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**EVALUATION PLAN FOR
CONNECTED
DEMONSTRATION NETWORK**

Submitted to: James Irvine Foundation

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EVALUATION PLAN FOR *CONNECTED* DEMONSTRATION NETWORK

Background: *ConnectEd* and the Network of Schools

California's high schools face a major and difficult challenge: how to engage our young people in the serious learning that will help ensure lasting success in further education, career, and the civic life of our state. The magnitude and severity of the problem is well known; far too many students are dropping out of high school, and just as many more often earn a diploma without having mastered the knowledge and skill needed to succeed in postsecondary education and the world of work.

There are no simple solutions to this problem, no one right way. However, one promising strategy is multiple pathways—comprehensive programs of study that connect learning in the classroom with real world applications outside of school. Pathways integrate rigorous academic instruction with demanding technical curriculum and work-based learning—all set in the context of one of California's 15 major industry sectors. These sectors include arts, media, and entertainment; biomedical and health science; building and environmental design; engineering; information technology; and law and government, just to name a few.¹

In April 2006, the James Irvine Foundation created *ConnectEd: The California Center for College and Career* to promote innovative practice, policy, and research that would help to better define and expand multiple pathways in California's high schools. *ConnectEd* pursues this mission through three major programs of work: 1) pathway design and curriculum development, 2) policy analysis and advocacy, and 3) school improvement through professional development and related activities. Helping to integrate all three of these programs is the *ConnectEd* Network of Schools, a group of “demonstration” sites with an established track record in designing and implementing multiple pathways.

The Network plays a critical role in advancing *ConnectEd*'s overall mission to advocate for multiple pathways and expand student options and access in high schools throughout the state. For policymakers, educators, industry, and community stakeholders, there is no substitute for seeing and directly experiencing multiple pathways as they are practiced in real schools. Through a series of carefully structured demonstration events at four of the Network sites (as well as through more informal visits and referrals), *ConnectEd* has already reaped significant benefits in building understanding of and enthusiasm for multiple pathways among hundreds of stakeholders. The experience that participants take away from these events is further bolstered by data documenting that students enrolled in pathways at these sites are more likely to achieve at higher levels, transition successfully from grade to grade, attend school, and graduate on time.

Additionally, Network sites work closely with *ConnectEd* staff doing curriculum development and other aspects of multiple pathway design. For example, Health Professions High School in Sacramento has collaborated with *ConnectEd* staff in developing a series of integrated units for biomedical and health science, as well as an integrated curriculum-planning guide. Other sites are working with *ConnectEd* staff on curriculum for engineering, and beginning in fall 2008, some sites will be assisting with curriculum for arts, media, and entertainment, as well as law and government. The curriculum produced through these efforts is shared throughout the Network, as well as with other schools in California planning or already operating pathways in related industry sectors.

¹ For a thorough description of multiple pathways, as well as summaries of relevant research and key policy issues affecting expansion of pathways in California, see *Expanding Pathways: Transforming High School Education in California*, January 2008, which can be obtained at www.ConnectEdcalifornia.org.

To these ends, therefore, the Network has three primary objectives:

1. Showcasing effective, well designed examples of multiple pathways;
2. Providing credible evidence of effectiveness on a core set of student outcome indicators;
3. Building a “learning community” that supports program improvement throughout the Network and among other schools engaged in multiple pathways.

To help build the Network, the James Irvine Foundation enabled *ConnectEd* to make a series of planning and implementation grants for program improvement to a small number of schools in California that had already demonstrated considerable experience in offering students one or more industry-focused pathways. To be selected, these “demonstration sites” have to first meet a number of pre-selection screening criteria with respect to student and district demographics, curriculum, instruction, organization, and school climate (see Exhibit 1). Additionally, prospective sites that make it through this initial screening are visited by one or more *ConnectEd* staff (often accompanied by a representative of the James Irvine Foundation), who observe firsthand pathway functions at the site and interview school administrators and teachers. Then, and only then, are schools invited to submit a proposal to become part of the *ConnectEd* Network.

Creating the Network has proceeded in two stages. An initial grant, made to MPR Associates prior to the founding of *ConnectEd* and subsequently transferred to *ConnectEd*, called for identifying and selecting six demonstration sites. A second grant made directly to *ConnectEd* called for adding up to twelve more sites. As of April 2008, there are 15 sites in the Network (see Exhibit 2). *ConnectEd* continues to add sites as promising candidates are identified.

Evaluation is an important aspect of building the Network. As noted, a central objective of the Network is providing data on a set of core indicators of student outcomes that can be used to document the effectiveness of the multiple pathway approach. This information—when combined with other research on career academies, integration of academic and technical curriculum, project-based learning, and work-based learning—is essential to assuring policymakers and other stakeholders that multiple pathways are an effective strategy for engaging young people, raising student achievement, producing high graduation rates, and increasing the number of high school graduates transitioning successfully to postsecondary education and career.

Evaluation during the first year of the Network (the 2006–07 school year) focused on collecting data on a core set of indicators related to student outcomes. Staff collected, analyzed, and reported student outcome data for each of the initial six sites selected under the first grant, as well as two additional sites that were part of the second round of grants. Evaluation for the second year of the Network (the 2007–08 school year), which will commence June 2008, will include all 15 of the current sites, as well as any additional sites selected prior to September 2008. As with the first year assessment, this upcoming evaluation will collect data from the sites on a set of common core indicators of student outcomes. Additionally, as explained in more detail below, the evaluation will expand its focus to include examination of how well each of the sites has implemented essential features of multiple pathway initiatives.

It is important, however, to understand the limits on evaluation in the Network. Presently, there are only 18 sites included in the network. The sites were not selected randomly, and within sites, students choose to participate in pathway programs. Therefore, it is not possible to draw the kinds of “causal” conclusions that one might be able to make from evaluation based on experimental design and random assignment of schools and students.

Additionally, because of the small number of sites (as well as a selection process that intentionally selected a range of approaches to multiple pathways—i.e., theme-based schools, schools-within-schools, Regional Occupational Programs, “shared-time” half-day programs, etc.), it is not possible statistically to try to isolate the correlation between particular program characteristics and student outcomes. Strictly

speaking, it would be inappropriate to use the Network sites as the basis for an assessment of “best practices,” seeking to unpack the impact of various multiple pathway components such as curriculum integration, work-based learning, block scheduling, support services, school leadership, targeted professional development, etc. What the evaluation will provide, however, is (1) documentation of the academic performance of students participating in pathways at each site, using a set of core indicators, and (2) information about the “fidelity” of implementation in each site to various components of multiple pathway design.

Through a combination of quantitative data collection and analysis and qualitative assessment using a set of implementation measures, including a carefully designed rubric, the evaluation described in more detail below will concentrate on accomplishing these two aims for Year Two of the Network of Schools.

Exhibit 1: Site Selection pre-screening Criteria

Student and District Characteristics

1. API > 5
2. Percent minority > 40%
3. Range of existing CTE offerings
4. Geographic location—representative of diverse regions of the state and including the Inland Empire and Central Valley

Curriculum

1. Technical and academic curriculum aligned with state standards, frameworks & instructional material
2. CTE assessments aligned with state standards, frameworks & instructional material
3. Commitment to using CTE courses as a vehicle for students to obtain a-g credit
4. CTE courses incorporate a focus on high-level communications skills
5. CTE courses designed to prepare students to begin technical majors at UC or CSU
6. CTE courses develop interdisciplinary knowledge through structured work on authentic problems
7. Curriculum development is tied to labor market trends and needs/interests of relevant local employers/businesses

Instruction

1. Technical and academic instruction is coordinated
2. Teacher professional development aims to build expertise across sector (i.e., tech. for academic teachers; academic for tech teachers)
3. Teachers are experienced in using project-based and problem-based instructional approaches
4. Work-based learning is coordinated with classroom instruction
5. School leaders/teachers seek input outside the school on ways to improve the CTE program

Organization

1. Efforts are made to help Grade 9 students make successful transitions to Grade 10
2. Academic support, financial aid counseling, college prep, and career advising along with personal counseling are an integral part of the program
3. Alternative scheduling is used as a vehicle to improve delivery of CTE and academic courses
4. School leaders and teachers use data to aid school operations
5. School has configured the learning environment to support student achievement

School Climate

1. Strong school and program leadership
2. Highly dedicated and motivated teaching staff
3. Student motivation and engagement
4. School has an entrepreneurial approach to building partnerships, securing adequate funding, and ensuring sustainability
5. Parents are active participants in the program

Exhibit 2: Sites Comprising the ConnectEd Network of Schools—April 2008

1. Build San Francisco, San Francisco, CA
 2. Building Industry Technology Academy, Anaheim, CA
 3. Center for Advanced Research and Technology (CART), Clovis, CA
 4. East San Gabriel Valley Regional Occupational Program and Center, West Covina, CA
 5. Health Careers Academy, Palmdale, CA
 6. Health Careers Academy, Placerville, CA
 7. Health Professions High School, Sacramento, CA
 8. Information Systems Academy, Lancaster, CA
 9. Laguna Creek Manufacturing Production Technology Academy, Elk Grove, CA
 10. Life Academy of Health and Bioscience, Oakland, CA
 11. Project Lead the Way Pre-Engineering Academy, Barstow, CA
 12. Project Lead the Way Pre-Engineering Program, Lancaster, CA
 13. School of Digital Media and Design, Kearny High School, San Diego, CA
 14. Space, Technology, and Robotic Systems Academy, Lompoc, CA
 15. Stanley E. Foster Construction Technology Academy, San Diego, CA
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Evaluation Goals and Audiences

Through the Network of Schools, *ConnectEd* seeks to identify, support, and showcase robust, effective models of multiple pathways—comprehensive programs of academic and technical study organized around major industry sectors that prepare students for lasting success in college and career, both objectives and not just one or the other. As a condition of support, each grantee is expected to participate in a coordinated program of evaluation designed to assist each of them in implementation of their individual initiatives, as well as to inform *ConnectEd* and the larger education community in California about the effectiveness of various approaches to implementing multiple pathways. The evaluation has three goals: 1) to collect data to document the implementation and impact of the grantees' models; 2) to assist grant recipients in improving their individual initiatives, and 3) to assist *ConnectEd* in creating a larger "learning community," that builds a reliable knowledge base for promoting academically and technically challenging CTE elsewhere in California. Because the evaluation is currently limited to a small number of sites, it should be considered exploratory. Nevertheless, the evaluation can reasonably be expected to accomplish the following objectives:

- Provide evidence for the impact of the grantees' programs on student learning and achievement and on students' attitudes and learning behavior (through teacher reports) that could be considered indicative of the potential of such programs;
- Provide evidence that participation in these programs develops students' awareness of real-world career experiences and opportunities and their relationships to further postsecondary education;

- Provide evidence for the impact of these programs on teacher pedagogical practice and on the culture of schools and other organizations that implement such programs;
- Collect descriptive data on implementation of the program—planning, delivery models, participants, instructional practices, and partnerships;
- Collect data that can be translated into actionable recommendations for improving the design/implementation of the programs.

Primary audiences for the evaluation include the James Irvine Foundation, internal *ConnectEd* staff, and the sites themselves. In keeping with its goal to better define the essential attributes of multiple pathways and document the effectiveness of the overall strategy, the Foundation will be interested in knowing what features deemed to be critical to the effective implementation of a multiple pathways approach are evident in the demonstration sites and the extent to which multiple pathways appear to produce better learning outcomes than those achieved by more traditional high school offerings. *ConnectEd* staff will use the results to identify areas of strength and weakness for the demonstration sites and, thereby, identify areas to target for technical assistance. Technical assistance will be provided to grantees to assist them with planning and implementing effective program innovations—providing or brokering technical assistance in such areas as needs assessment, strategic planning, program and curriculum development, professional development, assessment, and accountability and evaluation. The grantees will benefit—as research is showing any educational entity does—from using data to understand the strengths and weaknesses of their programs and to identify ways in which they may want to modify their approach to ameliorate any weaknesses.

A secondary audience for the evaluation includes the larger educational community in California—especially policymakers and practitioners that are striving to establish effective multiple pathway programs. While the number of sites in the networks is currently very small, precluding the generalization of the findings to all sites implementing the approach advocated through the establishment of the network, there is much to be learned from an exploration of the strategies used in these sites to establish an effective model. The very fact that the sites differ so much in terms of grade levels served, content foci, and program structure affords the opportunity to conduct an implementation study to explore and identify features that may be common to all or many of them. Additionally, this work will be important to identifying promising practices that 1) can be explored further in follow-on studies of increased rigor, and 2) can be discussed among multiple pathway practitioners and policymakers.

Evaluation Questions and Methods

Evaluation staff will work with the Network sites to establish a foundation for evaluation that will serve local program improvement and cross-grant knowledge building. We will pay special attention to three critical issues: 1) clarifying the key questions that evaluation seeks to answer, 2) establishing appropriate evaluation methodology, and 3) defining key program variables and quantifiable measures of student outcomes that can be tracked reliably over the course of the grant and beyond. We also will work with each grantee to institute a process of periodic review of evaluation results that can inform ongoing program improvement.

The evaluation will be tailored somewhat to the specifics of each site in terms of their structure, content, student selection procedures, and the availability of data on the specified indicators, but among the key questions that the evaluation can be expected to address are:

1. What are key program variables that characterize the implementation model at each of the sites?
2. What are key factors that affect implementation—those that facilitate and those that detract or constitute major challenges to implementation? What kinds of strategies proved most effective in meeting these challenges?

3. What is the impact of the proposed activities on student achievement, grade-to-grade retention, and high school completion?
4. What are identifiable costs associated with implementing the approach in each of the sites?

Evaluators will provide summary descriptive data garnered from the collection of onsite data. The impact part of the evaluation will examine indicator data obtained from existing school and district achievement data systems. As noted earlier, however, the intent of collecting these data will *not* be to establish any causal relationship between participation in the multiple pathway model as implemented in the demonstration sites and academic outcomes, but rather to explore the relationship between participation in a model program and achievement outcomes. We will then examine the results through comparison with other groups, such as the district or state.² For the 2007–08 collection of achievement data, we explored options regarding comparison groups that could be used in the evaluation. Those deliberations are represented in Attachment A. It will be noted that we considered within-school, district, state, and national comparisons. The challenge is that for each site, the feasibility of a comparison group varies as the program varies—in terms of grade levels served, content focus, and school base (e.g., students in some sites come from a number of different schools). In the end, we determined that we would use only state results as the comparison group. For the 2008–09 evaluation, we will continue to explore the possibility of using additional comparison groups, perhaps varying the comparison in each site. The latter will depend, in part, on the number of students at the site. In addition, we have given consideration to the possibility of collecting baseline data, but in general, we have found that they are not available. For example, for programs that include ninth graders, those students’ eighth grade scores might serve as baseline. However, most schools do not have, or even keep, the earlier scores of their students. Furthermore, there is not a comparable test to use across grade levels.

For schools belonging to the Network in both the 2006–07 and 2007–08 school years and experiencing low student turnover, we have the opportunity to create longitudinal student data. Particularly with attendance rates, grade-to-grade promotion (i.e., attainment of sufficient credit for on-time graduation), and grade point averages, year-to-year comparisons may yield interesting indicators of individual success. Comparing test scores, however, may not be as promising, due to the fact that students do not take the same tests over the course of their high school education. For example, we could determine that a student's 9th-grade performance in Algebra 1 reached the “proficient” level, and that this same student reached the “proficient” level in Geometry in the 10th grade, but such comparisons are weak at best.

The descriptive study will also focus on the collection of quantitative data in the form of survey responses from program designers and qualitative data from interviews, surveys, and review of documents.

Throughout, the evaluation team will work closely with other *ConnectEd* staff to align evaluation activities with project goals and to provide useful information to inform project work. Evaluators will also work with the technical assistance providers to identify operational considerations and issues to address through work with individual grantees.

To frame the approach for this evaluation—to be conducted between June 2008–June 2009—we have developed a logic model (Exhibit 3) to represent the overall concept for the project, including the inputs, program variables, and outcomes that are viewed as key components. The logic model shows the relationships among these components. To develop the logic model, we drew in part on an implementation rubric that *ConnectEd* staff have developed and refined for use in monitoring the sites and providing technical assistance on features of the multiple pathways approach. We used those features—listed below—to identify a set of program variables that we integrated into the logic model. The domains that are included on the rubric will provide the framework for evaluating fidelity of implementation in the individual sites (Exhibit 4).

² In these comparisons, we will control for race/ethnicity only.

Exhibit 3.

LOGIC MODEL FOR MULTIPLE PATHWAYS DEMONSTRATION SITES

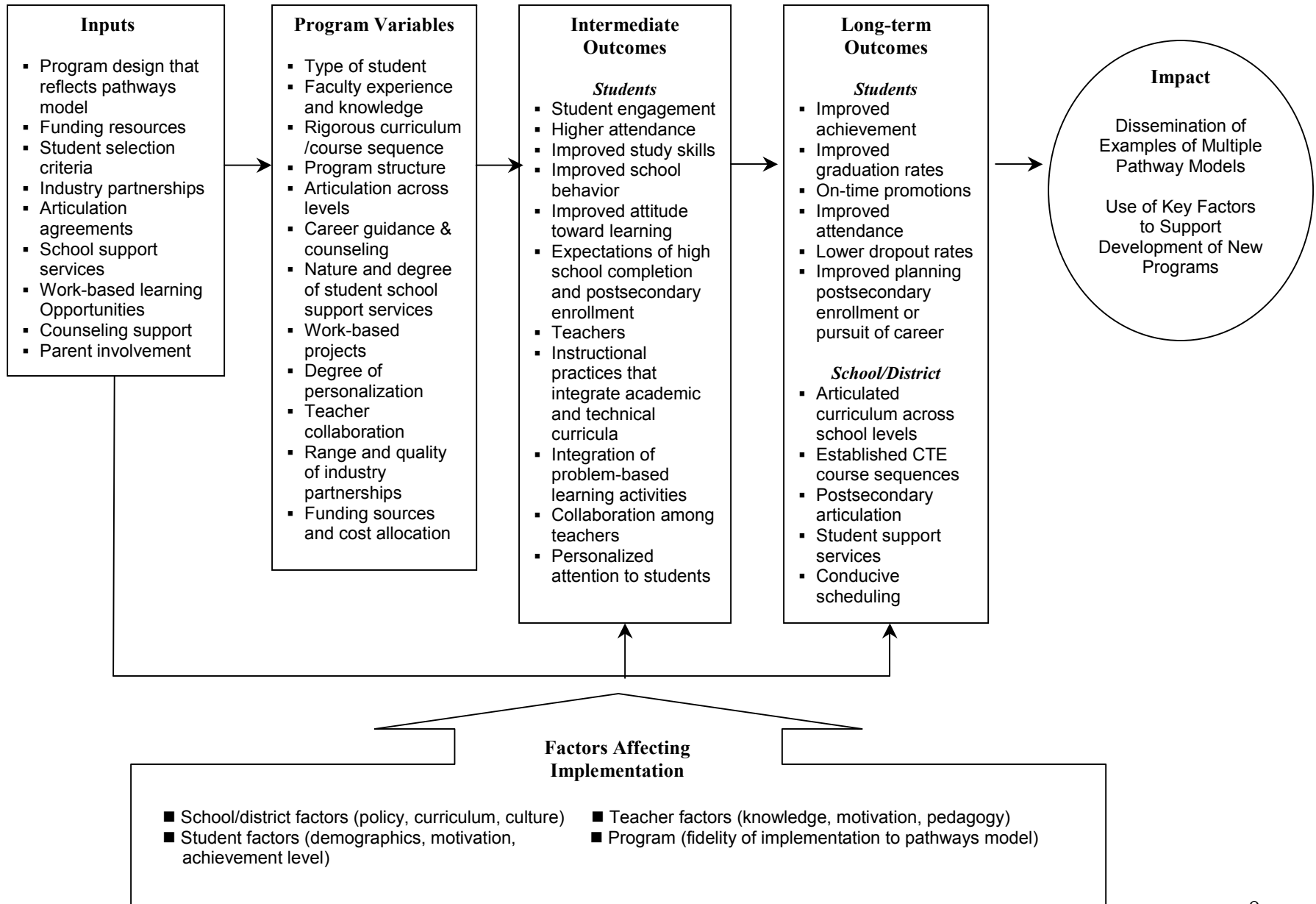


Exhibit 4

Domains and characteristics of an effective multiple pathways model

- *Academic and Technical Core Curricula*
 - *Rigorous Curriculum:* standards-based academic and technical curricula that ensure readiness for and access to post-a full range of post-secondary options and career opportunities
 - *CTE Course Sequence:* Pathway includes well-developed sequences of high quality, standards-based CTE courses the allow students to pursue different strands or specializations
 - *Integrated Problem/Project-based Curriculum and Instruction:* Curriculum includes multiple, extended, well-designed interdisciplinary learning experiences that seamlessly integrate academic and technical curricula
 - *Postsecondary Articulation:* Formal partnerships exist to articulate the pathway program with local IHEs, community colleges, and postsecondary training institutions.

 - *Student Support Services*
 - *Academic Support:* Mentors or advisors available to each student; range of support services available.
 - *College and Career Guidance and Counseling:* Availability of a designated counselor familiar with the unique needs of the program and its students with services provided through a formalized advisory program; students receive formalized college and career counseling, site visits to industry-relevant businesses and colleges and universities; students also receive assistance with college applications, testing, and financial aid.
 - *Pathway Preparation and Orientation:* Feeder middle schools offer well-designed career exploration programs that inform students about pathway options; summer orientation and other transition services facilitate high school entry.
 - *Parent Involvement:* Strategic effort to engage parents as active partners in development, implementation, and leadership of programs; parents informed of students' performance and are given tools and information to support students.

 - *Work-based Learning Opportunities*
 - *Work-based Learning:* Coordinated, structured sequence of work-based learning experiences are available that are intentionally designed to reinforce the academic and technical pathway coursework.
 - *Authentic work-based projects:* Students collaborate with industry partners to complete complex, authentic, interdisciplinary projects, working at school and in the community.

 - *Program / School Culture*
 - *Personalized Learning Environment:* Clearly structured, personalized learning environment supports development of meaningful relationships among students and teachers; teachers know individual students and provide individualized support.
 - *School and Program Leadership:* Strong leadership team collaborate effectively to plan, implement, and sustain the pathway program; students participate in programmatic decisions.
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Exhibit 4—Continued

- *Program / School Structure*
 - *Inclusion of Targeted Student Population:* Strategic effort made to identify, target, and recruit a broad range of the student population.
 - *Teacher Collaboration:* All CTE and academic pathway teachers given time to meet as a pathway team to plan integrated curriculum and program activities.
 - *Scheduling:* Pathway maintains specialized, flexible schedule that meets unique programmatic needs.
 - *Established Industry Partners:* Partners are actively involved in all aspects of pathway development and implementation.

 - *Program Evaluation*
 - *Systematic Program Evaluation:* Pathway contracts with an outside independent entity to conduct regular, comprehensive evaluation of the program, including multiple measures of student achievement as well as programmatic elements
 - *Student Engagement and Motivation:* Students are consistently and actively engaged in projects and coursework, see a relationship between classroom learning and future education and employment.
 - *Postsecondary Tracking:* Pathway staff conducts formal follow-up of students for at least 4 years after high school graduation and uses information to improve program.
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Using the logic model as a basis for the conceptualization of the study, we have identified a set of constructs that will frame the evaluation, namely 1) program variables, 2) factors that affect implementation, 3) impact, and 4) costs. These constructs and the evaluation questions were then used to generate a matrix of appropriate data collection methods and the data points that address the components of the model and allow us to answer the questions by analyzing and synthesizing the data collected. Exhibit 5 shows a detailed matrix of these key domains upon which the evaluation will focus, the associated evaluation questions, and the data collection methods to be used in addressing the questions. It is important that the evaluation be designed so that data can be collected on both the intended and unintended effects of the grantees' programs on students, teachers, classrooms, schools, and perhaps partnering agencies.

There are unique design issues that must be considered when evaluating the effectiveness of the model programs, including: variation in content focus, implementation, curricular integration, sources of support, and student recruitment and selection. The nature of this variation necessitates that, in addition to quantitative measures such as surveys and achievement and non-cognitive (e.g., attendance, disciplinary referrals) data, more open-ended, in-depth, qualitative methods be used to accurately capture what occurs in the programs on a day-to-day basis and the factors that influence that implementation. Given the continuum of desired outcomes that are portrayed in the logic model for these projects, data collection should allow evaluators to examine how students, teachers, classrooms, and sites change over time (as well as provide mechanisms for longer-term follow-up of students). With this in mind, the design of this evaluation will rely on repeated measures of implementation using quantitative and qualitative methods to collect data on multiple levels.

To examine in depth the elements presented in the program logic model, we have developed a plan that will ensure the collection of evidence to answer the evaluation questions of interest. The work plan and timeline for the evaluation are presented below.

Exhibit 5. Matrix of Evaluation Domains, Questions, and Methods

Domain	Evaluation Questions	Methods							
		Review of program documentation	Achievement & Non-cognitive Indicators	Pre/post Survey to Program Designers	On-site visits to Demonstration Sites	Classroom /event Observations	Interviews with Program Designers	Student Focus Groups	Teacher Focus Groups
Program Variables	1. What are key program variables that characterize the implementation model at each of the sites?	✓		✓	✓	✓	✓	✓	✓
	a. What is the program structure of the model?	✓		✓			✓		
	b. In what ways does the curriculum reflect a rigorous, multiple pathway approach?	✓		✓			✓		✓
	c. What are the CTE course sequences in the curriculum?	✓		✓			✓		
	d. How is problem/project-based learning integrated in the curriculum?	✓		✓	✓	✓	✓	✓	✓
	e. How is postsecondary articulation accomplished?	✓		✓			✓		
	f. What preparation is offered through feeder middle schools?	✓		✓			✓		
	g. How is the learning environment personalized?	✓		✓			✓		
	h. How are student’s recruited/selected for the program?	✓		✓			✓	✓	✓
	i. Is there effective leadership for the program?			✓	✓		✓	✓	✓
	j. What is the knowledge/experience level of teachers in the program?			✓	✓	✓	✓	✓	✓
	k. How effective is program instruction?			✓	✓	✓	✓	✓	✓
	l. To what degree do teachers collaborate?			✓	✓		✓		✓
	m. What is the nature/range/effectiveness of industry partners?			✓			✓		✓
Factors Affecting Implementation	2. What are key factors that affect implementation?			✓	✓		✓	✓	✓
	a. What factors facilitate or detract from implementation?			✓	✓	✓	✓		✓
	b. What factors constitute major challenges to implementation, and what strategies have proved most effective in meeting these challenges?			✓	✓	✓	✓		✓

Exhibit 5. Matrix of Evaluation Domains, Questions, and Methods—Continued

<i>Impact</i>	3. To what degree does the multiple pathway approach as implemented in these demonstration sites seem to be associated with better student achievement, grade-to-grade retention, and high school completion?		✓	✓	✓		✓	✓	✓
	4. To what degree does the multiple pathway approach as implemented in these demonstration sites seem to be associated with better non-cognitive indicators (e.g., attendance, discipline referrals, dropout rates)?		✓	✓	✓		✓	✓	✓
	5. In what ways does the multiple pathway approach as implemented in these demonstration sites affect teacher instructional practices and/or school policies and practices?		✓	✓	✓		✓	✓	✓
<i>Costs</i>	6. What are identifiable costs associated with implementing the approach in each of the demonstration sites?	✓		✓	✓		✓		✓

Work plan and Timeline

Task 1. Refine plan

Our first task will be to refine the plan for this evaluation in collaboration with Foundation staff and with the network of demonstration sites. With the sites, we need to clarify the intent of the evaluation and delineate the methods that we will be using to collect data. We will also need to clarify their responsibilities and the level of cooperation needed to help us complete the study. At the same time, we will describe our plans for building their capacity for collecting, compiling, and interpreting data and for sharing the analysis with them through technical assistance activities.

During this initial phase, we will also collect and review all documents and information available that provides details about the program structure, content, and management at each site. We will want to review this information to be sure that our ensuing data collection activities do not focus on information details that *ConnectEd* staff already have or that we can garner from a review of site documents.

Task 2. Collect Achievement and Non-cognitive Indicator Data

Soon after finalization and approval of this evaluation plan, MPR will develop a protocol and procedure for working with each of the 15 sites to organize and submit their data related to the achievement indicators that have been identified. Using a template that will be somewhat revised from the one used during the past year to collect data from the first eight sites, we will contact each site and work with them to ensure that they can provide the data needed in the form and within the timeframe that will be specified. For our previous data collection, we required the following:

CAHSEE Pass Rates
CST scores
Credit Attainment/Coursetaking (including "a to g")
Graduation Rate
Attendance

During the timeframe for this evaluation, we will work with the sites to explore other potential sources of data that may be available such as GPA and postsecondary plans for college or career, or other local data on achievement or other school performance.

We will ask that sites provide us with any data they have for the current year (2007–08) by the end of this school year and to supplement those data by October 2008 with other data that they will not receive from the state until summer 2008. Our goal will be to have the data in hand, organized and analyzed to be able to provide feedback to the sites during the fall 2008, so that they can use the information to give consideration to potential program modifications.

Task 3. Develop and Implement Program Designer Survey

In order to describe fully the implementation of the multiple pathways model at each of the sites, we will complement existing information and documents we may collect that describe the program with a survey that will be completed by each of the program designers/lead staff. The survey will help to contextualize the evaluation and provide key information regarding program structure, student selection, curriculum, schedule, partnerships, parent involvement, and perceived outcomes. We will also be able to learn about school and district policies, support, instructional practices, as well as unintended outcomes and costs. This will be a brief online survey that will include some open-ended questions for descriptive information.

We will analyze the results of the survey and follow up with telephone interviews for any questions that require elaboration or more in-depth discussion. This combination of survey and interview will allow us to develop rich, comprehensive descriptions of their method of operation—to characterize as fully as possible each individual program.

In the spring of 2009, we will conduct a brief post-survey to explore any changes that occurred in the program over the year, new challenges, unexpected events or outcomes, and plans for the next year. This information will enhance our initial descriptions and capture the ways and reasons that programs evolve.

Task 4. Conduct Site Visits

In order to gain first-hand knowledge of the operation of programs within the sites, we will conduct site visits to each of the sites during the summer and fall of 2008. We will begin conducting visits in the summer at any site that is in session during or towards the end of the summer and continue until we can complete them in the fall. Our goal will be to complete them during the fall so that we can incorporate the information in our interim report to be submitted by the end of December 2008.

Measures of implementation that will help to document the complexities of implementation will be developed and used during site visits. These will include an implementation rubric that has been developed and refined over the past year by *ConnectEd* staff. To ascertain ratings on the rubric, we will use a combination of document review (e.g., course syllabi, program descriptions, instructional manuals, reports), interviews, and classroom observation. An observation protocol will be developed that will help to assess fidelity of implementation against the domains and characteristics specified on the rubric (Exhibit 3) (e.g., student engagement, rigorous curriculum, and work-based learning and projects). Fidelity of implementation will be evaluated further through interviews using semi-structured protocols that probe on the other rubric domains. It will be important to use high-quality measures of implementation, as this will allow for statistical analyses to be performed that explore how varying levels and types of implementation relate to program outcomes—though it must be noted again that we are looking at a very small number of sites so such findings would only be considered suggestive of promising practices.

During site visits, we will also arrange for focus groups with teachers and students. These will allow us to explore program aspects in greater depth from the perspective of these two groups of participants. These will be important because they will complement our other methods of data collection that involve only the program designers or lead staff. Focus groups will be conducted using protocols developed in advance and designed to probe areas that have surfaced from other data collection as ones that need verification or clarification from the respondents.

In addition to collecting general information about implementation of the multiply pathways model in each of the Network sites, we also propose collecting resource allocation data that will allow us to examine the relative costs of the various strategies used across the sites. We propose to use an “ingredients” approach to measure program costs, an approach that is particularly well suited to this type of initiative, where full program cost information will not be readily available. The ingredients approach is a “bottom up” approach to the collection of data on educational service delivery systems, building costs from information on individual resources. In the case of the Network, these services might include work-based learning projects, equipment, or professional development. The ingredients approach is a methodological approach to cost analysis that involves organizing the data-gathering effort around the specific activities used by agencies to provide services. Survey data and interviews will be used to determine the ingredients, looking both at the kinds of resources being used and the quantities purchased (e.g., the number of extra hours of teacher or assistant time). Combined with the implementation measures described above, the cost data will provide additional information related to implementation of the multiple pathways model.

Task 5. Use Evaluation Results to Promote Local Program Improvement/Network Learning

Through an online convening in late fall 2008, we will share with the 15 Network sites the results of analyzing the quantitative data submitted on the common set of core student outcome indicators, as well as the results of the qualitative analysis of fidelity of implementation. We will invite sites to share in interpreting our findings and to focus on implications for strengthening multiple pathway initiatives, generally and at each of their sites. We will follow this with another convening in spring 2008. If practical, we will bring sites together for a “face-to-face” meeting at this time; however, if in response to the current fiscal crisis, districts continue to maintain highly restrictive travel policies, we will conduct the spring follow-up through one or more “webinars” involving key staff from each site.

Task 6. Analysis and Reporting

The goal of the analysis of survey and qualitative data will be to provide as clear and comprehensive a picture as possible of the implementation of the multiple pathways model in its permutations at each of the sites. As part of this, we will strive to identify promising practices based on the observation of a pattern of these practices across the sites that can be associated with positive outcomes.

Interviews will be summarized, and trends across questions will be sought. Topics that were spontaneously generated during interviews will be noted. These qualitative data will undergo data reduction and be systematically organized to enable the abstraction of themes and other insights. In addition, these data will be integrated with the results of the quantitative analyses, verifying some findings, permitting elaboration of other findings, and suggesting cautions in the interpretation of others. The findings from the interviews will be used to add a depth and richness to the findings from the surveys. They can give subtle nuances to interpretations, show up unanticipated findings, and help with interpretations.

To the extent possible, we will analyze associations between patterns in practices noted across the sites and outcomes noted in student achievement indicators. While these analyses will involve a small number of sites, it may be possible to tease out findings that are suggestive of promising practices and that will serve as a foundation for more rigorous studies.

In December 2008, will submit to the Foundation an Interim Report, summarizing the results of the analysis of quantitative data on student outcome and preliminary findings with respect to fidelity of implementation. We will submit a Final Report in June 2009.

TIMELINE

Month-by-Month Evaluation Activity

<i>EVALUATION ACTIVITIES</i>	May 2008 – June 2009													
	May 08	June 08	July 08	Aug 08	Sep 08	Oct 08	Nov 08	Dec 08	Jan 09	Feb 09	Mar 09	Apr 09	May 09	June 09
Task 1. Refine Evaluation Plan														
Task 2. Collect Indicator Data														
Task 3. Develop and Conduct Program Designer Survey and Follow-up Interviews														
Task 4. Conduct Site Visits														
Task 5. Technical Assistance														
Task 6. Analysis and Reporting														

Evaluation Team and Roles

Dr. Beverly Farr, Director of Evaluation for MPR Associates will lead the evaluation study of the ConnectEd Demonstration Sites Network. Dr. Ardice Hartry will assist her and will have lead responsibility for the site visits to the sites. Denise Bradby will have lead responsibility for collecting and analyzing the student achievement indicator data. Drs. Farr and Hartry will be assisted in the qualitative work by Laurel Sipes, Research Associate. Shayna Tasoff, Research Assistant, will also assist with data cleaning, organization, and analysis.

In addition to the MPR staff, the study will also be supported by *ConnectEd* Network Director, Arlene LaPlante. Since she is frequently in touch with the site directors and visits the sites often, we will seek information from her regarding the programs and will also collaborate with her on data collection at the sites using the implementation measures, including the implementation rubric. This strategy will allow us to verify the validity and reliability of the measures, i.e., by drawing upon her knowledge regarding expected implementation features and by obtaining inter-rater reliability on the use of the rubric and observation protocol.

Staff Bios

Beverly Farr, Ph.D., has a distinguished record of evaluation research specializing in mixed-method evaluation studies and the collection of quantitative and qualitative data. Since joining MPR Associates as Director of Evaluation last year, Dr. Farr has managed an evaluation of Career and Technical Education demonstration sites, an organizational review of an intermediary organization supporting school reform, and the implementation of a computer-based program to develop literacy for students in grades 4–12. In addition, she recently initiated a national study of an integrated curriculum developed by EDC in conjunction with the Ford Motor Company Fund. Her work over the last 20 years has included numerous studies of policy and educational practice. Prior to joining MPR she was Director of Research at ROCKMAN *ET AL* where she conducted state and national studies of school reform practices involving the use of technology, professional development for teachers, and supplemental services. As a Managing Research Scientist at the American Institutes for Research (AIR), she served as project director or principal investigator on projects related to school reform, professional development, teacher credentialing, and issues related to second language learners. Her particular research expertise is in the collection and analysis of qualitative data, especially that which is collected through school and district site visits. Dr. Farr has a very thorough understanding of school and district operation and performance from her research as well as her technical assistance work.

Ardice Hartry, Ph.D., (Political Science, Claremont Graduate University), Senior Research Associate with MPR, has over a decade's experience conducting research and evaluation in the field of education, with a particular emphasis on at-risk populations. Recently, she has been Project Director on two studies using randomized control trials to determine the impact of a literacy intervention, offered in the afterschool setting, on student achievement. She is currently Project Director for the evaluation of the Information Technology Experiences for Students and Teachers Learning Resource Center (ITEST-LRC), funded by NSF. MPR is the external evaluator for the ITEST-LRC, which provides technical assistance to and coordinates the collaboration between approximately 70 ITEST projects around the country. Dr. Hartry has also been involved in numerous other projects during her years at MPR, including studies of high school and comprehensive school reform efforts, and an evaluation of a civics education curriculum. Prior to joining MPR, she was Director of Research and Evaluation for a large school district in California. There, she oversaw the development and implementation of a comprehensive accountability system, conducted evaluations of all categorical programs, and coordinated all state assessments.

Denise Bradby, Senior Research Associate, holds a Master of Public Policy degree and a Bachelor of Science degree in computer science and mathematics. Ms. Bradby's current work includes advancing program improvement and data development for *ConnectEd*. Ms. Bradby assists school site grantees in developing systems for collecting and reporting on common indicators and measures of progress and assessing methods to advance the use of data for decision-making. Ms. Bradby's work has also included developing a single course classification system for elementary, intermediate, and secondary education to be used in student information systems for accountability, research, and electronic transmission, as part of NCES' Student Data Handbook. During development, she reviewed current course classification and coding systems; consulted with federal, state and local education agency personnel and researchers; developed course descriptions and codes; and constructed a crosswalk to the Classification of Secondary School Codes (CSSC). As a result of 18 years of experience at MPR, Ms. Bradby is also accomplished in statistical methodologies, including those that apply to large-scale assessments and data files. She directed MPR's analyses of state data for the National Assessment of Vocational Education, coordinating the assembly of databases of secondary and postsecondary student cohorts in two states and directing analyses of the resulting data to examine the influence of career/technical education on student outcomes.

Laurel Sipes, M.P.P., earned her Master of Public Policy degree from the Goldman School of Public Policy at the University of California, Berkeley. There, Ms. Sipes conducted policy research for several clients. In the spring of 2006, she worked on a consulting project for the West Contra Costa Unified School District to analyze the potential effects of changing their school configuration from traditional elementary and middle schools to K–8 schools. This analysis used statewide and district data, the body of academic literature, and other research in the field to make recommendations to the district school board. Her Advanced Policy Analysis examined opportunities for philanthropic investment in Program Improvement school districts in California for the Stupski Foundation. Ms. Sipes joined MPR Associates as a Research Associate in 2007 and works primarily on K–12 and evaluation research. She has been involved in data collection and reporting of indicators of school district performance used by the Broad Foundation for awarding the annual Broad Prize for Urban Education. She has also collaborated on developing evaluations of Scholastic, Inc.'s READ 180 curriculum and the National Science Foundation's ITest Learning Resource Center. Additionally, she is part of a team conducting an organizational assessment of the Houston A+ Challenge reform support organization.

Budget

See attached Excel file.

Attachment 1: Potential Comparisons for Site Data

Type of Program	Within school comparison	Within district comparison	State level comparison	National level comparison
Career Academy (Palmdale Health Careers Academy, Palmdale H.S., Antelope Valley Union District, Lancaster, CA)	Students in Academy can be compared to other students in the high school, disaggregated for race/gender/ethnicity/S ES	Students in Academy could be compared to other students in all of the schools in the district or similar schools.	Students in Academy could be compared to other students in all of the schools in the state or similar schools.	Students in Academy to student group with similar demographics from ELs
Attainment of a to g	Overall rate for school Transcripts or self-report	Other similar schools in district/disaggregated Transcripts or self-report		Use ELs (proxy measure) or possibly HSTS to compare attainment of a to g-matching students on demographics
CST Test Results	Overall score levels for school Need to get test results for Academy students from site personnel.	Other similar schools in district/disaggregated CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	
CAHSEE pass rate	Overall pass rate for school Need to get from site	Other similar schools in district/disaggregated http://www.cde.ca.gov/ta/tg/hs/index.asp	State CAHSEE pass rates in L.A./math for 10th, 12th graders /disaggregated http://www.cde.ca.gov/ta/tg/hs/index.asp	
GPA	Overall GPA for school Transcripts	GPA for other schools in district?		Use ELs (proxy measure) or possibly HSTS to compare GPA matching students on demographics
Graduation rates	Overall graduation rate for school/disaggregated Need to get data on academy students from site.	Other similar schools in district/disaggregated Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04–05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	State graduation rates Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04–05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	Common Core of Data?
Non-cognitive (attendance, expulsion, truancy)	Need to get from site for students in program	Other similar schools in district Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	State rates for truancy, suspension, delinquency Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	
Student attitudes, plans	Student survey modeled after ELs survey			ELs data
Coursetaking		Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9–12 Enrollment	Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9–12 Enrollment	

Type of Program	Within school comparison	Within district comparison	State level comparison	National level comparison
CPA (Laguna Creek Academy; Elk Grove, CA)	Students in Academy can be compared to other students in the high school, disaggregated for race/gender/ethnicity/SES	Students in Academy could be compared to other students in all of the schools in the district or similar schools.	Students in Academy could be compared to other students in all of the schools in the state or similar schools.	Students in Academy to student group with similar demographics from ELs
Attainment of a to g	Overall rate for school Transcripts or self-report	Other similar schools in district/disaggregated Transcripts or self-report		Use ELs (proxy measure) or possibly HSTS to compare attainment of a to g-matching students on demographics
CST Test Results	Overall score levels for school Need to get test results for Academy students from site personnel.	Other similar schools in district/disaggregated CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	
CAHSEE pass rate	Overall pass rate for school Need to get from site	Other similar schools in district/disaggregated http://www.cde.ca.gov/ta/tg/hs/index.asp	State CAHSEE pass rates in L.A./math for 10th, 12th graders /disaggregated http://www.cde.ca.gov/ta/tg/hs/index.asp	
GPA	Overall GPA for school Transcripts	GPA for other schools in district?		Use ELs (proxy measure) or possibly HSTS to compare GPA matching students on demographics
Graduation rates	Overall graduation rate for school Need to get data on academy students from site.	Other similar schools in district/disaggregated Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04-05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	State graduation rates (need to be sure to match calculation procedure) Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04-05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	Common Core of Data?
Non-cognitive (attendance, expulsion, truancy)	Need to get from site for students in program	Other similar schools in district Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	State rates for truancy, suspension, delinquency Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	
Student attitudes, plans	Student survey modeled after ELs survey			ELs data
Coursetaking		Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9–12 Enrollment	Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9–12 Enrollment	

Type of Program	Within school comparison	Within district comparison	State level comparison	National level comparison
Career Academy (Antelope Valley H.S.; Information Systems Academy, Lancaster, CA)	Students in Academy can be compared to other students in the high school, disaggregated for race/gender/ethnicity/SES	Students in Academy could be compared to other students in all of the schools in the district or similar schools.	Students in Academy could be compared to other students in all of the schools in the state or similar schools.	Students in Academy to student group with similar demographics from ELs
Attainment of a to g	Overall rate for school Transcripts or self-report	Other similar schools in district/disaggregated Transcripts or self-report		Use ELs (proxy measure) or possibly HSTS to compare attainment of a to g- matching students on demographics
CST Test Results	Overall score levels for school Need to get test results for Academy students from site personnel.	Other similar schools in district/disaggregated CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	
CAHSEE pass rate	Overall pass rate for school Need to get from site	Other similar schools in district/disaggregated http://www.cde.ca.gov/ta/tg/hs/index.as	State CAHSEE pass rates in L.A./math for 10th, 12th graders /disaggregated http://www.cde.ca.gov/ta/tg/hs/index.as	
GPA	Overall GPA for school Transcripts	GPA for other schools in district?		Use ELs (proxy measure) or possibly HSTS to compare GPA matching students on demographics
Graduation rates	Overall graduation rate for school Need to get data on academy students from site.	Other similar schools in district/disaggregated Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04-05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	State graduation rates (need to be sure to match calculation procedure) Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04-05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	Common Core of Data?
Non-cognitive (attendance, expulsion, truancy)	Need to get from site for students in program	Other similar schools in district Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	State rates for truancy, suspension, delinquency Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	
Student attitudes, plans	Student survey modeled after ELs survey			ELs data
Coursetaking		Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9–12 Enrollment	Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9–12 Enrollment	

Type of Program	Within school comparison	Within district comparison	State level comparison	National level comparison
Career Academy Lancaster H.S. (Apple Valley Union H.S. District, Lancaster, CA)	Academy within a H.S. (sequence of 6 courses) Project Lead the Way implementation	Students in Academy could be compared to other students in all of the schools in the district or similar schools.	Students in Academy could be compared to other students in all of the schools in the state or similar schools.	Students in Academy to student group with similar demographics from ELs
Attainment of a to g	Overall rate for school Transcripts or self-report	Other similar schools in district/disaggregated Transcripts or self-report		Use ELs (proxy measure) or possibly HSTS to compare attainment of a to g- matching students on demographics
CST Test Results	Overall score levels for school Need to get test results for Academy students from site personnel.	Other similar schools in district/disaggregated CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	
CAHSEE pass rate	Overall pass rate for school Need to get from site	Other similar schools in district/disaggregated http://www.cde.ca.gov/ta/tg/hs/index.as	State CAHSEE pass rates in L.A./math for 10th, 12th graders /disaggregated http://www.cde.ca.gov/ta/tg/hs/index.as	
GPA	Overall GPA for school Transcripts	GPA for other schools in district?		Use ELs (proxy measure) or possibly HSTS to compare GPA matching students on demographics
Graduation rates	Overall graduation rate for school Need to get data on academy students from site.	Other similar schools in district/disaggregated Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04–05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	State graduation rates (need to be sure to match calculation procedure) Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04–05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	Common Core of Data?
Non-cognitive (attendance, expulsion, truancy)	Need to get from site for students in program	Other similar schools in district Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	State rates for truancy, suspension, delinquency Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	
Student attitudes, plans	Student survey modeled after ELs survey			ELs data
Coursetaking		Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9–12 Enrollment	Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9–12 Enrollment	

Type of Program	Within school comparison	Within district comparison	State level comparison	National level comparison
Career Academy (Barstow H.S., San Bernardino)	Academy within a H.S. (sequence of 6 courses) Project Lead the Way implementation	Students in Academy could be compared to other students in all of the schools in the district or similar schools.	Students in Academy could be compared to other students in all of the schools in the state or similar schools.	Students in Academy to student group with similar demographics from ELs
Attainment of a to g	Overall rate for school Transcripts or self-report	Other similar schools in district/disaggregated Transcripts or self-report		Use ELs (proxy measure) or possibly HSTS to compare attainment of a to g-matching students on demographics
CST Test Results	Overall score levels for school Need to get test results for Academy students from site personnel.	Other similar schools in district/disaggregated CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	
CAHSEE pass rate	Overall pass rate for school Need to get from site	Other similar schools in district/disaggregated http://www.cde.ca.gov/ta/tg/hs/index.asp	State CAHSEE pass rates in L.A./math for 10th, 12th graders /disaggregated http://www.cde.ca.gov/ta/tg/hs/index.asp	
GPA	Overall GPA for school Transcripts	GPA for other schools in district?		Use ELs (proxy measure) or possibly HSTS to compare GPA matching students on demographics
Graduation rates	Overall graduation rate for school Need to get data on academy students from site.	Other similar schools in district/disaggregated Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04–05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	State graduation rates (need to be sure to match calculation procedure) Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04–05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	Common Core of Data?
Non-cognitive (attendance, expulsion)	Need to get from site for students in program	Other similar schools in district Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	State rates for truancy, suspension, delinquency Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	
Student attitudes, plans	Student survey modeled after ELs survey			ELs data
Course-taking		Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9–12 Enrollment	Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9–12 Enrollment	

Type of Program	Within school comparison	Within district comparison	State level comparison	National level comparison
Career Academy (Foster Construction Tech Academy, Kearny High School, San Diego)	Academy within a H.S. (sequence of 6 courses) Project Lead the Way implementation	Students in Academy could be compared to other students in all of the schools in the district or similar schools.	Students in Academy could be compared to other students in all of the schools in the state or similar schools.	Students in Academy to student group with similar demographics from ELs
Attainment of a to g	Overall rate for school Transcripts or self-report	Other similar schools in district/disaggregated Transcripts or self-report		Use ELs (proxy measure) or possibly HSTS to compare attainment of a to g-matching students on demographics
CST Test Results	Overall score levels for school Need to get test results for Academy students from site personnel.	Other similar schools in district/disaggregated CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	
CAHSEE pass rate	Overall pass rate for school Need to get from site	Other similar schools in district/disaggregated http://www.cde.ca.gov/ta/tg/hs/index.asp	State CAHSEE pass rates in L.A./math for 10th, 12th graders /disaggregated http://www.cde.ca.gov/ta/tg/hs/index.asp	
GPA	Overall GPA for school Transcripts	GPA for other schools in district?		Use ELs (proxy measure) or possibly HSTS to compare GPA matching students on demographics
Graduation rates	Overall graduation rate for school Need to get data on academy students from site.	Other similar schools in district/disaggregated Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04-05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	State graduation rates (need to be sure to match calculation procedure) Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04-05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	Common Core of Data?
Non-cognitive (attendance, expulsion)	Need to get from site for students in program	Other similar schools in district Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	State rates for truancy, suspension, delinquency Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	
Student attitudes, plans	Student survey modeled after ELs survey			ELs data
Coursetaking		Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9-12 Enrollment	Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9-12 Enrollment	

Type of Program	Within school comparison	Within district comparison	State level comparison	National level comparison
Specialized High School (Health Professions H.S., Sacramento)	N/A	School can be compared to similar schools in district.	School can be compared to similar schools in state.	School can be compared to similar schools in nation.
Attainment of a to g	Overall rate for school Transcripts or self-report	Other similar schools in district/disaggregated Transcripts or self-report		Data from ELs or CCD?
CST Test Results	Overall score levels for school Need to get test results for Academy students from site personnel.	Other similar schools in district/disaggregated CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	CST Test Results available through the STAR reporting website. http://star.cde.ca.gov/	
CAHSEE pass rate	http://www.cde.ca.gov/ta/tg/hs/index.asp click "Exam results reporting website. Files with state, district, and school data available.	Other similar schools in district/disaggregated http://www.cde.ca.gov/ta/tg/hs/index.asp	State CAHSEE pass rates in L.A./math for 10th, 12th graders /disaggregated http://www.cde.ca.gov/ta/tg/hs/index.a	
GPA	Overall GPA for school Transcripts	GPA for other schools in district?		Use ELs (proxy measure) or possibly HSTS to compare GPA matching students on demographics
Graduation rates	Overall graduation rate for school Need to get data on academy students from site.	Other similar schools in district/disaggregated Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04–05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	State graduation rates (need to be sure to match calculation procedure) Dataquest allows you to generate individual district or school reports for graduation rate (using NCES definition and others). Latest data from 04–05. Data for school, district, county and state are given. http://data1.cde.ca.gov/dataquest/	Common Core of Data?
School API		Similar schools API		
Non-cognitive (attendance, expulsion)	Need to get from site for students in program	Other similar schools in district Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	State rates for truancy, suspension, delinquency Dataquest provides expulsion, suspension, and truancy rates for school, district, and state.	
Student attitudes, plans	Student survey modeled after ELs survey			ELs data
Coursetaking		Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9–12 Enrollment	Dataquest provides data on Enrollment in Upper Level Math and Science Courses as a Percent of Grade 9–12 Enrollment	

ROP (East San Gabriel West Covina, CA)	Within school comparison	Within district comparison	State level comparison	National level comparison
Attainment of a to g		Students in ROP with other students in their respective schools	Students in ROP courses with state	
CST Test Results		Students in ROP with other students in their respective schools	Students in ROP courses with state	
CAHSEE pass rate		Students in ROP with other students in their respective schools	Students in ROP courses with state	
GPA				
Graduation rates		Students in ROP with other students in their respective schools		
Non-cognitive (attendance, expulsion)				
Course taking				
Student attitudes, plans	Student survey modeled after ELs survey			ELs data