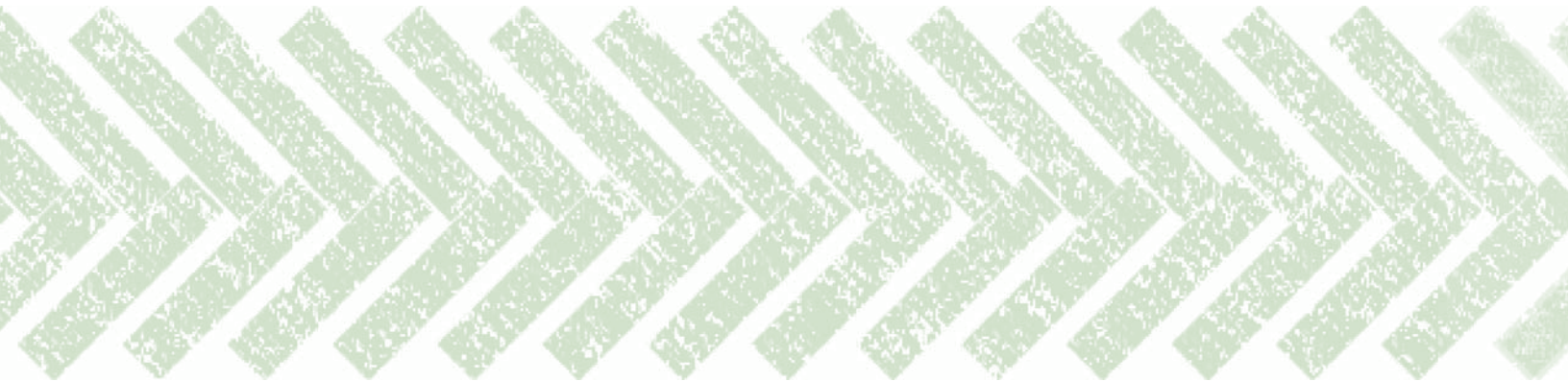
6. Besides you, who provides additional help for students in your course. *Mark (X) all that apply.*

Business Mentors     College Students     School Aides     Peer Tutors  
 Volunteers (e.g., parents, senior citizens)  
 Other (please specify): \_\_\_\_\_

7. What other resources/learning experiences are utilized in your course? *Mark (X) all that apply.*

Cable Television     Satellite Linkups     Guest Lecturers     Field Trips  
 Other (please specify): \_\_\_\_\_

# INTERVIEW/FOCUS GROUP





School Name: \_\_\_\_\_ Administrator Name: \_\_\_\_\_  
 Administrator Title: \_\_\_\_\_ Interviewer Initials: \_\_\_\_\_

## The Education Trust *High Impact High School Study*

### Administrator Interview Protocol Principal & Asst. Principal for Academics

**Introduction** - Hello. My name is \_\_\_\_\_ and I work the Education Trust in Washington, DC and we are here to learn more about your school.

**Interviewer:** “As part of the High Impact High School Study, we are here to learn and better understand high school practices that lead to academic gains for all students regardless of how well prepared they are when they enter 9<sup>th</sup> grade. This interview will help us develop a clear understanding of your roles as a (teacher, administrator, counselor, or dept. chair) in that process. In addition to meeting face-to-face with as many teachers, administrators, counselors, and department chairs as possible, we will also conduct classroom observations, administer student survey’s, and conduct student focus groups.”

#### **Permission to Record**

“I would like to tape record this interview to avoid missing anything you say during our conversation. After this interview is transcribed the information you provide may be included in our report under a pseudonym. Would you mind if I tape record this interview? If at any time during the interview you would like me to stop recording, please let me know and I will stop immediately.”

#### **Identification**---BEGIN RECORDING

“Do I have your permission to record this interview? Please state your first and last name, the name of this school and your position here.”

**I would like to start by asking some questions about the policies at your school that deal with class assignments for students.**

1. What are your school/department-wide policies and procedures regarding 9<sup>th</sup> grade transition?
2. How are students placed in courses?
  - i. Who has the final say on student placement in courses?
  - ii. Is there a specific process for struggling students?
3. What kinds of interactions do you have with the guidance counselors around student achievement?
  - iii. **If interviewee does not specifically mention the guidance counselor role in student placement in courses ask:** How, if at all, are guidance counselors involved in student placement in courses?

**Now that we have talked a little about students, I’d like to move on and ask a few questions about teachers.**

4. Is student achievement data used to inform instructional practices here?

**OVER**

- iv. **If yes**, How?
  - v. **If no**, How do you know which students are is not on track to graduate?
  - vi. **and** What instructional practices do you use for those students?
5. How are teachers assigned to teach specific courses at this school?
  - i. Who has the final say on teacher course assignments?
6. How do you measure teacher effectiveness in the classroom?
  - ii. How do you identify struggling teachers?
  - iii. What do you do after you identify them (procedures and practices)?
7. Do you follow up with individual teachers about the actions recommended at the end of each formal evaluation? **If so**, how?
8. What is the procedure for hiring new teachers?
  - iv. Who has final say?
  - v. Is the union involved?
9. What, if any, policies and practices in your school support teacher collaboration around teaching and learning?

**Let's now move on to talk about your policies and procedures regarding resources and external supports.**

10. What, if any, criteria do you use to focus your resources to improve student achievement (i.e., time, money, materials, etc.)?
  - i. **If there are criteria ask**, How do you apply them and has your process been effective?
11. Do you have specific policies in place to protect the academic learning time? **Please describe**
12. How, if at all, does your central office provide supports to enhance academic achievement in your school? **Probe for examples**
13. How do you manage discipline and safety issues in this school and still get positive academic results?
14. How do you coordinate your external partnerships?

- i. How do you know they are having a positive academic effect on your school? **Probe for examples**

**To conclude this interview, I'd like to ask you one final question:**

16. In your opinion, which adults in this school are most helpful to students' success (academic, specifically)? **Probe for examples**

Clarification: Feel free to name specific people, even if they are not teachers.

**That was my last question. Is there anything you would like to add?**

**Thank you for your participation in this interview. We appreciate your comments and your time.**

**TURN OFF RECORDER**

Green questions are clarifications that worked better on the Jack Britt visit.  
Blue questions are specific to a school or state.  
Red questions are for probing.



School Name: \_\_\_\_\_ Counselor Name: \_\_\_\_\_  
 Interviewer Initials: \_\_\_\_\_

## The Education Trust *High Impact High School Study*

Guidance Counselor Interview Protocol

**Introduction** - Hello. My name is \_\_\_\_\_ and I work the Education Trust in Washington, DC and we are here to learn more about your school.

**Interviewer:** “As part of the High Impact High School Study, we are here to learn and better understand high school practices that lead to academic gains for all students regardless of how well prepared they are when they enter 9<sup>th</sup> grade. This interview will help us develop a clear understanding of your roles as a (teacher, administrator, counselor, or dept. chair) in that process. In addition to meeting face-to-face with as many teachers, administrators, counselors, and department chairs as possible, we will also conduct classroom observations, administer student survey’s, and conduct student focus groups.”

### Permission to Record

“I would like to tape record this interview to avoid missing anything you say during our conversation. After this interview is transcribed the information you provide may be included in our report under a pseudonym. Would you mind if I tape record this interview? If at any time during the interview you would like me to stop recording, please let me know and I will stop immediately.”

### Identification---BEGIN RECORDING

“Do I have your permission to record this interview? Please state your first and last name, the name of this school and your position here.”

**I would like to begin with some questions about your school’s approach to counseling.**

1. Describe the role of the counseling program in helping struggling students reach proficiency?
  - Are there policies or procedures in place at the school specifying this role?
  - Is there a policy or procedure in place particularly for 9<sup>th</sup> graders transitioning?
  - **If yes, please describe.**
2. What is the process for placing students on specified tracks (pathways)? Who is involved in this process, and who makes the final decision?
3. What policy or procedure does your counseling program have a to prevent students from dropping out? **If the interviewee indicates that a policy or procedure exists follow the probes below**
  - Please describe.
  - Do you think it is effective?
4. How, if at all, is student achievement data used to inform your counseling program (i.e., grades, EOC scores, tests)?

**Now I would like to ask you about the leadership at your school.**

**OVER**

5. What kinds of interactions do you have with administrators around student achievement?
  - **If interviewee does not specifically mention their role in student course taking patterns ask:** Are you involved in student placement in courses?
  - **If yes,** what is your specific role in that process?
  
6. What kinds of interactions do you have with teachers around student achievement?
  - **If interviewee does not specifically mention their role in student course taking patterns ask:** Are you involved in student placement in courses?
  - **If yes,** what is your specific role in that process?

**To conclude this interview, I'd like to ask you one final question:**

6. In your opinion, which adults in this school are most helpful to students' success (academic, specifically)? **Probe for examples**  
Clarification: Feel free to name specific people, even if they are not teachers.

**That was my last question. Is there anything you would like to add?**

**Thank you for your participation in this interview. We appreciate your comments and your time.**

**TURN OFF RECORDER.**

School Name: \_\_\_\_\_ Administrator Name: \_\_\_\_\_  
 Administrator Title: \_\_\_\_\_ Interviewer Initials: \_\_\_\_\_

## The Education Trust *High Impact High School Study*

### Department Chair Interview Protocol

#### English & Math Department Chairs

**Introduction** - Hello. My name is \_\_\_\_\_, and I work for the Education Trust in Washington, DC, and we are here to learn more about your school.

**Interviewer:** “As part of the High Impact High School Study, we are here to learn and better understand high school practices that lead to academic gains for all students regardless of how well prepared they are when they enter 9<sup>th</sup> grade. This interview will help us develop a clearer understanding of your role as a dept. chair in that process. In addition to meeting face-to-face with as many teachers, administrators, counselors, and department chairs as possible, we will also conduct classroom observations, administer student surveys, and conduct student focus groups.”

#### **Permission to Record**

“I would like to tape record this interview to avoid missing anything you say during our conversation. After this interview is transcribed the information you provide may be included in our report under a pseudonym. Would you mind if I tape record this interview? If at any time during the interview you would like me to stop recording, please let me know and I will stop immediately.”

#### **Identification--BEGIN RECORDING**

“Do I have your permission to record this interview? Please state your first and last name, the name of this school and your position here.”

**I would like to begin by asking some questions about student placement in your school.**

1. What are your school/department-wide policies and procedures regarding 9<sup>th</sup> grade transition?
2. How are students placed in courses?
  - Who has the final say on student placement in courses?
  - Is there a specific process for struggling students?
3. What is the process for placing students on specified tracks? Who is involved in this process and who makes the final decision?
4. What kinds of interactions do you have with the guidance counselors around student achievement?
  - **If interviewee does not specifically mention the guidance counselor role in student placement in courses ask:** How, if at all, are guidance counselors involved in student placement in courses?

**OVER**

**Now that we have talked a little about students, I'd like to move on and ask a few questions about teachers.**

5. How are teachers assigned to teach specific courses at this school?
  - Who has the final say on teacher course assignments?
6. How do you measure teacher effectiveness in the classroom?
  - How do you identify struggling teachers?
  - What are your procedures/policies for handling struggling teachers?
7. Do you follow up with individual teachers about the actions recommended at the end of each formal evaluation? **If so**, how?
8. How do you determine the types of professional development your staff needs?
9. What policies and practices in your school support teacher collaboration around teaching and learning?
10. What is the procedure for hiring new teachers?
  - Who has final say?
  - Is the union involved?

**Let's move on now to talk a little more specifically about instructional practices in your school.**

11. What instructional practices are most/least used in this department?
12. How do you know that all sections of a course have the same level of content and rigor?  
**Probe for examples**
13. Is student achievement data used to inform your instructional practices?
  - **If yes**, How?
  - **If no**, How do you know who is performing below grade level?
  - **And**, What instructional practices do you use for those students?



**To conclude this interview, I'd like to ask you one final question:**

14. In your opinion, which adults in this school community are most helpful to students academically? **Probe for examples**

**That was my last question. Is there anything you would like to add?**

**Thank you for your participation in this interview. We appreciate your comments and your time.**

**TURN OFF RECORDER.**

Green questions are clarifications that worked better on the Jack Britt visit.  
Blue questions are specific to a school or state.  
Red questions are for probing.



School Name: \_\_\_\_\_ Facilitator Name: \_\_\_\_\_  
Session I or II: \_\_\_\_\_ Date: \_\_\_\_\_

## **The Education Trust *High Impact High School Study* Student Focus Group-Growers 11<sup>th</sup> graders who have shown growth**

**Introduction - Hello. My name is \_\_\_\_\_, and I work the Education Trust in Washington, DC, and we are here to learn more about your school.**

**Interviewer: “As part of a study of high schools, we are here to learn and better understand how high schools help all students make academic gains. This group interview will help us understand how students view that process. In addition to meeting with you, we will speak face-to-face with as many teachers, administrators, counselors, and department chairs as possible, conduct classroom observations, and administer student surveys.”**

### **Permission to Record**

**“I would like to tape record this group interview to avoid missing anything you say during our conversation. After this interview is transcribed the information you provide may be included in our report under a pseudonym. Would any of you mind if I tape record this interview? If at any time during the interview you would like me to stop recording, please let me know and I will stop immediately.”**

### **Identification---BEGIN RECORDING**

**“I would like to go around the room now and have each of you say your first and last name and please say again if I have your permission to record. “**

1. Tell me how comfortable you feel with your course work now in 11<sup>th</sup>? Tell me how comfortable you felt in 9<sup>th</sup> grade when you first arrived.

Can you talk about what makes this year and that year different?

2. Which adults in the school do you find most helpful to you academically? Why? How?
3. How often in a school year do you meet with your assigned guidance counselor? What do you talk about?
4. If you need extra help in a class, is it easy to get? Why or why not?

**OVER**

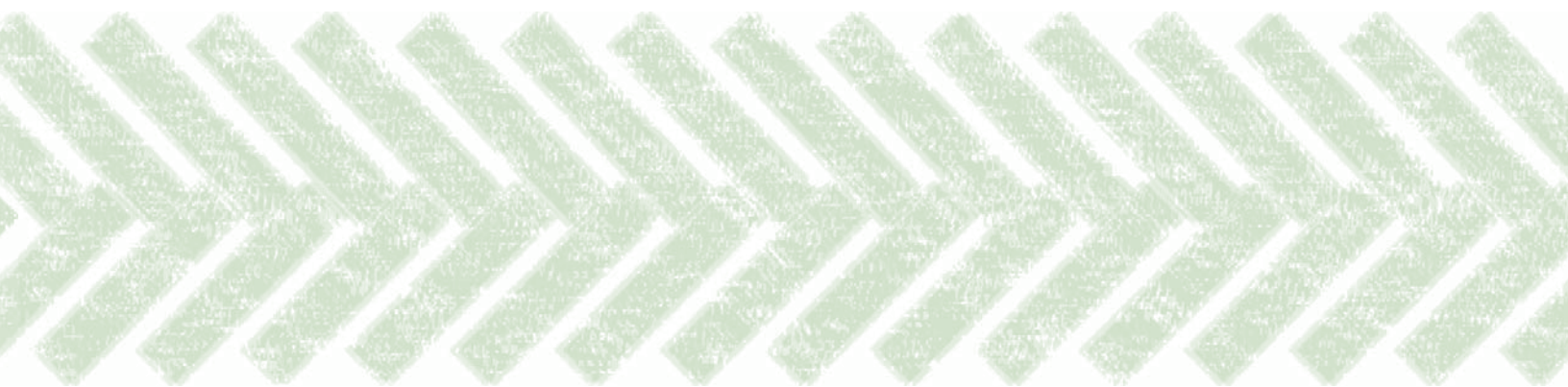
- 6. Which classes do you find most challenging this year? Why? Which classes do you feel require a lot of your time outside of the classroom?
  
  
  
  
  
  
  
  
  
  
- 7. What would you change about this school if you could?

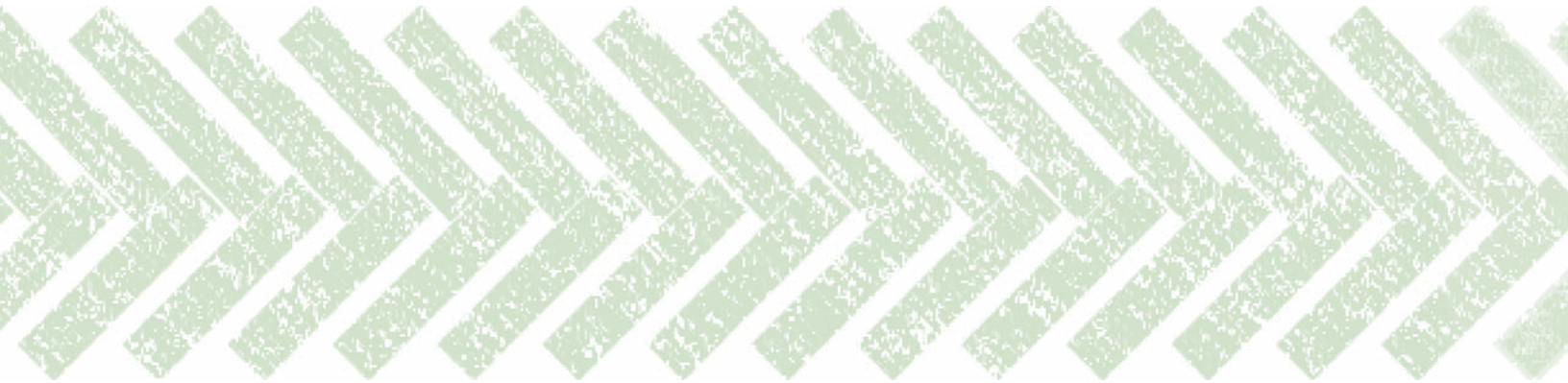
Student seating

X	X
X	X
X	X
X	X
X	X
X	X
X	X

YOU

# OBSERVATION AND OBSERVATION FOLLOW-UP





School Name: \_\_\_\_\_ Name: \_\_\_\_\_

## **The Education Trust *High Impact High School Study* School Observation Protocol**

### Atmosphere Indicators

1. What do you observe in the halls during transitions?
2. What disruptions occur during instruction?
3. Where do students seem to congregate? What appears to be attraction to this space?
4. Do you observe accessible computer and internet use?  
Where? Who uses these resources?

Number of computer labs \_\_\_\_\_ Are they easy to access? Are students using the labs independently?

What are the visual indicators of opportunities for students within the school?

**OVER**

What are the visual indicators of opportunities for students beyond high school? (i.e., activity posters, notices of meetings, etc.)?

Is the school open after hours for clubs, activities, community events, etc.?

12. What activities take place during non-instructional hours (before school, during lunch, after school, other)?



School Name: \_\_\_\_\_ Number of Students: \_\_\_ Enrolled: \_\_\_ Present: \_\_\_  
 Teacher: \_\_\_\_\_ Diversity of Class: \_\_\_\_\_  
 Course: \_\_\_\_\_

## The Education Trust *High Impact High School Study*

<b>ELA CLASSROOM OBSERVATION PROTOCOL</b>			
<b>I. Classroom</b>	<b>“√” all that apply</b>		<b>Observations/Comments</b>
A. Student Seating	__in rows facing front	__in groups (draw configuration)	Room arrangement facilitates learning:
B. Teacher’s Desk	__in front __no desk	__in back __other	
C. Learning Environment	__student work posted __procedures/rules displayed	__content related wall displays __other	
<b>II. Start of Class</b>	<b>“√” all that apply</b>		<b>Observations/Comments</b>
A. Teacher	__completes administrative duties	__briefly explains lesson activities	Topic(s)/Objective(s):  Mode of Delivery:  Students’ response to teacher/projected lesson:
	__prepares for lesson (distribute materials/set up)	__states/writes topic and objectives of lesson	
	__presents brief summary from last class	__explains mode of content delivery	
	__identify purpose of lesson	__explains mode of content delivery	
B. Students	__take a seat	__talk with peers	
	__take out materials	__read	
	__perform student jobs/responsibilities	__complete other work	
	__begin daily/routine assignment	__other	
<b>III. Lesson</b>	<b>“√” all that apply</b>		<b>Observations/Comments</b>
A. Lesson	__paces lesson to students’ needs	__activities suited to topic/objectives	Grouping(s) used:  Activities (teacher- and student-directed):
	__grouping(s) appropriate for lesson	__materials accessible/effectively used	
B. Materials Used	__A/V aids	__graphs, tables, diagrams, charts, etc.	
	__reference materials	__computers, laptops	
	__textbooks	__other texts	
	__worksheets	__other equipment	
	__other		

**OVER**

IV. Content Delivery	“√” all that apply		Observations/Comments
A. Teaching Style	encourages/ manages student participation	provides clear, specific oral/written directions	Motivational/teaching techniques:  Student response to lesson:
	uses verbal/non- verbal classroom management techs.	conveys enthusiasm for content	
	relates new info to previous learning/ practical issues	regularly checks for student understanding	
	provides effective transitions	adapts lesson where necessary	
	provides positive encouragement	provides opportunities for practice	
	uses examples to clarify/demonstrate abstract concepts	stresses key ideas/ gives ideas for learning content	
	circulates to help students	other _____	
B. Questioning/ Responses	asks literal (recall) questions	allows 5-8 second wait time	
	encourages student-to-student interaction/ questions	asks for clarification/justification of responses	
	well-prepared to answer questions	provides cues to answers	
	asks higher-order questions	other _____	
V. Tchr/Student Interactions	“√” all that apply		Observations/Comments
A. Teacher (throughout lesson)	talks informally w/ students before/ after class	shows sensitivity correcting students' errors	Student response to teacher behaviors:
	disciplines students effectively	uses humor in class	
B. Students (throughout lesson)	appear engaged/ on task	students show command of Standard English	
	seem attentive	other _____	
VI. Conclusion of Class	“√” all that apply		Observations/Comments
A. Teacher Routines	__summarized main/idea topic of lesson	__clearly explained assignment/home-work	
	__announced the amount of time remaining	__identified topic/objective(s) for next class	
	__offered extra help to students	__other	

School Name: \_\_\_\_\_ Period Observed: \_\_\_\_\_  
 Teacher Name: \_\_\_\_\_ Observer Initials: \_\_\_\_\_

## The Education Trust *High Impact High School Study* ELA Classroom Observation Follow-Up Interview Protocol

**Introduction** - Hello. My name is \_\_\_\_\_, and I work for the Education Trust in Washington, DC, and we are here to learn more about your school.

**Interviewer:** “As part of the High Impact High School Study, we are here to learn and better understand high school practices that lead to academic gains for all students regardless of how well prepared they are when they enter 9<sup>th</sup> grade. This follow up interview will help us develop a clearer understanding of your role as a teacher in that process. In addition to meeting face-to-face with as many teachers, administrators, counselors, and department chairs as possible, we will also conduct classroom observations, administer student surveys, and conduct student focus groups.”

**Permission to Record**

“I would like to tape record this interview to avoid missing anything you say during our conversation. After this interview is transcribed the information you provide may be included in our report under a pseudonym. Would you mind if I tape record this interview? If at any time during the interview you would like me to stop recording, please let me know, and I will stop immediately.”

**Identification---BEGIN RECORDING**

“Do I have your permission to record this interview? Please state your first and last name, the name of this school and your position here.”

**I would like to ask you some questions about what I saw you teaching today.**

1. Where in the sequence of learning did this lesson fall (beginning, middle, or end of unit)?

2. If you could do this lesson over again with this same class, would you do anything differently?

**OVER**

3. I am interested in seeing some of the work your students have completed. May I see some of their writing samples?

Take notes on at least three writing assignments you see. Describe assignments in detail.

4. Describe a writing assignment you use at the beginning, middle and end of the school year. How do the assignments you described represent your personal goals as a teacher? How do these assignments fit with the goals of the department?

**That was my last question. Is there anything you would like to add?**

**Thank you for your participation in this interview. We appreciate your comments and your time.**

**TURN OFF RECORDER.**

School Name: \_\_\_\_\_ Number of Students: \_\_\_ Enrolled: \_\_\_\_\_ Present: \_\_\_  
 Teacher: \_\_\_\_\_ Diversity of Class: \_\_\_\_\_  
 Course: \_\_\_\_\_

## The Education Trust *High Impact High School Study*

<b>MATH CLASSROOM OBSERVATION PROTOCOL</b>			
<b>I. Classroom</b>	<b>“√” all that apply</b>		<b>Observations/Comments</b>
A. Student Seating	__in rows facing front	__in groups (draw configuration)	Room arrangement facilitates learning:
B. Teacher’s Desk	__in front __no desk	__in back __other	
C. Learning Environment	__student work posted __procedures/rules displayed	__content related wall displays __other	
<b>II. Start of Class</b>	<b>“√” all that apply</b>		<b>Observations/Comments</b>
A. Teacher	__completes administrative duties	__briefly explains lesson activities	Topic(s)/Objective(s):  Mode of Delivery:  Students’ response to teacher/projected lesson:
	__prepares for lesson (distribute materials/set up)	__states/writes topic and objectives of lesson	
	__presents brief summary from last class	__explains mode of content delivery	
	__identify purpose of lesson	__explains mode of content delivery	
B. Students	__take a seat	__talk with peers	
	__take out materials	__read	
	__perform student jobs/responsibilities	__complete other work	
	__begin daily/routine assignment	__other	
<b>III. Lesson</b>	<b>“√” all that apply</b>		<b>Observations/Comments</b>
A. Lesson	__paces lesson to students’ needs	__activities suited to topic/objectives	Grouping(s) used:  Activities (teacher- and student-directed):
	__grouping(s) appropriate for lesson	__materials accessible/effectively used	
B. Materials Used	__A/V aids	__graphs, tables, diagrams, charts, etc.	
	__reference materials	__computers, laptops	
	__textbooks	__other texts	
	__worksheets	__other equipment	
	__calculators	__other	

**OVER**

IV. Content Delivery	“√” all that apply		Observations/Comments
A. Teaching Style	encourages/ manages student participation	provides clear, specific oral/written directions	Motivational/teaching techniques:  Student response to lesson:
	uses verbal/non-verbal classroom management techs.	relates new info to previous learning/ practical issues	
	conveys enthusiasm for content	regularly checks for student understanding	
	provides effective transitions	adapts lesson where necessary	
	provides positive encouragement	provides opps for practice	
	uses examples to clarify/demonstrate abstract concepts	stresses key ideas/ gives ideas for learning content	
	circulates to help students	other _____	
B. Questioning/ Responses	asks literal (recall) questions	allows 5-8 second wait time	
	encourages student-to-student interaction/questions	asks for clarification/justification of responses	
	well-prepared to answer questions	provides cues to answers	
	asks higher-order questions	other _____	
V. Tchr/Student Interactions	“√” all that apply		Observations/Comments
A. Teacher (throughout lesson)	talks informally w/ students before/ after class	shows sensitivity correcting students’ errors	Student response to teacher behaviors:
	disciplines students effectively	uses humor in class	
B. Students (throughout lesson)	uses mathematical vocabulary accurately	students show command of Standard English	
	appear engaged/ on task	seem attentive	
	other _____		
VI. Conclusion of Class	“√” all that apply		Observations/Comments
A. Teacher Routines	__ summarized main/idea topic of lesson	__ clearly explained assignment/home-work	
	__ announced the amount of time remaining	__ identified topic/objective(s) for next class	
	__ offered extra help to students	__ other	

School Name: \_\_\_\_\_ Period Observed: \_\_\_\_\_  
 Teacher Name: \_\_\_\_\_ Observer Initials: \_\_\_\_\_

## The Education Trust *High Impact High School Study* Math Classroom Observation Follow-Up Interview Protocol

**Introduction** - Hello. My name is \_\_\_\_\_, and I work for the Education Trust in Washington, DC, and we are here to learn more about your school.

**Interviewer:** “As part of the High Impact High School Study, we are here to learn and better understand high school practices that lead to academic gains for all students regardless of how well prepared they are when they enter 9<sup>th</sup> grade. This follow up interview will help us develop a clearer understanding of your role as a teacher in that process. In addition to meeting face-to-face with as many teachers, administrators, counselors, and department chairs as possible, we will also conduct classroom observations, administer student surveys, and conduct student focus groups.”

**Permission to Record**

“I would like to tape record this interview to avoid missing anything you say during our conversation. After this interview is transcribed the information you provide may be included in our report under a pseudonym. Would you mind if I tape record this interview? If at any time during the interview you would like me to stop recording, please let me know, and I will stop immediately.”

**Identification---BEGIN RECORDING**

“Do I have your permission to record this interview? Please state your first and last name, the name of this school and your position here.”

**I would like to ask you some questions about what I saw you teaching today.**

1. Where in the sequence of learning did this lesson fall (beginning, middle, or end of unit)?

2. If you could do this lesson over again with this same class, would you do anything differently?

**OVER**

3. Do you assign any projects that go beyond a typical problem set? If so, please describe and explain the educational intent of the project. Do you develop the projects on your own or with other teachers? **Probe for examples.**

4. Describe an assignment you use at the beginning, middle and end of the school year. (Obviously the content changes, but do the assignments actually look different over the course of the year?)

How do the assignments you described represent your personal goals as a teacher?

How do these assignments fit with the goals of the department?

5. How does homework fit into your instructional practice? Do you determine your own homework policy or is it a department policy?

6. (If teachers teach both regular and honors classes) What is the difference between an honors and regular class? Is the difference determined by you or the department?

**That was my last question. Is there anything you would like to add?**

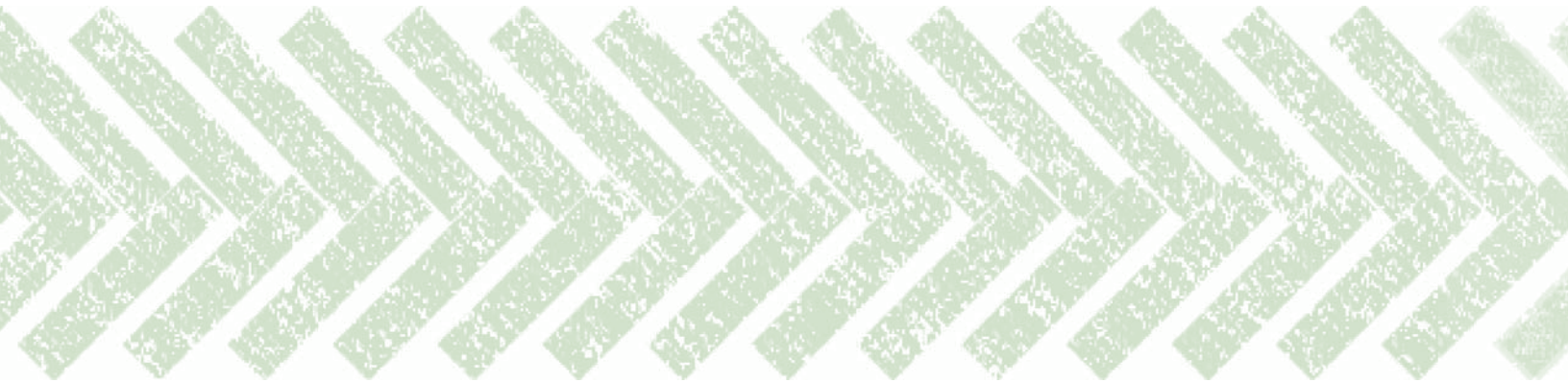
**Thank you for your participation in this interview. We appreciate your comments and your time.**

**TURN OFF RECORDER.**



# SURVEY





Counselor Name: \_\_\_\_\_  
 School: \_\_\_\_\_

## The Education Trust *High Impact High School Study* Counselor Survey

### Section I: Counselor Background

Indicate the degrees or endorsements you have attained or are in the process of completing. For each, identify the major(s)/content area/minor(s) studied, the institution you attended, and the year you earned or worked on the degree/endorsement.

	Completed	In Process	
<b>Bachelors:</b>	_____	_____	_____
	(Year)		(Major[s] /Minor[s])
			(Institution[s])
<b>Masters:</b>	_____	_____	_____
	(Year)		(Major[s] /Minor[s])
			(Institution[s])
<b>Doctorate:</b>	_____	_____	_____
	(Year)		(Major[s] /Minor[s])
			(Institution[s])
<b>Additional Endorsements:</b>	_____	_____	_____
	(Year)		(Major[s] /Minor[s])
			(Institution[s])

### Section II: Counseling Program

Please indicate how often you:	Never	Seldom	Sometimes	Most of the Time	Always	Don't Know
1. Use achievement data to focus and prioritize program activities.	1	2	3	4	5	9
2. Are involved in helping all students reach proficiency.	1	2	3	4	5	9

**OVER**

Please indicate to what extent you believe:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
1. It is important for all students to be prepared so they can be successful in a 2 or 4 year university.	1	2	3	4	5	9
2. It is important for school counselors to encourage students to take rigorous coursework.	1	2	3	4	5	9
3. School counselors should be leaders in the school.	1	2	3	4	5	9
4. School counselors should be advocates for students in the school.	1	2	3	4	5	9

### Section III: Support Strategies

Please answer the following questions.

1. List up to 3 support strategies that you have implemented that help 8<sup>th</sup> graders transition to 9<sup>th</sup> grade.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2. List up to 3 support strategies that you have implemented that help 9<sup>th</sup> grade students who are academically behind catch-up and become proficient by the 11<sup>th</sup> grade.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3. List up to 3 strategies that you have used to support teachers as they work to bring all students to proficiency.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Administrator Name: \_\_\_\_\_

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

## The Education Trust *High Impact High School* Study

### Administrator Survey

**Please check your position:**

\_\_\_\_ Principal

\_\_\_\_ Assistant Principal

\_\_\_\_ Department Chair/ SLC Leader

**Please indicate to what extent you agree/disagree with the following statements.**

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
Beyond state administered standardized test, student achievement data is used to set school goals.	1	2	3	4	5	9
Our curriculum is solely based on a district wide curriculum.	1	2	3	4	5	9
Technology is used in the district to support the delivery of the stated academic objectives.	1	2	3	4	5	9
The school schedule reflects an emphasis on core academic subjects.	1	2	3	4	5	9
The principal is held accountable for student achievement.	1	2	3	4	5	9
The school has a clear and specific behavior management plan.	1	2	3	4	5	9
The district tailors instructional programs to particular groups of students or schools according to achievement data.	1	2	3	4	5	9
Screening assessments are given at the beginning of the year in language foundations and mathematics to identify students who may be at risk or who are behind.	1	2	3	4	5	9
The school schedule provides flexibility to account for different learning needs of students.	1	2	3	4	5	9
Student assessment is a vital part of learning in school.	1	2	3	4	5	9
The school monitors the effectiveness of curriculum and instruction	1	2	3	4	5	9

**OVER**

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
The progress of students who are diagnosed as below grade level are monitored more frequently.	1	2	3	4	5	9
Faculty meetings in this school focus on instructional issues.	1	2	3	4	5	9
The school uses scientifically-based instructional material.	1	2	3	4	5	9
Teachers of the same grade or subject area share planning time.	1	2	3	4	5	9
Evidence-based instructional practices (e.g., flexible grouping, higher-order thinking tasks, lesson differentiations, etc.) are observable in classrooms at this school.	1	2	3	4	5	9
An administrator (principal, department chair) meets with teachers individually to discuss and review student performance data.	1	2	3	4	5	9
The principal of this school uses student performance data from comparable but higher performing schools to set goals for improvement.	1	2	3	4	5	9
The district provides all necessary structure to ensure that instructional programs are implemented successfully.	1	2	3	4	5	9
Ample professional development accompanies the adoption of new instructional programming.	1	2	3	4	5	9
There are monetary incentives in place for schools reaching their student performance goals.	1	2	3	4	5	9
The district tailors instructional programs to particular groups of students or schools according to achievement data.	1	2	3	4	5	9
New teachers receive support through strong, systematic induction programs.	1	2	3	4	5	9
The superintendent's evaluation is linked to student performance outcomes.	1	2	3	4	5	9
The principal in this school studies student performance data by specific skills or objectives to identify particular intervention needs.	1	2	3	4	5	9

<b>Question</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't Know</b>
Student assessment data is used to develop and allocate staff.	1	2	3	4	5	9
The primary use of data in this school is to inform teaching and learning.	1	2	3	4	5	9
The effectiveness of instructional programs and materials is continually evaluated based on student achievement gains.	1	2	3	4	5	9
District benchmark assessments are used to supplement state and standardized tests.	1	2	3	4	5	9
The principal is trained to recognize effective instruction in classroom in this school	1	2	3	4	5	9
District intervention programs are in place for students who begin a school below grade level.	1	2	3	4	5	9
Teachers are expected to be aware of student achievement data and use it to develop targeted instruction to address specific student needs.	1	2	3	4	5	9
Teachers in the school use the same grading practices for student work.	1	2	3	4	5	9
The district provides greater structure for use of the instructional programs and resources in schools with lower student achievement levels.	1	2	3	4	5	9
The principal uses assessment data to examine teacher performance in this school.	1	2	3	4	5	9
The principal uses assessment data to examine student learning in this school.	1	2	3	4	5	9
In every classroom teachers use instructional strategies that are scientifically based.	1	2	3	4	5	9
The principal has final authority for selecting teachers in the school.	1	2	3	4	5	9





School Name: \_\_\_\_\_

Course: \_\_\_\_\_

## The Education Trust *High Impact High School Study* Student Survey

*Circle one.*

Gender :        F        M

Race/Ethnicity: Black/African American    Hispanic/Non White    White    Asian    American Indian  
Other \_\_\_\_\_

What Math class are you taking this year? \_\_\_\_\_ Who is your teacher for this class? \_\_\_\_\_

What English class are you taking this year? \_\_\_\_\_ Who is your teacher for this class? \_\_\_\_\_  
\_\_\_\_\_1. In your English class do you mostly: (*circle all that apply*)

Listen to your teacher lecture

Participate in class discussion

Work with your peers

Write essays

Work in groups

Discuss real life situations

Read books

Work alone

Complete worksheets

Other (please explain) \_\_\_\_\_

2. In your math class do you mostly: (*circle all that apply*)

Listen to your teacher lecture

Participate in class discussion

Work with your peers

Working problems on the board

Read &amp; write

Use computers/graphing calculators

Complete worksheets/book writing

Other (please explain) \_\_\_\_\_

3. Has your assigned guidance counselor helped you with any of the following: (*circle all that apply*)

Choosing classes

Choosing career path

Staying focused on your future

Applying to college

Find a job

Discipline referrals

Talk with your parents regularly

Other (please explain) \_\_\_\_\_

Non school related personal problems

4. If you had to describe this school to a peer moving here from out of town which words below would you use?

\_\_Challenging    \_\_Boring    \_\_Popular    \_\_Easy    \_\_Fun    \_\_Helpful

**OVER**

5. What motivates you to do your homework: *(circle all that apply)*

Desire to please my parents

Desire to please your teachers

Desire for good grades

Desire to get into college

Desire to please my counselor

Pressure from my friends

Desire to learn new knowledge and skills

Don't do it

Avoid detention/suspension

Other (please explain)\_\_\_\_\_

*Check one*

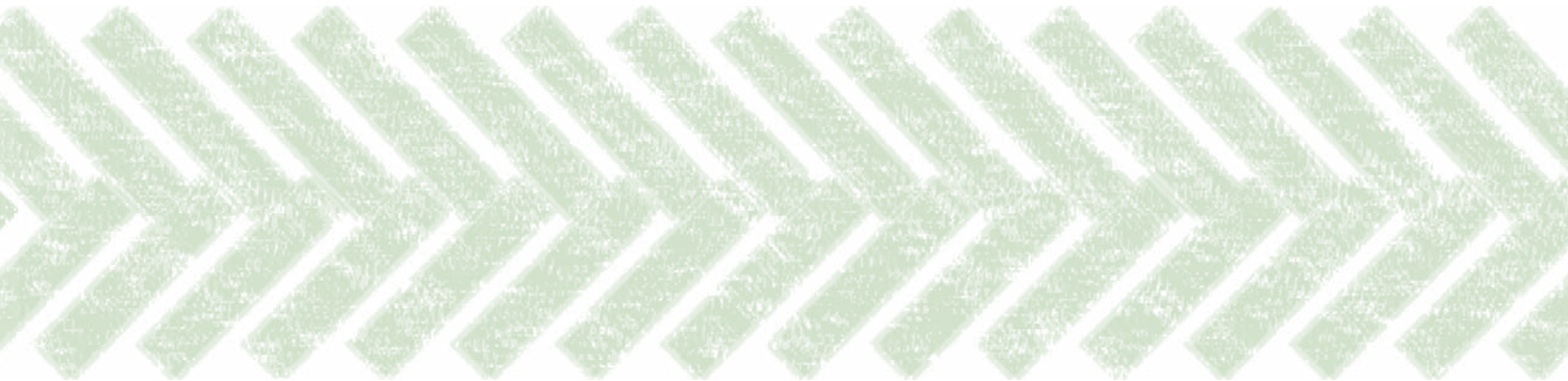
- 6.  I am pleased with the grades I'm getting now.
- I want to improve my grades.
- My grades are better this year than before.

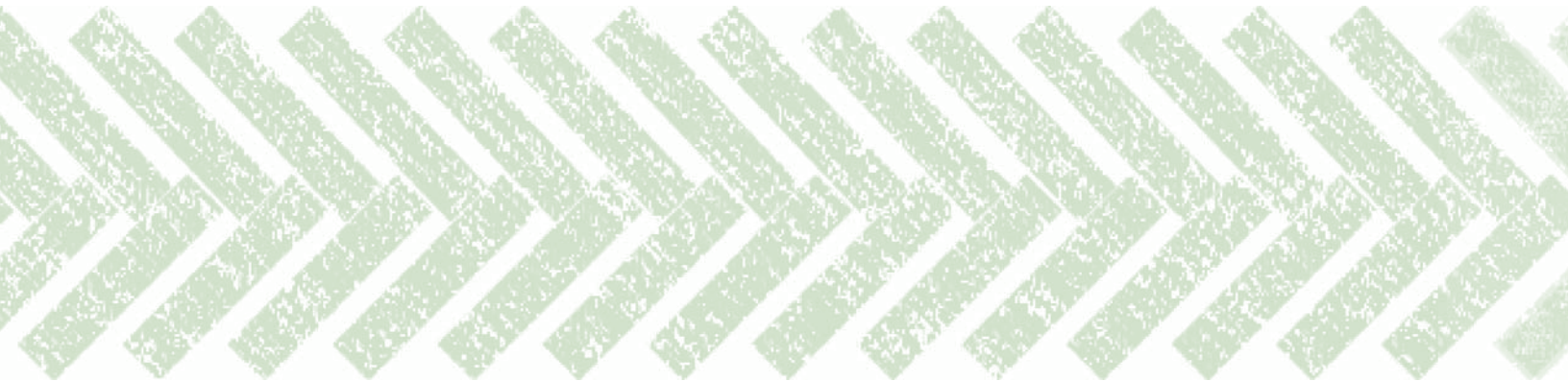
7. The grades I get are mostly:

- As
- Bs
- Cs

- Ds
- Fs
- Don't know

# ANALYSIS





School: \_\_\_\_\_  
Course: \_\_\_\_\_  
Teacher: \_\_\_\_\_

## The Education Trust *High Impact High School Study* Analysis of Assignment & Lesson Plan ELA

**STEP 1:** Where in sequence of long-term planning for this concept does this assignment occur (see course syllabus)? What does the major assignment provided ask students to know and do? What is the academic/teacher purpose of this assignment?

**STEP 2:** Analyze the intellectual demands of the task. What would you have to know and be able to do in order to complete this task successfully?

**STEP 3:** Identify the standards addressed by the assignment. Look for at least one content standard (math or literature) and one writing standard. General rule of thumb: you should have no more than four standards.

**OVER**

**STEP 4: Analysis of Lesson Plans**

Length of unit \_\_\_\_\_

Look at results of step 2 and determine if what was needed to succeed was actually taught.

Was homework given?                      How often?

Was homework expected to be completed and used in subsequent lessons?

Instructional Strategies Reflected in Lesson Plans:	Is there evidence of this strategy in the unit plans <sup>1</sup> ?	When in the instructional flow did this occur <sup>2</sup> ?	Comments
a. Demonstrate a concept using the board or overhead projector			
b. Demonstrate a concept using a computer, videotape, or other electronic medium			
c. Demonstrate a concept using manipulatives, models, or other objects			
d. Facilitate a discussion			
e. Lecture			
f. Lead a question-and-answer session			
g. Work with individual students			
h. Work with small groups of students			
i. Administer a test or quiz for <i>less than</i> a full class period			
j. Administer a test or quiz for a <i>full</i> class period			
k. Conduct simulations			
l. Conduct out-of-class investigations			
m. Other (please specify): _____			

<sup>1</sup> NE (no evidence), P (probably), E (evidence)

<sup>2</sup> Daily, weekly, bi-weekly, monthly, infrequently, never

In-Class Activities That Required Students to:	Is there evidence of this strategy in the unit plans <sup>3</sup> ?	When in the instructional flow did this occur <sup>4</sup> ?	Comments
a. Lead whole-group discussions			
b. Listen to or observe teacher presentations			
c. Take notes			
d. Complete an exercise, worksheet or work-book page emphasizing routine practice of skill(s)			
e. Read and use a textbook			
f. Read and use supplementary printed materials other than textbooks			
g. Engage in discussion primarily with <i>the teacher</i>			
h. Engage in discussion primarily with <i>other students</i>			
i. Use manipulatives, models, or other objects			
j. Explain their reasoning or interpretations			
k. Apply concepts or principles learned			
l. Respond orally or in writing to open-ended questions/problems			
m. Respond orally or in writing to questions testing recall			

<sup>3</sup> NE (no evidence), P (probably), E (evidence)

<sup>4</sup> Daily, weekly, bi-weekly, monthly, infrequently, never

Frequency With Which Students Do the Following:	Is there evidence of this strategy in the unit plans <sup>5</sup> ?	When in the instructional flow did this occur <sup>6</sup> ?	Comments
a. Work individually on projects or presentations			
b. Work as part of a group on projects or presentations to earn <i>individual</i> grades			
c. Work as part of a group on projects or presentations to earn a <i>group</i> grade			
d. Work on short-term projects that require <i>less than</i> one week to complete			
e. Work on long-term projects that require <i>more than</i> one week to complete			
f. Evaluate the work of other students			
g. Evaluate their own work and make revisions			
h. Discuss with the whole class solutions developed in small groups			
i. Confer with other students about their work			
j. Explain how what they learned in class related to the real world			
k. Correct or review homework or worksheet assignments			
l. Give or listen to other students give an oral report or presentation			
m. Prepare a written or oral report			
n. Do lab or field work			
o. Conduct investigations (e.g., research, inquiry, experiments)			
p. Create a product (e.g., model, video, poster)			
q. Complete a short writing assignment (i.e., one page or less than a page)			
r. Complete a long writing assignment (i.e., two or more pages)			
s. Organize, display, or summarize information			
t. Analyze and interpret information			
u. Generalize from patterns or examples			
v. Use school library for course assignments			

<sup>5</sup> NE (no evidence), P (probably), E (evidence)

<sup>6</sup> Daily, weekly, bi-weekly, monthly, infrequently, never



**STEP 5: Analysis of Rigor**

Look at results of step 3, compare to what standards the teacher said they were addressing.

Are the skills required of this assignment on grade-level?  Yes  No, grade level?

ELA skills are reading and writing	Math skills are knowledge of algorithms
------------------------------------	---

Is the content required of this assignment on grade-level?  Yes  No, grade level?

ELA content is the quality and rigor of the text	Math content is the application of algorithms to model real-world situations
--	--

Comments:

**DO NOT COMPLETE THIS SECTION—THIS IS FOR A SUBSEQUENT STUDY**

**STEP 6:** Differential analysis of student work do cross school analysis to see how they differ.

Below Proficient Example(s) Inaccuracies/inadequacies	Proficient Example(s) Inaccuracies/inadequacies	Above Proficient Example(s) Inaccuracies/inadequacies

Cross Analysis—How are the inaccuracies/inadequacies similar across samples? How are they different? What does this tell us about the focus of the teaching?

Where the papers judged on a normative basis or using specific criteria?



School: \_\_\_\_\_  
Course: \_\_\_\_\_  
Teacher: \_\_\_\_\_

## The Education Trust *High Impact High School Study* Analysis of Assignment & Lesson Plan MATH

**STEP 1:** Where in sequence of long-term planning for this concept does this assignment occur (see course syllabus)? What is the general concept(s) the major assignment provided ask students to know and do? What is the academic/teacher purpose of this assignment?

**STEP 2:** Analyze the intellectual demands of the task/assessment. What would you have to know and be able to do in order to complete this task successfully?

**STEP 3:** Identify the standards addressed by the assignment. Look for at least one content standard (math or literature) and one writing standard. General rule of thumb: you should have no more than four standards.

**OVER**

**STEP 4: Analysis of Lesson Plans**

Length of unit \_\_\_\_\_

Look at results of step 2 and determine if what was needed to succeed was actually taught.

Was homework given?                      How often?

Was homework expected to be completed and used in subsequent lessons?

<b>Instructional Strategies Reflected in Lesson Plans:</b>	<b>Is there evidence of this strategy in the unit plans<sup>1</sup>?</b>	<b>When in the instructional flow did this occur<sup>2</sup>?</b>	<b>Comments</b>
a. Demonstrate a concept using the board or overhead projector			
b. Demonstrate a concept using a computer, videotape, or other electronic medium			
c. Demonstrate a concept using manipulatives, models, or other objects			
d. Facilitate a discussion			
e. Lecture			
f. Lead a question-and-answer session			
g. Work with individual students			
h. Work with small groups of students			
i. Administer a test or quiz for <i>less than</i> a full class period			
j. Administer a test or quiz for a <i>full</i> class period			
k. Conduct simulations			
l. Conduct out-of-class investigations			
m. Examples worked by teacher in class			
n. Real-world applications demonstrated by the teacher			
o. In-class practice time provided by teacher			
p. Other (please specify): _____			

<sup>1</sup> NE (no evidence), P (probably), E (evidence)

<sup>2</sup> Daily, weekly, bi-weekly, monthly, infrequently, never

In-Class Activities That Required Students to:	Is there evidence of this strategy in the unit plans <sup>3</sup> ?	When in the instructional flow did this occur <sup>4</sup> ?	Comments
a. Lead whole-group discussions			
b. Listen to or observe teacher presentations			
c. Take notes			
d. Complete an exercise, worksheet or work-book page emphasizing routine practice of skill(s)			
e. Read and use a textbook			
f. Read and use supplementary printed materials other than textbooks			
g. Engage in discussion primarily with <i>the teacher</i>			
h. Engage in discussion primarily with <i>other students</i>			
i. Use manipulatives, models, or other objects			
j. Explain their reasoning or interpretations			
k. Apply concepts or principles learned			
l. Respond orally or in writing to open-ended questions/problems			
m. Respond orally or in writing to questions testing recall			

<sup>3</sup> NE (no evidence), P (probably), E (evidence)

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Frequency With Which Students Do the Following:	Is there evidence of this strategy in the unit plans <sup>5</sup> ?	When in the instructional flow did this occur <sup>6</sup> ?	Comments
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d. Work on short-term projects that require <i>less than</i> one week to complete			
e. Work on long-term projects that require <i>more than</i> one week to complete			
f. Evaluate the work of other students			
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h. Discuss with the whole class solutions developed in small groups			
i. Confer with other students about their work			
j. Explain how what they learned in class related to the real world			
k. Correct or review homework or worksheet assignments			
l. Give or listen to other students give an oral report or presentation			
m. Prepare a written or oral report			
n. Do lab or field work			
o. Conduct investigations (e.g., research, inquiry, experiments)			
p. Create a product (e.g., model, video, poster)			
q. Complete a short writing assignment (i.e., one page or less than a page)			
r. Complete a long writing assignment (i.e., two or more pages)			
s. Organize, display, or summarize information			
t. Analyze and interpret information			
u. Generalize from patterns or examples			
v. Use school library for course assignments			

<sup>5</sup> NE (no evidence), P (probably), E (evidence)

<sup>6</sup> Daily, weekly, bi-weekly, monthly, infrequently, never

**STEP 5: Analysis of Rigor**

Look at results of step 3, compare to what standards the teacher said they were addressing.

Are the skills required of this assignment on grade-level?  Yes  No Which grade-level

ELA skills are reading and writing	Math skills are knowledge of algorithms
------------------------------------	---

Is the content required of this assignment on grade-level?  Yes  No

ELA content is the quality and rigor of the text	Math content is the application of algorithms to model real-world situations
--	--

Comments:

**DO NOT COMPLETE THIS SECTION—THIS IS FOR A SUBSEQUENT STUDY**

**STEP 6:** Differential analysis of student work do cross school analysis to see how they differ.

Below Proficient Example(s) Inaccuracies/inadequacies	Proficient Example(s) Inaccuracies/inadequacies	Above Proficient Example(s) Inaccuracies/inadequacies

Cross Analysis—How are the inaccuracies/inadequacies similar across samples? How are they different? What does this tell us about the focus of the teaching?

Where the papers judged on a normative basis or using specific criteria?

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