



**Hillsborough County**  
**PUBLIC SCHOOLS**  
*Excellence in Education*

***WHERE EVERYBODY KNOWS MY NAME***  
**SMALLER LEARNING COMMUNITIES FOR SCHOOL SUCCESS:**  
**FINAL PERFORMANCE REPORT**  
**YEAR-4 2006-2007**

DECEMBER 2007

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**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Executive Summary**

PR/Number # (11 characters) **V215L032148**

Executive Summary

*Final Performance Report  
Hillsborough County Public Schools, Tampa, Florida*

This report is a summary of the four year implementation of the Smaller Learning Communities (SLC) project funded by the United States Department of Education. Hillsborough County Public Schools was awarded SLC funds for a three-year period and received a fourth year extension, ranging from 2003-04 to 2006-07. Schools participating in the grant implementation included Chamberlain, East Bay, Leto, and Wharton High School.

The purpose of the SLC initiative was to develop schools-within-a-school in an effort to reduce some of the negative impact large school settings have on students. Smaller groupings of students through freshman teams and broad career theme-based learning communities for students in Grades 10-12 were intended to: (1) increase student achievement, (2) increase student academic rigor, and (3) improve the school culture and climate.

**District and SLC Site Staffing**

The SLC project was strongly supported by the active involvement of the district's General Director and Supervisor of Technical and Career Education. The Supervisor served as the project manager and facilitated the meetings of the District-wide SLC Steering Committee--bringing together district and school professionals, business and community partners, parents and students. The Steering Committee met two to three times each year. Steering Committee meetings gave the individual SLC sites the opportunity to share their programs' progress and successes. In addition, rotating focus groups were conducted to gather committee members' input on: 1) the skill sets students need at the point of graduation, 2) marketing and information strategies to impact audiences at the school, district and community level, 3) professional development needs to support teacher knowledge and skills for program implementation, and 4) strategies to promote program sustainability. In addition to sharing progress with the Steering Committee, SLC site leadership teams provided annual presentations to the district's Technical-Career Advisory Council.

The district's Coordinator of Tech Prep served as the project liaison, and addressed the majority of the needs, questions and concerns of the SLC schools' staff. The project liaison facilitated all staff development efforts through national and regional conferences, local conferences, district training, and site-based training and consultants. She also arranged and set the agenda and maintained the records for monthly project meetings as well as bi-monthly project leadership networking meetings. The project liaison modeled a "professional learning community" atmosphere by sharing current literature and research related to SLC initiatives and concepts among the leadership teams. The sites were also guided through the development of a *Career Academies Policy and Procedure Manual* to serve as a resource for the SLCs continued development and in the event of changes in key program personnel. A clear and specific job description of the roles, tasks and responsibilities required of lead teachers for academy programs was developed and included as part of the policy and procedure manual.

By the end of Year-1 (2003-04), each site had hired a SLC Manager and SLC Specialist (not funded during the Year-4 extension) who served as the driving force for planning and implementation. The leadership teams were the faces of the SLC initiative that helped to articulate their principals' vision of the program with other faculty and staff. They promoted, recruited and trained their colleagues. They guided, collaborated and monitored each SLC lead teacher and their respective academy teams in their efforts to design and implement a learning community for students. They worked with guidance counselors and assistant principals in advising students of their SLC program options, and planning the master schedules. They counseled, supported and pushed SLC students for better attendance, behavior, and greater effort with their schoolwork. They recruited and facilitated their site's SLC Advisory Committees. Each site had a written mission statement and strategic action plan.

Each site had a lead teacher for their ninth grade transition program starting in Year-1, and a lead teacher for each grade 10-12 theme-based academy program as they were added in successive years to assist with planning, recruiting faculty, and developing curriculum. SLC lead teachers were required to provide monthly updates of their academy's progress and activities.

### **Professional Development**

Year 1. In November 2003, teams of teachers and administrators attended the “Effective Strategies for Students Being Left Behind” in Orlando which oriented them to the “nuts and bolts” of Smaller Learning Communities. Later in November 2003, one person from each site attended the grant management conference in Norfolk, Virginia, sponsored by the USDOE. February 2004, brought several more opportunities. On Professional Study Day, Dr. Robert Lynn Canady from the University of Virginia and Billie Donegan agreed to conduct workshops for the four sites. Dr. Canady addressed 9<sup>th</sup> grade transition issues, the master schedule and the use of variable learning time in the area of Algebra I. Billie Donegan discussed the importance of a 9<sup>th</sup> grade program for students as well as the impact of academies. Stetson University in conjunction with Performance Learning Systems conducted an Academy Conference in Orlando. With the assistance of the Administrative Resource Teacher for Staff Development, Critical Friends training was offered for all four sites. A two-day retreat was planned for the four sites in June 2004. Dr. Kirk Freeman was contracted to conduct the team building workshop as well as a workshop on active learning. For the team building, the Kaleidoscope Personality Profiles from Performance Learning Systems were used and assisted the sites to appreciate the dynamics of the composition of a team. The sites were encouraged to visit other Smaller Learning Communities sites in contiguous counties and were invited to take their administrators, guidance and other teachers where appropriate. The sites visited schools in Sarasota, Pasco and Pinellas County.

The schools were provided the opportunity for on-site training from a project consultant from the Center for Innovative Schools. Coaching focused on leadership skills, team building, teaming strategies, common expectations, student contracting, tiers of intervention, identifying anchor classes, completion standards, and performance mapping and integrating curriculum. On-site training and coaching was made available to each site across all four years of the grant.

Year 2. In July 2004, a conference was held by the Florida Association for Career and Technical Educators. A pertinent pre-conference session was conducted by Sandy Mittelsteadt from the National Career Academy Coalition. The session focused upon planning, implementing and sustaining Academies and Small Learning Communities. Representatives from each of the four sites participated in a symposium for middle and high school administrators and counselors on best practices for 9<sup>th</sup> graders (August 2004). The leadership teams made one site visit during the year to Lakewood High School located in Pinellas County. Two representatives attended the PASSport to Success Workshop designed to increase parental involvement at the school (summer 2004). Selected teachers from each of the sites participated in a workshop introducing the *7 Habits of Highly Effective Teens* (Covey, S., 1998), content to complement the Keystone curriculum (October 2004). Training on how to incorporate common planning periods into the Master Schedule was also provided in October 2004. A sample of teachers, administrators and guidance

counselors attended the 4th Annual Florida Small Schools Planning Institute through the Center of Innovative Schools (January 2005). Two representatives attended an Academy Conference provided by Stetson University and Performance Learning Systems (February 2005). Approximately 170 professionals attended the regional Smaller Learning Communities Conference, an event organized by the district's project liaison and delivered by Performance Learning Systems and the National Educator Program (June 2005).

Year 3. District training was offered to teachers on the Keystone--Ninth Grade Transition curriculum (July 2005). District training was offered for school guidance counselors in program scheduling for SLC students (July 2005). SLC leadership teams attended the Annual National Tech Prep Network Conference (NTPN) in October 2005. Representatives from three of the sites gave presentations at the NTPN conference. Leto High School was visited by a principal and superintendent from Oklahoma during the conference period. Two representatives from Chamberlain attended the Great City Schools Conference (October 2005, Washington D.C.). The district served as the co-sponsor for the 5th Annual Florida Small Schools Planning Institute (January 2006). Each of the sites presented at the institute, and Chamberlain and Leto served as model sites with bus tours scheduled for visiting participants. The district became a founding member of the South East Coalition of Essential Schools (SESCC), and through this collaboration the leadership teams attended the Regional SLC Networking Meeting (April 2006). Approximately 100 professionals attended the second regional Smaller Learning Communities Conference sponsored by the district and delivered by Performance Learning Systems and the National Educator Program (June 2006).

Year 4. SLC leadership teams attended the Regional Networking Conference (September 2006) and the Regional Facilitated Leadership Workshop (November 2006) offered by the Coalition for Essential Schools. District training was offered to teachers on the revised Keystone--Ninth Grade Transition curriculum (October 2006).

### **Freshman Preparation**

Summer Orientation. Each of the four SLC sites offered a summer orientation program for entering ninth graders (2004, 2005 and 2006). A parent component was included at each school. The program provided incoming students the opportunity to meet some of their freshmen teachers; become familiar with the school campus; receive information about school procedures, expectations and rules; and guidance and class scheduling. Special break-out sessions held at some of the schools addressed peer mediation, stress management, testing, study skills, note taking, time management, organization, and goal setting and problem solving.

Keystone--Ninth Grade Transition Course. An Administrative Resource Teacher for Technical and Career Education and a SLC curriculum team were central to the development and standardization of the Keystone or Ninth Grade Transition curriculum for freshman. Teachers delivering the Keystone course were provided a Ninth Grade Transition Curriculum Resource Guide in both hardcopy and CD-ROM, and a set of student copies of *The 7 Habits of Highly Effective Teens*. Course content focused on the following strands: School Ties; Leadership and Teamwork; Discovering You; Academic Success; Goal Setting and Time Management; Career Awareness; Decision Making and Problem Solving; Communication; and Interpersonal Skills. Students also visited their school's Success Center Lab to explore career interests, aptitude and opportunities, practice basic work skills, and explore and prepare for continuing education. The district's Supervisor of Secondary Social Studies will provide future oversight and resources to the schools offering this ½ credit course.

### **Support Structures**

Administrative and Guidance. By the fourth year implementation, Chamberlain, East Bay and Wharton High School had assigned guidance counselors to support the learning community programs. East Bay High School hired an assistant principal with expertise in learning communities during the second half of the third year, who had a strong and positive influence in moving SLC development forward.

Common Planning Time and Location. Chamberlain, East Bay and Leto High School were able to schedule common planning time during the school day for many of their teacher teams. Science teachers from the Academy of Science, Health, and Engineering at Wharton elected to meet once a week during their lunch period. Leto High School was able to physically locate teachers in a shared location for their ninth grade transition program.

Tutoring and Mentoring. Each of the SLC sites offered at least two types of tutoring opportunities for students. Schools offered tutoring during homeroom, lunch, after school, through the 21<sup>st</sup> CCLC program, and the district's Extended Learning program. Chamberlain, East Bay and Leto recruited and trained students from their National Honor Society and Beta Club to serve as mentors/tutors for struggling ninth and tenth graders. Leto used its eighth period for credit recovery for students failing geometry, algebra and English. East Bay used a Teacher Advisory program once a week during a special 40-minute homeroom period for a one-month period.

Work-related Field Trips. Students at Chamberlain were provided the opportunity to participate in work-related field trips to: Disney World study of animation; Museum of Science and Industry's Bodies exhibit; Florida Department of Law Enforcement Crime Lab; MacDill Air Force Base Hurricane Hunter Planes, National Oceanic and Atmospheric Administration; Federal Reserve Bank and the Citigroup Banking Simulation; Agriculture Ventures at the Florida State Fair; and the Construction Career Field Day. East Bay provided work-related field trips to the: Model United Nations Conference; Tampa Museum of Art; Mahaffey Theatre; Florida Aquarium; Mote Marine Research Lab; and Cockroach Bay, Hillsborough Community College Environmental Studies Program. Leto provided work-related field trips to the: Museum of Science and Industry's Bodies exhibit; University of South Florida Junior Access Day; Florida Blood Services; Florida Supreme Court; and Brewster Technical Center. Wharton provided work-related field trips to the: Museum of Science and Industry's Bodies exhibit; Physics Day at Busch Gardens; and the USF Engineering Expo.

Work-based Learning Experiences. The Academy of Business and Mass Communication at Chamberlain High School arranged for paid internship opportunities with Washington Mutual as well as a youth leadership program called "Youth Alive" with Kid City at Lowry Park. A couple of job shadowing opportunities were provided through JP Morgan Chase. One student served as a free-lance writer for the Tampa Tribune. Students studying finance were provided on-campus internships through the school's partnership with the Suncoast School Federal Credit Union. The school's chorus attended a musical event in Williamsburg, VA. Students studying culinary operations in the Academy of Human Services catered dinner for the district's Parent Survival Night. Students in the Academy of Health and Judicial Services helped to organize and run the Florida Blood Services Mobile at Leto High School. Upper classmen in their health program were able to job shadow in the school's clinic. Students studying web design in the Academy of Business, Marketing and Technology at Wharton High School participated in job shadowing with JPMorgan Chase. A student from the Academy of Science, Health, and Engineering participated in a summer internship at a research lab at USF. Students studying culinary operations in the Academy of Public Service hosted the Johnson and Wales University Culinary Skills Day.

### **Innovative Strategies**

East Bay High School piloted the use of Variable Learning Time (VLT) for Algebra I with a sample of students during the second year of implementation. Using their block scheduling flexibility, they assessed students' progress approximately every four to five weeks. Students struggling with Algebra content at any given assessment stage were rescheduled to an Intensive Math class (quarterly), where teachers provided intensive skill review and practice. When students' progress suggested they were ready, they were rescheduled into an Algebra I class. This alternating schedule, based on student need, provided twice the traditional number of learning opportunities in a given year for students to master Algebra I content. Students in the pilot study experienced a higher passing rate than students participating in the regular

Algebra I scheduling. Given the success of the pilot, the school implemented VLT in Algebra I for all students during Year-3. The ninth grade passing rate in Algebra I was 67% and 64% in Year-4 and Year-3 in comparison to 41% at the baseline year (2002-03).

Vertical looping was explored on a small scale at Wharton High School during the first three years of the project. One language arts teacher worked with a group of 18 students in English III taught during Years 1-2, and another group of 84 students in English II taught as freshman during Year-2. A positive impact was observed for 10<sup>th</sup> grade students with good reading skills, with 17% of the group achieving a FCAT Reading Level score of 5 in comparison to 3.7% of the group the previous year. One math teacher worked with a group of 40 tenth graders served during Year-2 as freshman. Ninety-five percent of the students earned a FCAT Mathematics score of 3 or higher as freshman and sophomores. Approximately 22% of the group increased their math performance level from a score of 3 to a score of 4 by the end of their looping year.

All the sites implemented portfolios during the third and fourth year of the grant. One site will have the portfolios follow students through grade 12. All the career-technical programs at each site are requiring Capstone/senior projects. This concept is being incorporated into the other Career Academies at three sites that focus on Fine Arts or Science. In fact, East Bay High School during the fourth year extension had 34 students graduate from its Environmental Studies Academy. From this experience, it was recommended that the school request permission from the district to permit them to require a senior project as a graduation requirement.

The University of South Florida was instrumental in providing additional tutoring to two sites that have a high percentage of Speakers of Other Languages. Hillsborough Community College for the past two years has worked with one site to acculturate newly arrived Hispanic students into the free enterprise system. Another site was selected by the University of South Florida to research social capital development as it relates to SLC.

As each site developed their career academies, each faced similar challenges, such as vertical teaming and placing classroom teachers into the roles of lead teachers. Cross-curriculum mapping had to occur and continue as the academies grew. Other challenges that continue are the natural change in teaching staff which requires the team to orient new members to the Academy and their roles. Many of the teacher teams are realizing the advantages of common planning periods and their ability, as a team, to assist students academically. Working with students as a team has empowered the classroom teacher to identify student issues that are more appropriately addressed by the team. Teachers were willing to assume leadership roles to maintain Smaller Learning Communities and teaching teams. At three of the sites, the lead teachers are part of a management team that meets regularly with the principal or assistant principal to discuss scheduling and programming issues. It is this “grass roots” ownership that will help provide sustainability for the learning community process.

Three of the SLC high schools have plans for applying for model career academy status: Chamberlain (Culinary Arts), Wharton (Culinary Arts), East Bay (Fine Arts and Environmental Studies/Aquaculture). Wharton and East Bay High Schools have construction plans for the addition of a new building--East Bay plans to use the new building for their Ninth Grade Academy program and teams.

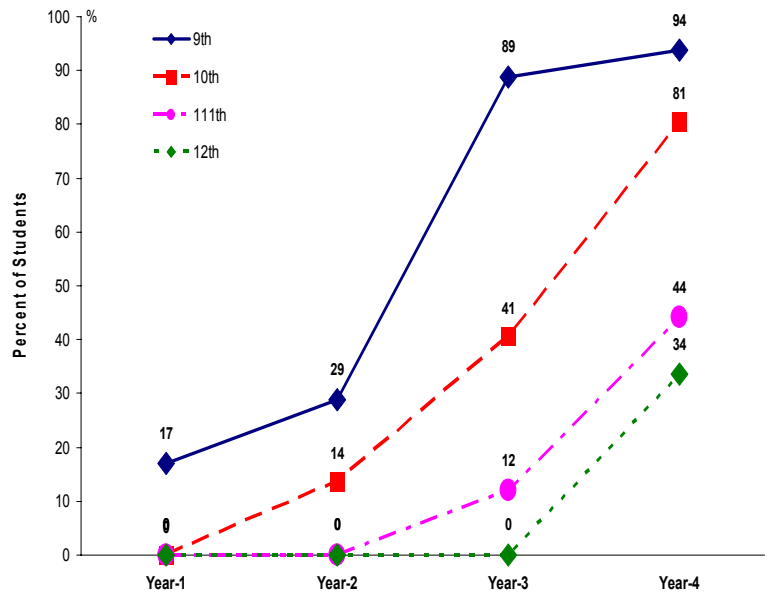
### **Student Enrollment in SLC Programs**

Each of the four schools implemented a Freshmen Academy program for entering ninth graders across the four year period. The Freshman Academy program was the primary focus of the project during the first two-years of implementation. A sample of ninth grade students participated in the Freshman Academy program at each of the four schools during Year-1 (17%) and Year-2 (29%), moving towards inclusion of almost all ninth graders by Year-3 (89%) and Year-4 (94%).

Upper grade career-related communities began to take shape starting with a small proportion of tenth graders in Year-2 (14%). By the third year, 41% of tenth graders and 12% of eleventh graders were enrolled in SLC programs. For the fourth year of implementation, a total of 2,018 (94%) ninth graders, 1648 (81%) tenth graders, 776 (44%) eleventh graders, and 574 (34%) twelfth graders participated in SLC programs--representing approximately 66% of the student enrollment across the four high schools.

By the fourth year, Chamberlain High School had established four upper grade level academies including Business and Mass Communication; Human Service; Fine, Performing and Liberal Arts; and Natural Science. East Bay High School had three academies in place including Communication and Technology; Environmental and Natural Resources; and Fine Arts. East Bay used the fourth year to plan for the addition of another SLC for the coming year (2007-08) in the area of Professional Services. Leto High School offered three upper grade level academies including Business and Engineering Technology; Health and Judicial Services; and Human Services and Hospitality. Wharton High School implemented four academies including Business, Marketing and Technology; Humanities and Fine Arts; Culinary Arts; and Science, Health and Engineering.

Percent of Students Enrolled in SLC Programs by Grade and Year



### Student Performance Outcomes

At the project level, the objective to have all ninth graders matriculate to 10<sup>th</sup> grade within the academic year was not met (80%). The proportion of ninth graders passing Algebra I increased 27% in Year-3 and 17% in Year-4 across the four schools in comparison to the baseline year passing rate (44.7%). Fifty percent of ninth and tenth graders made appropriate reading gains in Year-3 and 47% made reading gains in Year-4. Sixty-eight percent of ninth and tenth graders making appropriate gains in mathematics in Year-3 and 66% made math gains in Year-4. Student enrollment in Advanced Placement coursework increased 40% from the baseline year in Year-3 and 57% in Year-4. More students were enrolled in Programs of Study requiring college prep coursework during the third and fourth year of implementation, 9% and 8%, respectively. In- and out-of-school suspensions decrease by 17% and 11% in Year-3 and Year-4, respectively. Referral rates for incidents related to alcohol and drugs, student violence, and juvenile crime decreased by 20% in Year-3 and 19% in Year-4. Attendance rates remained consistent, ranging between 92% and 93%, slightly below the target goal of 95%. The graduation rate increased 4% points in Year-3 and 3% points in Year-4 in comparison to the graduation rate across sites for 2002-03 (73.5%).

Note to the Reader. The reader is advised, if they are unfamiliar with the federal reporting format using Form 524b, that the body of the report is presented using project status charts (matrices) with subsequent narrative and related data (if applicable).



U.S. Department of Education  
 Grant Performance Report (ED 524B)  
 Project Status Chart

OMB No. 1890-0004  
 OMB Approved

PR/Award # (11 characters): **V215L032148**

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**1. Project Objective**       Check if this is a status update for the previous budget period.

***Increase student achievement.***

<b>1.a. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>					
All 9 <sup>th</sup> grade students will successfully matriculate to the 10 <sup>th</sup> grade annually.	Project-specific	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			1/1	100	--	1668/2150	79.7

<b>1.b. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>					
Increase the Algebra I passing rate for ninth graders by 25%.	Project-specific	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			1/4	25	--	173/1000	17.3

<b>1.c. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>					
Forty-eight percent of 9th and 10th grade students will make appropriate gains in reading.	Project-specific	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			24/50	48	--	1644/ 3538	46.5

1.d. Performance Measure	Measure Type	Quantitative Data					
Fifty-four percent of the 9th and 10th grade students will make appropriate gains in mathematics.	Project-specific	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			27/50	54	--	2318/ 3512	66

1.e. Performance Measure	Measure Type	Quantitative Data					
The percentage of students graduating will increase by 1%.	Project-specific	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1/100	1	--	3/100	3

Explanation of Progress (Include Qualitative Data and Data Collection Information)

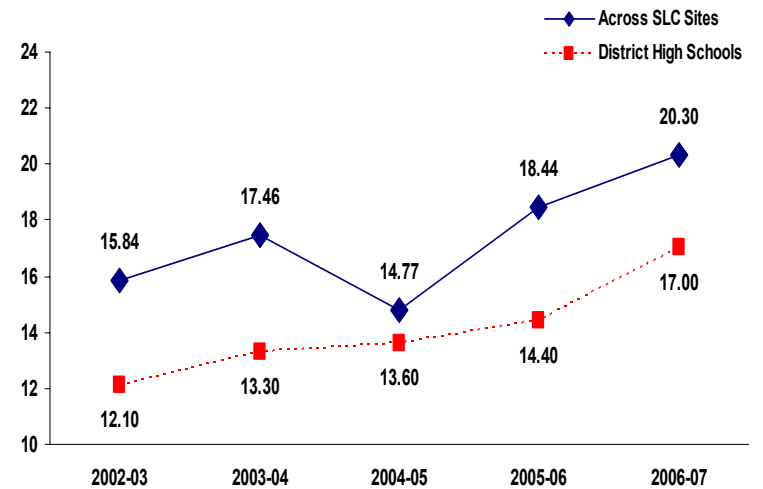
**1.a. Performance Measure**-- All 9th grade students will successfully matriculate to the 10th grade annually.

Status of 1.a. At the project level, 20.3% of 9th graders were retained at the end of school year 2006-07 across the four SLC schools (482 out of 2150) in comparison to 15.8% at the baseline year 2002-03. Ninth graders across the district's high schools also experienced a similar trend of increasing retention rates (see Figure 1). District ninth grade retention rate was 17% in 2006-07 in comparison to 12.10% in 2002-03.

Chamberlain High School. As shown in Figure 2, 20.7% of 9th graders were retained end of school year 2006-07 (142 out of 685). A sample of Chamberlain's activities implemented to decrease retention includes:

- Freshman First summer orientation for incoming 9th graders and their parents
- Lead teacher for Freshman Academy helped coordinate with grade level teams
- Previously retained students were enrolled in Intensive Reading and Math
- 9th graders participated in an incentives program called "Making the Grade"
- 9th graders took a Keystone/Freshman Success course
- 9th and 10th grade students participated in the homeroom tutoring program
- Teaming was instituted this year with common planning time

**Figure 1. Ninth Grade Retention Rates by SLC Schools and District**



- Failure lists were compiled and brought to the team meetings to discuss and failure phone calls were made during the team meetings. Students and parents were able to meet with the teams during the team meetings to discuss student issues and concerns.
- 9<sup>th</sup> Grade Motivational Assembly
- 9<sup>th</sup> grade incentive activities each quarter

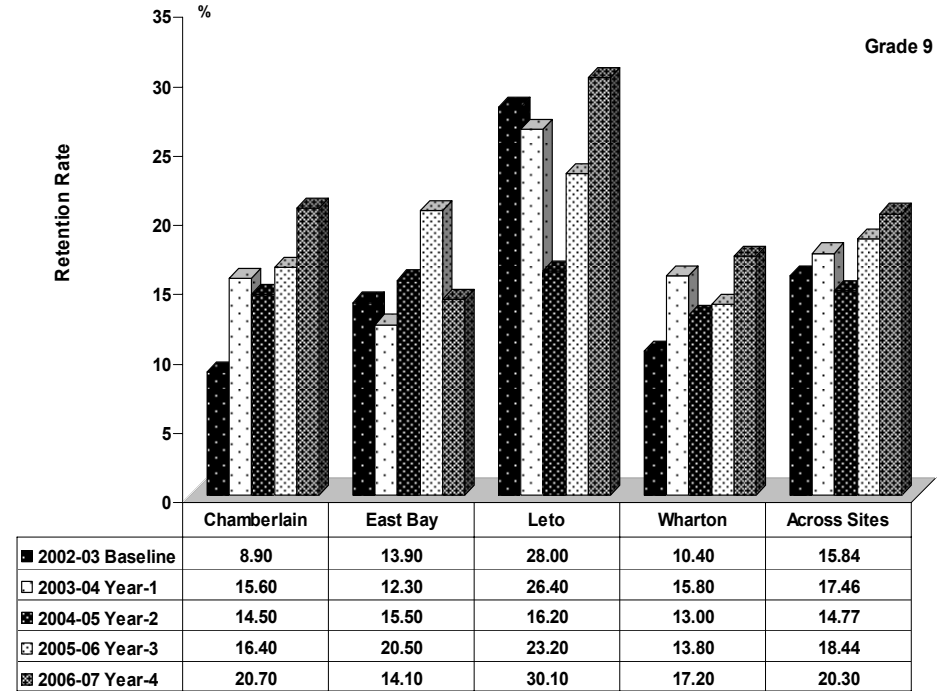
East Bay High School. 14.1% of 9<sup>th</sup> graders were retained at the end of school year 2006-07 (74 out of 525). A sample of East Bay's activities implemented to decrease retention includes:

- 9<sup>th</sup> grade “Focus Day” camp for all incoming 9<sup>th</sup> graders
- 9<sup>th</sup> grade “Parent Night”
- 9<sup>th</sup> grade Freshmen Keystone class for all incoming 9<sup>th</sup> graders the first 9-weeks of the school year
- All 9<sup>th</sup> grade students placed on one of three ninth grade teams. Each team of teachers has a common planning period.
- 9<sup>th</sup> grade team classes averaged 85-90% pure SLC teams
- 9<sup>th</sup> grade pep rally
- 9<sup>th</sup> grade incentive activities each quarter
- 9<sup>th</sup> grade field day
- 9<sup>th</sup> grade guest speakers
- Previously retained students were enrolled in credit recovery programs during the year

Leto High School. 30.1% of 9<sup>th</sup> graders were retained at the end of school year 2006-07 (156 out of 518). A sample of Leto's activities implemented to decrease retention includes:

- Freshman summer orientation for incoming 9<sup>th</sup> graders and their parents
- Lead teacher for Freshman Academy helps coordinate with grade level teams
- Previously retained ninth graders were enrolled in Intensive Reading and Math
- Students used the Plato Lab (reading and mathematics skill building) and Success Lab (career interest and planning)
- Freshman Keystone classes for 9<sup>th</sup> graders reinforced instruction in the areas of Algebra I and Integrated Science
- After school tutorial program
- Impact Labs for credit recovery
- Summer 8th period camp/credit recovery
- Summer Adult Education (night school) credit recovery

**Figure 2.** Percent of Ninth Graders Retained by School and Year



Wharton High School. 17.2% of 9<sup>th</sup> graders were retained at the end of school year 2006-07 (122 out of 709). A sample of Wharton's activities implemented to decrease retention includes:

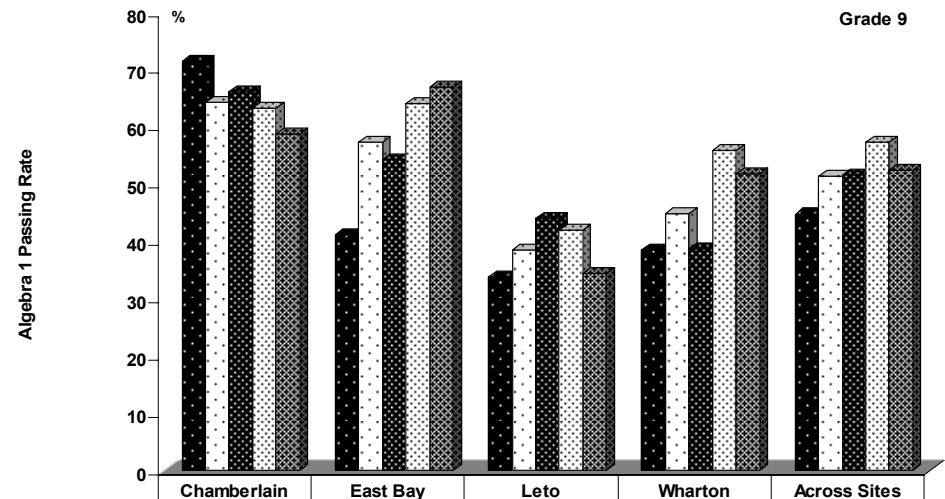
- Summer 9<sup>th</sup> grade “Camp Wildcat” for all in-coming 9<sup>th</sup> graders and their parents
- 9<sup>th</sup> Grade Motivational Assembly
- Freshman Keystone classes for all 9<sup>th</sup> graders
- Incentive program for 9<sup>th</sup> graders to be successful and matriculate to 10<sup>th</sup> grade focusing on grades and attendance (e.g., rewards such as athletic passes to games, school supplies, business partners Wal-Mart, Michaels, Joann Fabrics provided gift certificates for teachers to buy awards for students)
- Added ½ credit Freshman Culinary course for 9<sup>th</sup> graders by application
- Previously retained ninth graders were enrolled in credit recovery programs during the year

**I.b. Performance Measure-- Increase the Algebra I passing rate for ninth graders by 25%.**

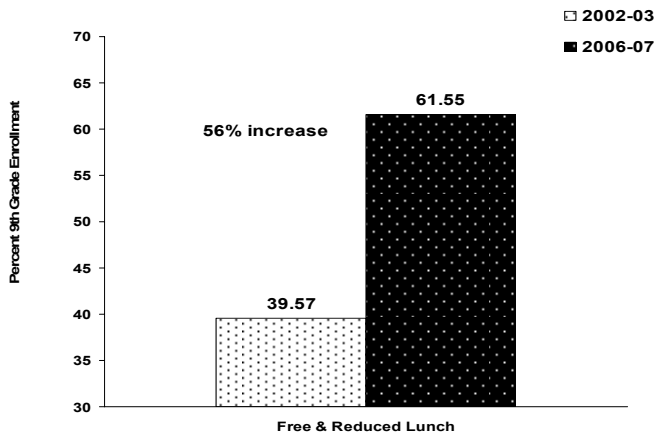
Status of I.b. The passing rate for ninth graders taking Algebra I across the four schools was 52.4% in 2006-07 (see Figure 3). Current year performance represents a **17.3% increase** in the proportion of ninth graders passing Algebra I in comparison to the student passing rate in Algebra I for the baseline year (44.7%). A 28% increase in the passing rate was observed during Year-3 (57.3%).

Chamberlain High School. The passing rate for ninth graders taking Algebra I was 58.7% in 2006-07, a 17.7% decrease in the proportion of students passing Algebra I in 2002-03 (71.3%). It should be noted that Chamberlain experienced a 56% increase in the proportion of ninth graders receiving free or reduced lunch services, moving from 40% at the baseline year to 62% in 2006-07 (Figure 4).

**Figure 3. Percent of 9th Grade Algebra 1 Passing Rate by School and Year**



**Figure 4. Chamberlain's Change in Free-Reduced Lunch 9th Grade Enrollment**



A sample of activities implemented to impact Algebra I passing rates include:

- Students attended tutoring during the homeroom CHIEFS period and after school tutoring opportunities offered each week
- Students were enrolled in Intensive Math courses, as needed, to increase the FCAT math scores
- Credit Recovery available in Impact Lab

East Bay High School. The passing rate for ninth graders taking Algebra I was 67% in 2006-07, a 62.5% increase in the proportion of students passing Algebra I in comparison to students in 2002-03 (41.2%). A sample of activities implemented to impact Algebra I passing rates include:

- Algebra Variable Learning Time scheduling modifications
- After school tutoring available by Algebra teachers
- Lunch tutoring available

Leto High School. The passing rate for ninth graders taking Algebra I was 34.5% in 2006-07, similar to the passing rate in 2002-03 (33.8%). As shown in Figure 5, Leto High School also experienced a substantial increase in the proportion of economically challenged students (39% increase), with 52% of ninth graders receiving free or reduced lunch service at the baseline year to 71% in 2006-07. A sample of activities implemented to impact Algebra I passing rates include:

- Created a first-semester Algebra I class during the second semester to re-teach the first part of the class to those that failed the first semester
- Math teachers used a uniform daily lesson plan
- Use of student tutor/mentors from Beta and National Honor Societies
- Lunch tutoring provided by math and Keystone teachers
- After school tutoring and the credit recovery lab of the Impact program

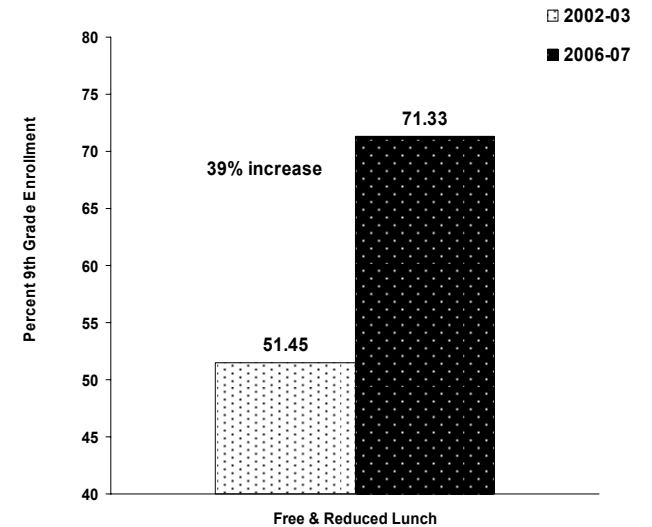
Wharton High School. The passing rate for ninth graders taking Algebra I was 51.7% in 2006-07, a 34% increase in the proportion of students passing Algebra I in comparison to students in 2002-03 (38.5%). A sample of activities implemented to impact Algebra I passing rates include:

- After school tutoring available by Algebra teachers 2 to 3 days per week
- Lunch tutoring available by some teachers 5 days per week
- Tutoring made available by students in various club/organizations once a month during club day (i.e., Beta, Student Leadership, Scholarship, Hispanic Clubs, and National Honors Society)
- Business partner tutoring workshops off-campus available for students (Huntington Learning Center)
- Credit recovery program on block schedule for Algebra I failures
- Math tutor for freshmen culinary students after school 3-days per week

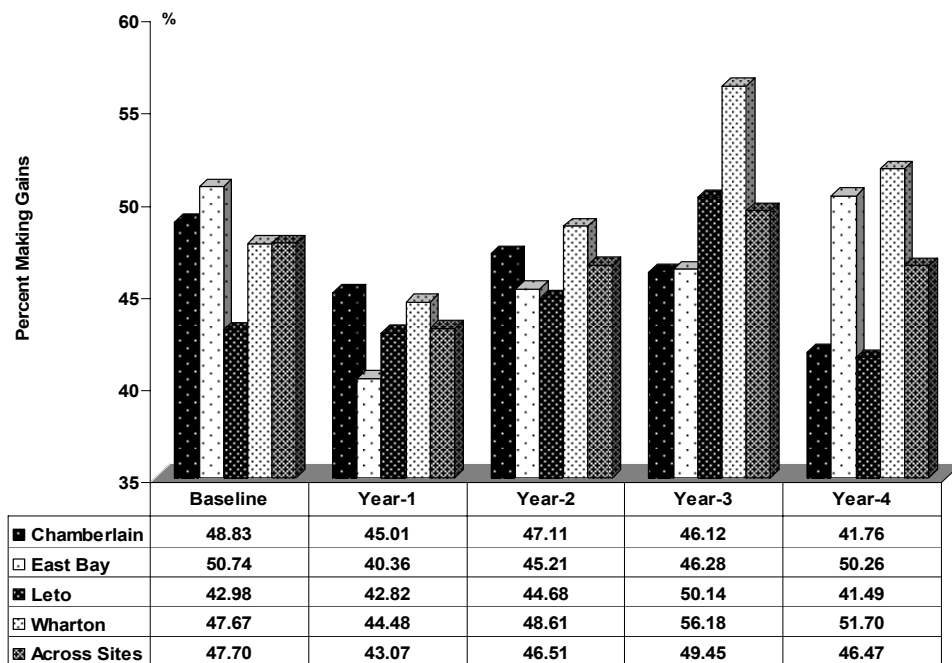
**1.c. Performance Measure--Forty-eight percent (48%) of the 9<sup>th</sup> and 10<sup>th</sup> grade students will make appropriate gains in reading.**

Status of 1.c. At the project level, 46.5% of ninth and tenth graders made appropriate gains in reading during Year-4 of the project. *Reading gains were approximately 1.5% below the target goal* (Figure 6). However, ninth graders evidenced substantial rates of reading gains, moving from 34% at the baseline year to 52% making gain in Year-4. In contrast, tenth graders' reading gains declined over time, shifting from 63% at baseline to 40% the fourth year. The target goal for reading gains of 48% was met during Year-3 across grades 9 and 10. 33% of the 9<sup>th</sup> grade students and 26% of the 10<sup>th</sup> grade students scored proficient or higher on the FCAT SSS Reading test for the school year 2006-07 (score level  $\geq 3$ ). Improvement in reading proficiency from 24% of ninth graders at the baseline year to 33% for Year-4 represents a 38% relative increase (Figure 7). Decline in reading proficiency from 29% for tenth graders at the baseline year to 26% for Year-4 represents an 11% relative decrease (Figure 8).

**Figure 5.** Leto's Change in Free-Reduced Lunch 9th Grade Enrollment



**Figure 6. Reading Gains on the FCAT SSS by School and Year**



Chamberlain High School. 41.8% of ninth and tenth graders made appropriate gains in reading during Year-4 of the project. 28% of the 9<sup>th</sup> grade students and 24% of the 10<sup>th</sup> grade students scored at a Level 3 or higher on FCAT reading. Decline in reading proficiency from 31% of ninth graders at the baseline year to 28% for Year-4 represents a 10% relative decrease. Decline in reading proficiency from 32% for tenth graders at the baseline year to 24% for Year-4 represents a 25% relative decrease.

- All 9<sup>th</sup> and 10<sup>th</sup> graders were enrolled in a reading course. Students below proficiency participated in Intensive Reading or Read 180 classes (90-minute balanced literacy program cycling through teacher-directed instruction, independent reading, guided reading groups, and instructional software).
- Students visited the PLATO Lab to use the FCAT software/online programs that are available
- Tutoring was available to students during homeroom and after school
- The teachers participated in professional development opportunities including CRISS and Reading workshops
- Word of the Day was posted in all of the classrooms in the school and in the hallways
- Reading strategies offered weekly in every subject area

East Bay High School. 50.2% of ninth and tenth graders made appropriate gains in reading during Year-4 of the project. 37% of the 9<sup>th</sup> grade students and 31% of the 10<sup>th</sup> grade students scored at a Level 3 or higher on FCAT reading. Improvement in reading proficiency from 20% of ninth graders at the baseline year to 37% for Year-4 represents an 85% relative increase. Improvement in reading proficiency from 27% for tenth graders at the baseline year to 31% for Year-4 represents a 15% relative increase.

- Professional development in CRISS training and Reading workshops available for teachers after school
- Reading strategies in the classroom each week with students in every subject area
- Word of the Day during homeroom and on all teachers' class boards
- FCAT Explorer in each Freshmen Keystone class
- Read 180 programs for struggling 9<sup>th</sup> graders
- Tutoring after school
- All 9<sup>th</sup> and 10<sup>th</sup> graders are scheduled into a reading class

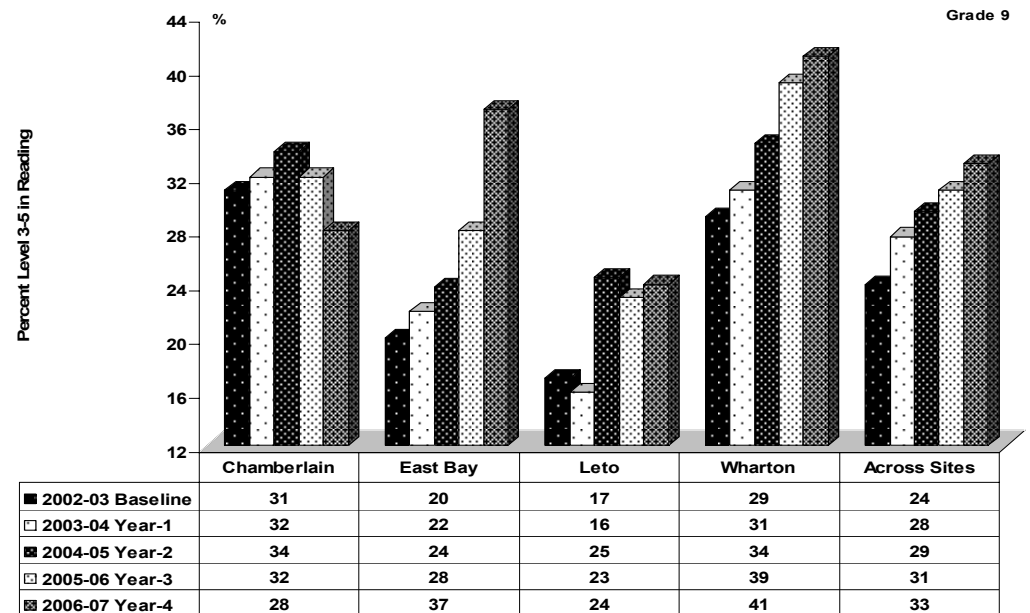
Leto High School. 41.5% of ninth and tenth graders made appropriate gains in reading during Year-4 of the project. 24% of the 9<sup>th</sup> grade students and 21% of the 10<sup>th</sup> grade students scored at a Level 3 or higher on FCAT reading. Improvement in reading proficiency from 17% of ninth graders at the baseline year to 24% for Year-4 represents a 41% relative increase. Decline in reading proficiency from 25% for tenth graders at the baseline year to 21% for Year-4 represents a 16% relative decrease.

- After school programs, labs and tutorial programs to increase scores
- Professional development provided to all teachers in CRISS strategies and reading skills in other content areas
- Reading 180 Labs were used for remedial reading classes and for ESOL classes
- Reading coaches provided weekly activities for social studies and science classes

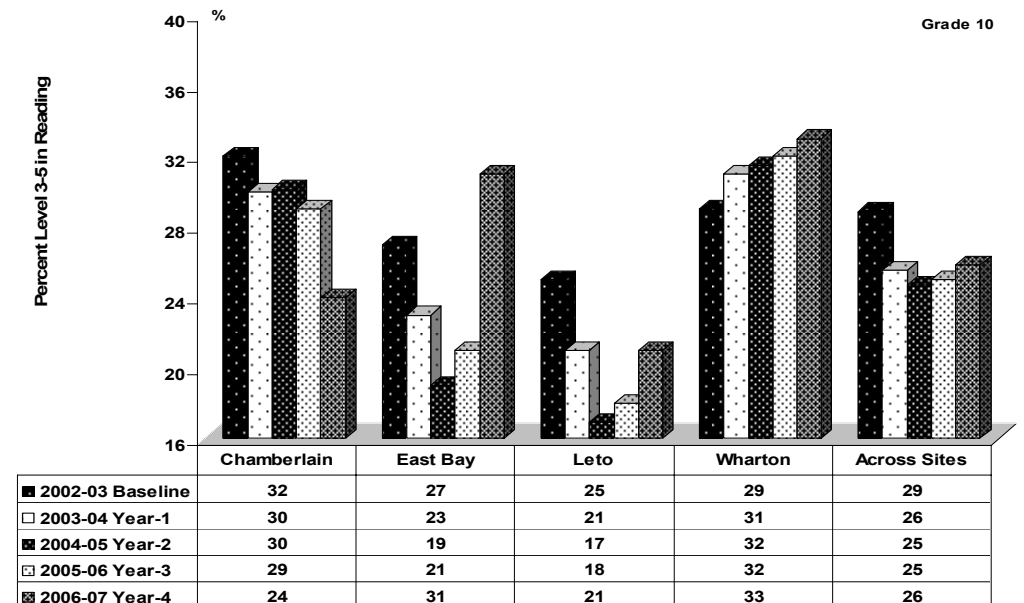
Wharton High School. 51.7% of ninth and tenth graders made appropriate gains in reading during Year-4 of the project. 41% of the 9<sup>th</sup> grade students and 33% of the 10<sup>th</sup> grade students scored at a Level 3 or higher on FCAT reading. Improvement in reading proficiency from 29% of ninth graders at the baseline year to 41% for Year-4 represents a 41% relative increase. Improvement in reading proficiency from 29% for tenth graders at the baseline year to 33% for Year-4 represents a 14% relative increase.

- Professional development in CRISS and Reading workshops available for teachers after school
- Reading Strategies in the classroom each week with students in every subject area (i.e., subject area teachers assigned one day of the week to share reading strategies with students)
- Word of the Day during homeroom and on all teachers' class boards
- FCAT Explorer in each Freshman Keystone classes, 10<sup>th</sup> grade reading classes and Criminal Justice students through the Media Center and/or Portable Lap-top Cart (16 computers & printer)
- Read 180 (three component program including instructional software) programs for struggling 9<sup>th</sup> graders
- Tutoring after school program
- Business Partner providing tutoring after school (Huntington Learning Center)
- All 9<sup>th</sup> and 10<sup>th</sup> graders are scheduled into a reading class

**Figure 7. FCAT SSS Reading--Percent of Ninth Graders Scoring Level 3-5 by Year**



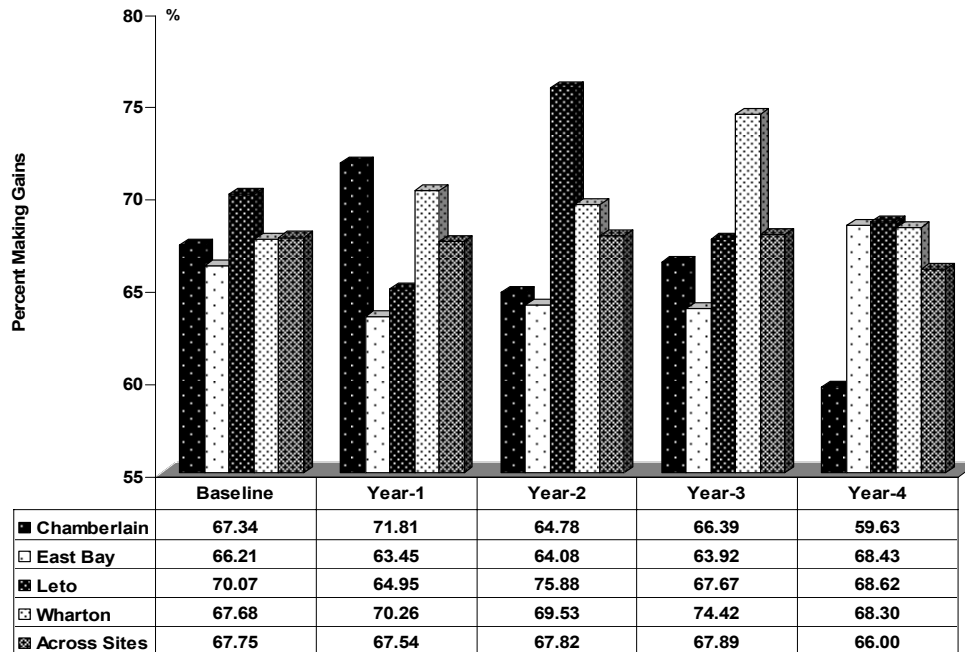
**Figure 8. FCAT Reading--Percent of Tenth Graders Scoring Level 3-5 by Year**



**1.d. Performance Measure**-- Fifty-four percent (54%) of the 9th and 10th grade students will make appropriate gains in mathematics.

**Status of 1.d.** Across the SLC schools, *66% of ninth and tenth graders made appropriate gains in math* during Year-4 of the project (Figure 9). The math gains exceeded the target goal of 54%. 53% of the 9<sup>th</sup> grade students and 59% of the 10<sup>th</sup> grade students scored proficient or higher on the FCAT SSS Mathematics test for the school year 2006-07 (score level  $\geq 3$ ). Improvement in math proficiency from 52% of ninth graders at the baseline year to 53% for Year-4 represents a 2% relative increase (Figure 10). Decline in math proficiency from 62% for tenth graders at the baseline year to 59% for Year-4 represents a 4% relative decrease (Figure 11).

**Figure 9. Math Gains on the FCAT SSS by School and Year**



**Chamberlain High School.** 59.6% of ninth and tenth graders made appropriate gains in math during Year-4 of the project. 50% of the 9<sup>th</sup> grade students and 56% of the 10<sup>th</sup> grade students scored at a Level 3 or higher on FCAT math. Decline in math proficiency from 61% of ninth graders at the baseline year to 50% for Year-4 represents an 18% relative decrease. Decline in math proficiency from 63% for tenth graders at the baseline year to 56% for Year-4 represents an 11% relative decrease. A sample of activities implemented to impact math performance includes:

- Students participated in the homeroom tutoring program, along with after school tutoring opportunities
- Students were enrolled in Intensive Math classes as needed
- Credit Recovery programs were available
- Classes used the FCAT Explorer program to increase math scores

**East Bay High School.** 68.4% of ninth and tenth graders made appropriate gains in math during Year-4 of the project. 58% of the 9<sup>th</sup> grade students and 58% of the 10<sup>th</sup> grade students scored at a Level 3 or higher on FCAT math. Improvement in math proficiency from 49% of ninth graders at the baseline year to 58% for Year-4 represents an 18% relative increase. Improvement in math proficiency from 54% for tenth graders at the baseline year to 58% for Year-4 represents a 7% relative increase.

for Year-4 represents an 18% relative increase. Improvement in math proficiency from 54% for tenth graders at the baseline year to 58% for Year-4 represents a 7% relative increase.

- Algebra Variable Learning Time scheduling modifications
- After school tutoring available by Algebra teachers
- Lunch tutoring available
- Credit recovery programs available during the year

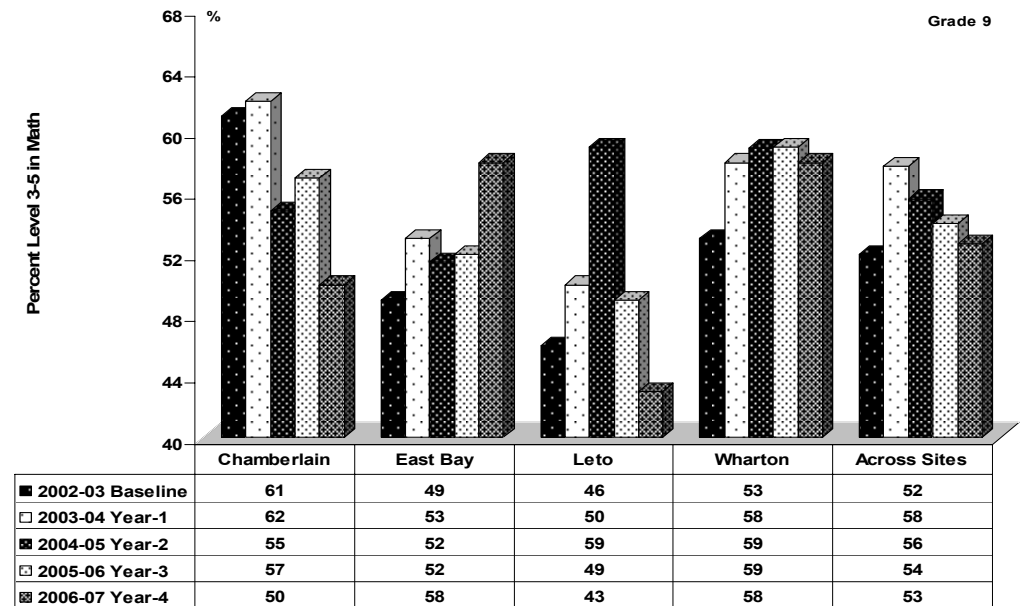
Leto High School. 68.6% of ninth and tenth graders made appropriate gains in math during Year-4 of the project. 43% of the 9<sup>th</sup> grade students and 55% of the 10<sup>th</sup> grade students scored at a Level 3 or higher on FCAT math. Decline in math proficiency from 46% of ninth graders at the baseline year to 43% for Year-4 represents a 6% relative decrease. Decline in math proficiency from 58% for tenth graders at the baseline year to 55% for Year-4 represents a 5% relative decrease.

- After school programs, the Labs and the tutorial programs in an effort to increase math scores
- Credit recovery classes in math were available at lunch for student use
- Use of student tutors and mentors after school and during regular math classes

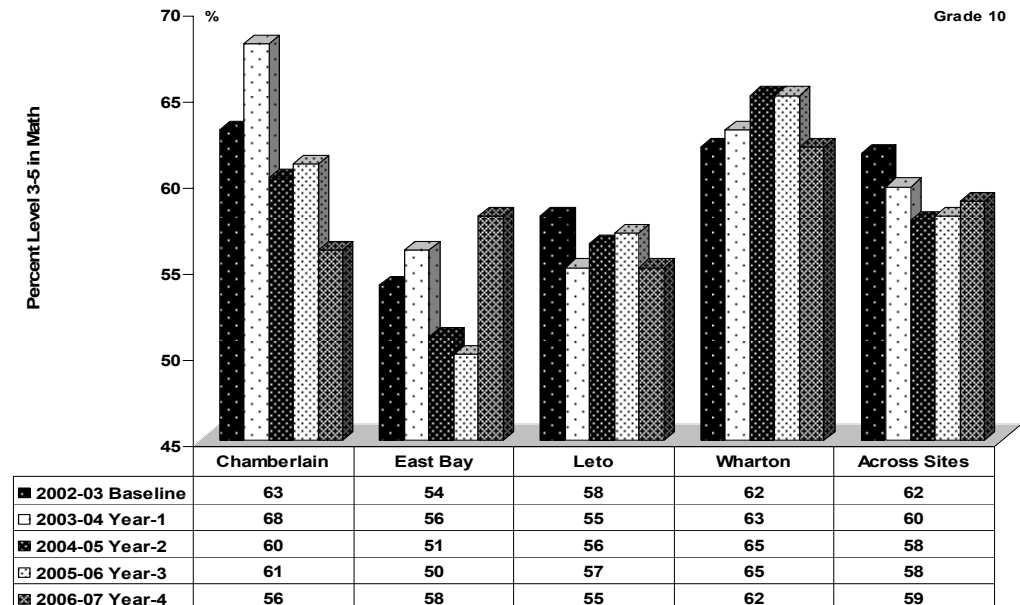
Wharton High School. 68.3% of ninth and tenth graders made appropriate gains in math during Year-4 of the project. 58% of the 9<sup>th</sup> grade students and 62% of the 10<sup>th</sup> grade students scored at a Level 3 or higher on FCAT math. Improvement in math proficiency from 53% of ninth graders at the baseline year to 58% for Year-4 represents a 9% relative increase. Math proficiency remained consistent at the baseline year in comparison to Year-4, with 62% of tenth graders achieving proficiency in mathematics.

- Math tutoring after school available to all struggling students 2 to 3 days per week
- FCAT Explorer math strategies taught in all 9<sup>th</sup> grade Freshman Keystone classes, 10<sup>th</sup> grade math classes, and Criminal Justice students grades 9-10 through the Media Center and Portable Laptop Cart (16 computers & printer)
- Credit recovery programs for struggling students to be successful available due to block scheduling

**Figure 10.** FCAT Math--Percent of Ninth Graders Scoring Level 3-5 by Year



**Figure 11.** FCAT Math--Percent of Tenth Graders Scoring Level 3-5 by Year



**I.e. Performance Measure**--The percentage of students graduating will increase by 1%.

**Status of I.e.** The graduation rate for seniors *increased three percentage points* across the four SLC schools. The graduation rate for seniors was 76.5% in 2006-07 in comparison to 73.5% of seniors in 2002-03 (baseline year).

**Chamberlain High School.** The graduation rate increased 9% points from 2002-03 (75.5%) to 2006-07 (84.5%). A sample of activities implemented to impact graduation rates include:

- IMPACT program for seniors during the school day using computerized coursework
- After school credit recovery programs

**East Bay High School.** The graduation rate increased 2.4% points from 2002-03 (71.8%) to 2006-07 (74.2%). A sample of activities implemented to impact graduation rates include:

- IMPACT program for seniors during the school day using computerized coursework
- After school credit recovery programs

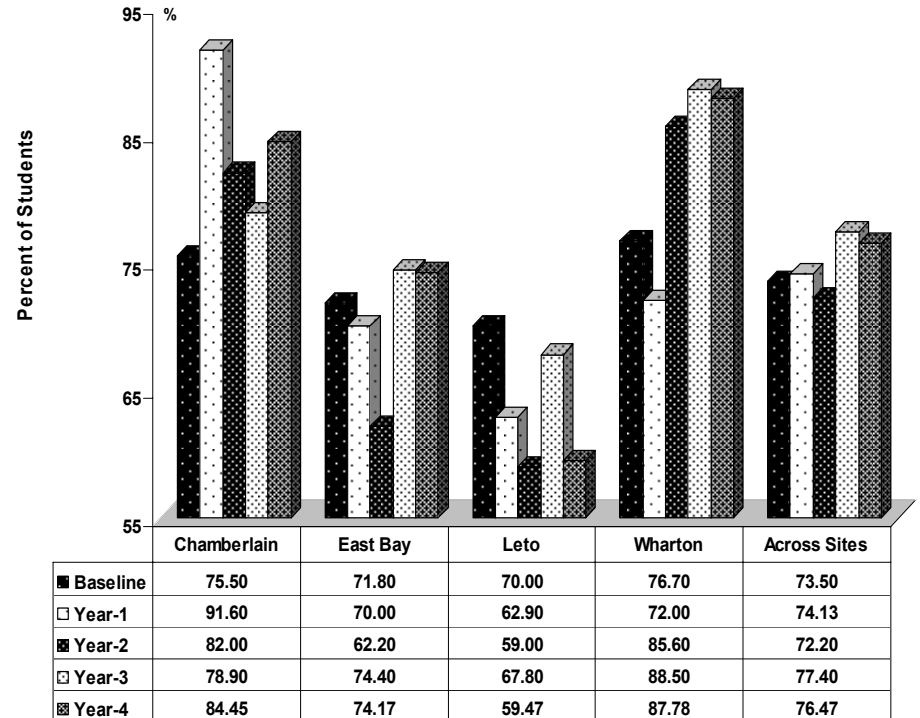
**Leto High School.** The graduation rate declined 10.5% points from 2002-03 (70%) to 2006-07 (59.5%). A sample of activities implemented to impact graduation rates include:

- IMPACT program for seniors during the school day using computerized coursework
- After school credit recovery programs
- Remedial tutoring programs after school

**Wharton High School.** The graduation rate increased 11% points from 2002-03 (76.7%) to 2006-07 (87.8%). A sample of activities implemented to impact graduation rates include:

- IMPACT program for seniors during the school day using computerized coursework
- Credit recovery classes are available for struggling seniors (during the day) to help students to graduate on time
- After school credit recovery programs

**Figure 12.** High School Graduation Rates by School and Year





U.S. Department of Education  
 Grant Performance Report (ED 524B)  
 Project Status Chart

OMB No. 1890-0004  
 OMB Approved

PR/Award # (11 characters): **V215L032148**

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**2. Project Objective**       Check if this is a status update for the previous budget period.

*Increase the rigor of core and technical programs.*

2.a. Performance Measure	Measure Type	Quantitative Data					
Student enrollment in Advanced Placement (AP) classes will increase by 25%.	Project-specific	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1/4	25	--	567/1000	56.7

2.b. Performance Measure	Measure Type	Quantitative Data					
Students will meet or exceed the state SAT average (graduating seniors).	Project-specific	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		993	/		979	/	

2.c. Performance Measure	Measure Type	Quantitative Data					
Students will meet or exceed the state ACT average (graduating seniors).	Project-specific	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		19.90	/		18.39	/	

2.d. Performance Measure	Measure Type	Quantitative Data					
Increase the percentage of students enrolled in College Prep courses.	Project-specific	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			71/100	71	--	5859/7661	76.5

Explanation of Progress (Include Qualitative Data and Data Collection Information)

**2.a. Performance Measure**-- Student enrollment in Advanced Placement (AP) classes will increase by 25%.

**Status of 2.a.** During 2006-07, 1184 (15.3%) students were enrolled in one or more AP courses across the four SLC schools (unduplicated count). This represents a **57% increase in the proportion of students participating in AP classes** from the baseline year of 9.86% (Figure 13).

Chamberlain High School. During 2006-07, 408 (19.7%) students were enrolled in one or more AP courses (unduplicated count). This represents a 24% increase in the proportion of students participating in AP classes from the baseline year of 16%.

- Chamberlain has an AP Coordinator that runs the AP program and acts as an AP guidance counselor and recruiter

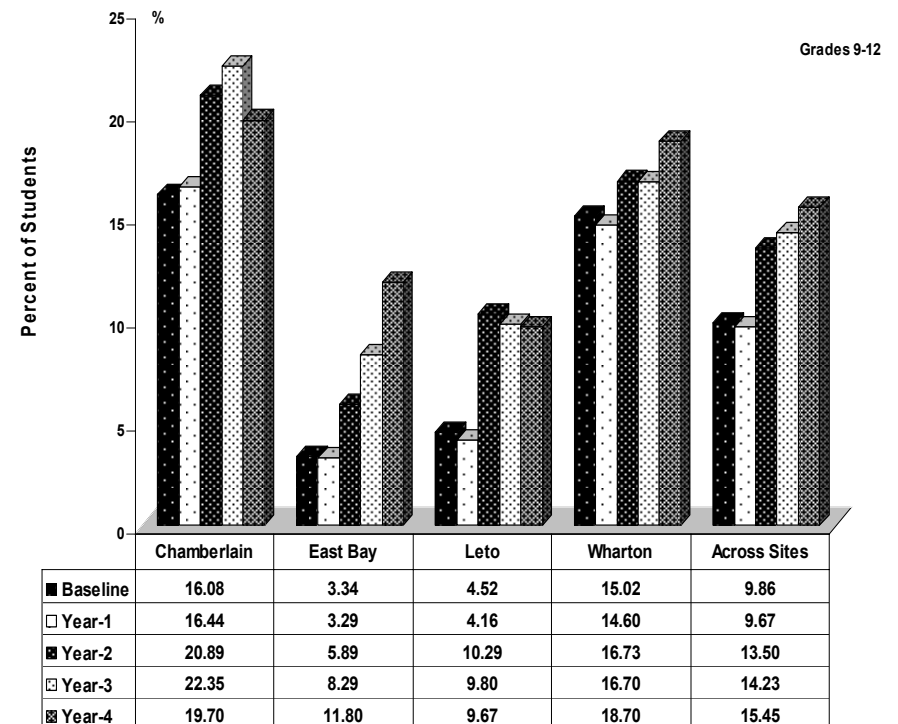
East Bay High School. During 2006-07, 203 (11.8%) students were enrolled in one or more AP courses. This represents a 252% increase in the proportion of students participating in AP classes from the baseline year of 3.3%.

- 8<sup>th</sup> grade students are encouraged by guidance counselors to consider 9<sup>th</sup> grade AP Human Geography
- 9<sup>th</sup> grade students are encouraged to take AP classes through Freshmen Keystone and by guidance during programming
- Incoming 9<sup>th</sup> graders are encouraged to take part in the summer Go AP camp
- All students in the AVID program work toward entering Honors and AP classes

Leto High School. During 2006-07, 162 (9.7%) students were enrolled in one or more AP courses. This represents a 114% increase in the proportion of students participating in AP classes from the baseline year of 4.5%.

- Leto increased AP offerings each year and actively recruited from among our best performers in these areas

Figure 13. Percent of Students Taking Advanced Placement Classes by Year



Wharton High School. During 2006-07, 411 (18.7%) students were enrolled in one or more AP courses. This represents a 25% increase in the proportion of students participating in AP classes from the baseline year of 15%.

- During programming time, all students are encouraged by their guidance counselors and teachers to sign up for AP courses
- All 9<sup>th</sup> graders through the Freshman Keystone course were provided a panel discussion with a diverse group of seniors. The topic was “What I Would Have Done Differently As A Freshman, Had I Known.” One of their discussions centered on taking AP courses.
- 9<sup>th</sup> graders were sent in small groups to AP classes to observe what higher level courses have to offer

**2.b. & 2.c. Performance Measures--Graduating seniors will meet or exceed the state's average on the SAT and/or the ACT.**

**Status of 2.b.** The state average for graduating 12<sup>th</sup> graders on the SAT was 993, and 19.90 on the ACT during the 2006-07 school year. The average SAT score was 979, and the average ACT was 18.59 for graduating seniors across the four SLC sites in 2006-07. Although the project averages on college entrance exams were not equal or higher than the state averages, SAT performance increased from 964 at the baseline year to 979 in Year-4 (Figure 14). The average performance on ACT experienced a decline from the baseline year of 19.65 to 18.59 in Year-4 (Figure 15).

Chamberlain High School. The average SAT score was 1005 (above state average), and the average ACT was 19.47 for graduating seniors in 2006-07.

- ½ credit SAT and ACT prep classes were offered each semester and after school
- Princeton Review was available on-line free of charge to students
- Additional instructional software for self-practice in preparation for the SAT/ACT was available in the Success Center for students

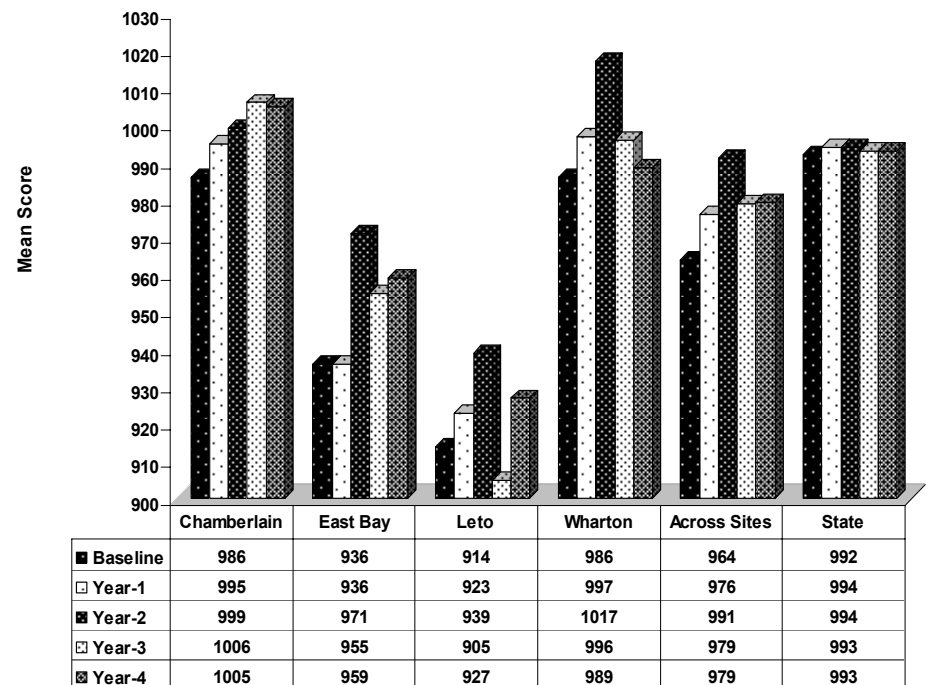
East Bay High School. The average SAT score was 959 and the average ACT was 18.24 for graduating seniors in 2006-07.

- ½ credit SAT/ACT prep classes were offered to students
- The Princeton Review was also available on-line free to our students
- Additional instructional software for self-practice in preparation for the SAT/ACT was available in the Success Center for students
- After school and Saturday test prep classes were available for students

Leto High School. The average SAT score was 927 and the average ACT was 15.74 for graduating seniors in 2006-07.

- Use of Success Labs and Reading Labs for practice in SAT and ACT vocabulary and math concepts
- Use of SAT prep classes as an elective

**Figure 14. Average SAT Scale Score for Graduating Seniors by School and Year**



Wharton High School. The average SAT score was 989 and the average ACT was 19.58 for graduating seniors in 2006-07.

- ½ credit SAT/ACT prep classes were offered to students
- The Princeton Review was also available on-line free to our students-- Media Center, Success Center, portable laptop cart, or home access with password
- One of our business partners at “Huntington Learning Center” offered workshops for our students to take SAT and ACT practice tests and tutoring in math, reading and vocabulary strategies
- Additional instructional software for self-practice in preparation for the SAT/ACT was available in the Success Center for students
- After school test prep classes were also available for students

**2.d. Performance Measure-- Increase the percentage of students enrolled in College Prep courses.**

**Status of 2.d.** During 2006-07, 76.5% of students across the four SLC sites were enrolled in Programs of Study requiring college prep coursework. This represents an **8% increase in the proportion of students participating college prep courses** from the baseline year of 70.9% (Figure 16).

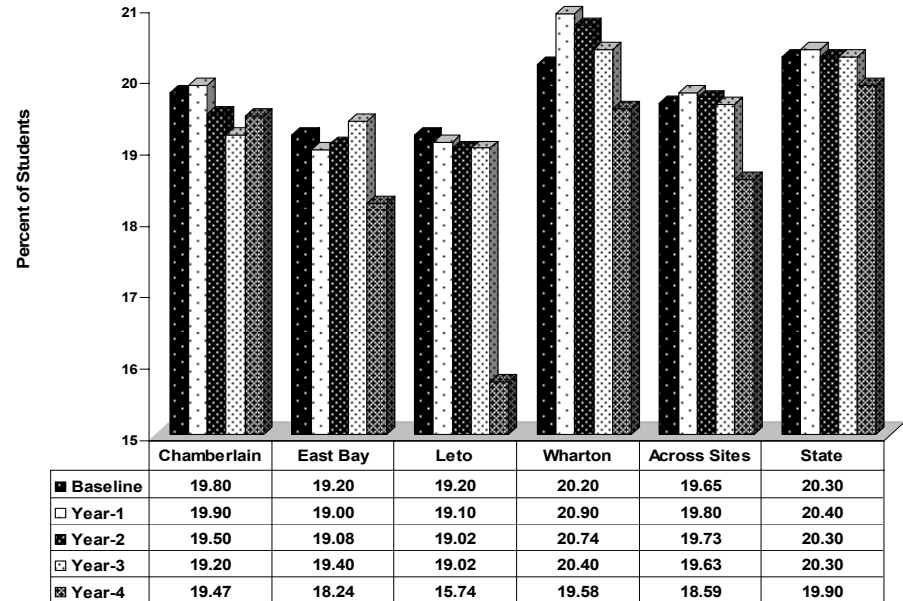
Chamberlain High School. 77% of students were enrolled in Programs of Study requiring college prep coursework during the school year 2006-07 (3% increase from the baseline year).

- Chamberlain offered a variety of AP courses. The school also offered a few Dual Enrollment courses that the students can take for college credit
- Chamberlain hosted one of the College Nights in the county
- Students took field trips to colleges to see the programs that are offered to them in their field of interests

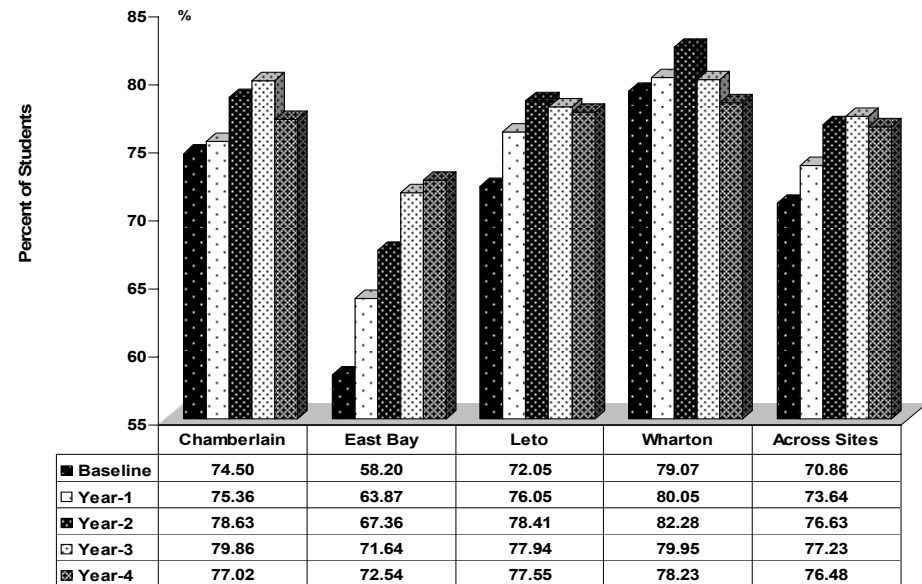
East Bay High School. 72.5% of students were enrolled in Programs of Study requiring college prep coursework during the school year 2006-07 (25% increase from the baseline year).

- Students are encouraged during programming to sign up for college prep courses
- Throughout the year, guest speakers from various colleges and universities encourage the students to sign up for college prep courses

**Figure 15. Average ACT Score for Graduating Seniors by School and Year**



**Figure 16. Percent of Students Enrolled in Programs of Study including College Prep Coursework by School and Year**



Leto High School. 77.6% of students were enrolled in Programs of Study requiring college prep coursework during the school year 2006-07 (7.6% increase from the baseline year).

- Survey teachers for names of high-achieving students and talking to students and parents to encourage them to take more advanced and AP courses

Wharton High School. 78.2% of students were enrolled in Programs of Study requiring college prep coursework during the school year 2006-07 (-1% decrease from the baseline year).

- During Programming Time/Course Selection students are recruited for college prep classes by guidance counselors and teachers
- Guest speakers from universities during Parent Nights and College Nights encourage parents to have their students sign up for college prep courses
- Postsecondary schools and colleges come to campus and speak to groups of students encouraging college prep courses and how to be highly successful
- One of Wharton's business partners from the Huntington Learning Center speaks to students during assemblies encouraging higher level course work and a college prep pathway



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1890-0004  
OMB Approved

PR/Award # (11 characters): **V215L032148**

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**3. Project Objective**       Check if this is a status update for the previous budget period.

***Improve school culture and climate.***

3.a. Performance Measure	Measure Type	Quantitative Data					
Student attendance rates will be 95% or higher.	Project-specific	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			95/100	95	--	925/1000	92.5

3.b. Performance Measure	Measure Type	Quantitative Data					
Reduce suspension rates by 10%.	Project-specific	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1/10	10	--	27/100	27

3.c. Performance Measure	Measure Type	Quantitative Data					
Reduce referral rates for alcohol and drugs, student violence and juvenile crime by 10%.	Project-specific	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1/10	10	--	19/100	19

Explanation of Progress (Include Qualitative Data and Data Collection Information)

**3.a. Performance Measure-- Student attendance rates will be 95% or higher.**

**Status of 3.a.** The attendance rate was 92.2% for the fourth year in comparison to the baseline year rate of 93.3% (Figure 17). The target goal of 95% attendance was not achieved.

Chamberlain High School. The attendance rate for school year 2006-07 was 91.8% in comparison to the baseline year rate of 92.6%.

- An attendance committee, calling committee and meetings with the social worker were implemented to address attendance issues
- Attendance Assemblies and Exam Exemption Policies were used to increase attendance rates
- The attendance clerk tracks excessive absences and shares the list with the school social worker and assistant principal

East Bay High School. The attendance rate for school year 2006-07 was 92.7% in comparison to the baseline year rate of 93.3%.

- Student attendance incentive plan was in place
- Individual teachers offered incentives
- Daily parent calling by Student Affairs or Guidance personnel

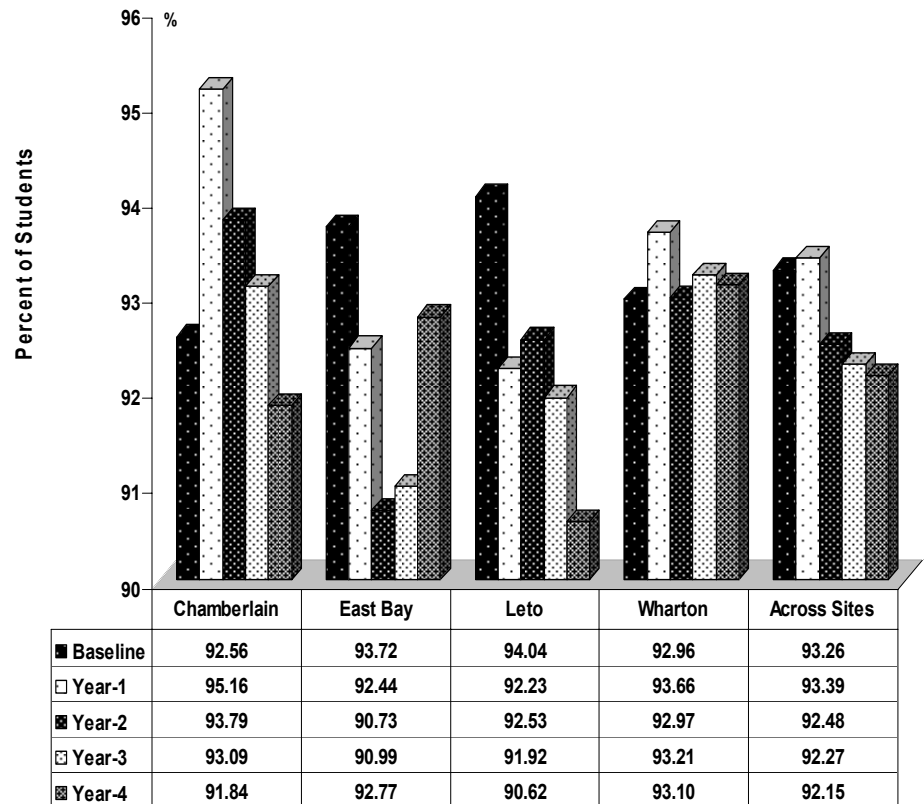
Leto High School. The attendance rate for school year 2006-07 was 90.6% in comparison to the baseline year rate of 94%.

- Use of SAC committee-paid personnel to call parents of absent students
- Use of teachers from teams and vocational tracks to call students
- Deduct academic points from unexcused absent students

Wharton High School. The attendance rate for school year 2006-07 was 93.1% in comparison to the baseline year rate of 93%.

- There was an Attendance/Academic Incentive Plan in place for students to encourage them to come to school and perform successfully. Students could earn free athletic passes to attend sporting activities and were also given a breakfast of recognition during different semesters
- Teachers also offered incentives in their classes for better attendance
- Attendance clerk tracked excessive absences and shared the list with the school social worker for family follow-up
- Daily automated parent calling system for absences

**Figure 17. Average Attendance Rates by School and Year**



**3.b. and 3.c. Performance Measures-- Reduce suspension rates and referral rates for alcohol and drugs, student violence and juvenile crime by 10%.**

**Status of 3.b. and 3.c.** The rate of students experiencing in- and out-of-school suspensions for school year 2006-07 was 30.3% across the four schools, a **27% decrease** in the proportion of suspensions from the baseline rate of 33.5% (Figure 18). Student incidents resulting in referrals for alcohol and drugs, student violence, and juvenile crime were **reduced by 19%**, declining from 5.1% at the baseline year to 4.1% during the fourth year implementation (Figure 19).

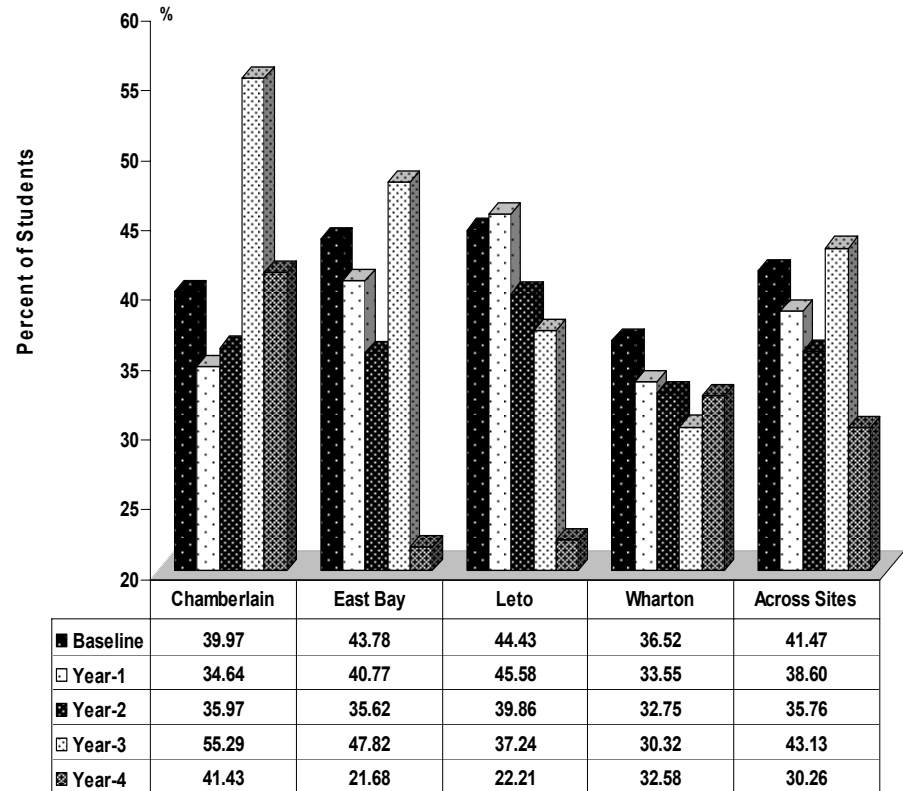
**Chamberlain High School.** The rate of in- and out-of-school suspensions for school year 2006-07 was 41.4%. Chamberlain implemented a substantial change in their in-school suspension policy beginning Year-3 for violations of students not wearing IDs and tardies that skewed the results for the site and across sites. The rate of referrals for alcohol and drugs, student violence, and juvenile crime was 6.2% (an 87% increase in the rate of referrals in comparison to the baseline rate of 3.3%).

- Chamberlain instituted a less strict identification badge policy this year (in comparison to Year-3, 2005-06). The tardy/lockout policy was reevaluated and changed.
- A Student Intervention Specialist was available to provide student counseling
- An in-school suspension program was offered to deter students from being suspended out of school with loss of grades and time
- The 9<sup>th</sup> grade summer camp and motivational assembly were helpful in informing new students of behavioral expectations and conflict strategies
- Student Intervention forms were used by teachers as an additional behavior modification step prior to referral to Assistant Principal
- The SLC Project Manager counseled students and provided steps and consequences in order to redirect their behavior

**East Bay High School.** The rate of in- and out-of-school suspensions for school year 2006-07 was 21.7% (a 43% decrease in the rate of suspensions in comparison to the baseline rate of 38%). The rate of referrals for alcohol and drugs, student violence, and juvenile crime was 4.9% (a 37% decrease in the rate of referrals in comparison to the baseline rate of 7.9%).

- A Peer Mediation program was in place
- A Student Intervention Specialist was available to provide student counseling
- An in-school suspension program was offered to deter students from being suspended out of school with loss of grades and time
- Each Academy had a formal discipline intervention plan
- The SLC Project Manager counseled students and provided steps and consequences in order to redirect their behavior

**Figure 18. Percent of Suspensions (In-school and Out-of-school) by School and Year**



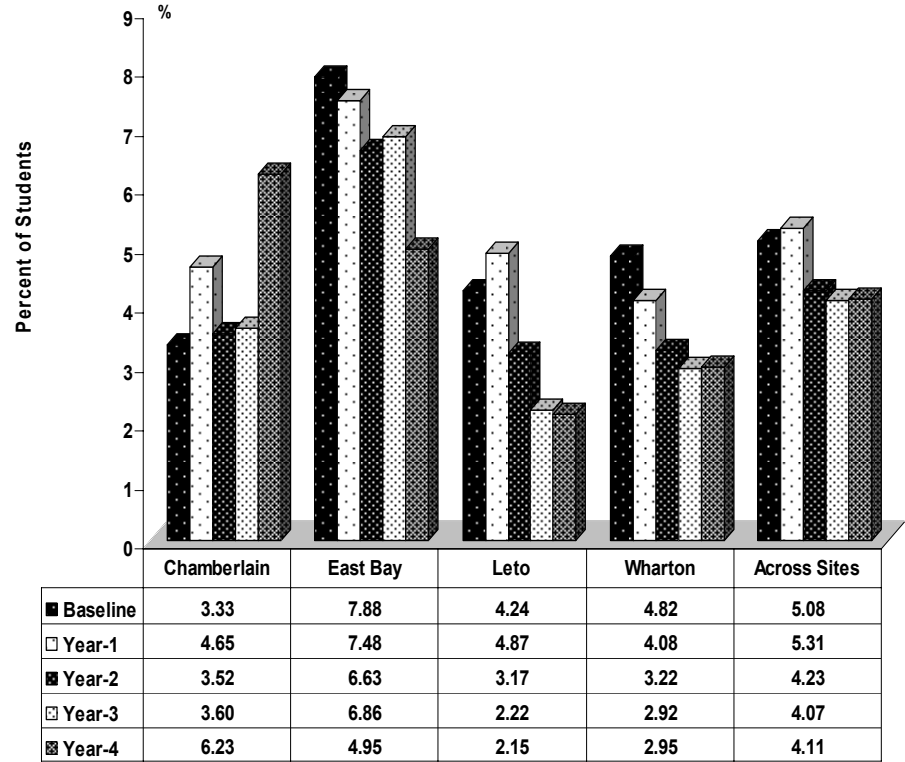
Leto High School. The rate of in- and out-of-school suspensions for school year 2006-07 was 22.2% (a 34.5% decrease in the rate of suspensions in comparison to the baseline rate of 33.9%). The rate of referrals for alcohol and drugs, student violence, and juvenile crime was 2.2% (a 49% decrease in the rate of referrals in comparison to the baseline rate of 4.2%).

- Used in-school rather than out of school suspensions for tardies
- Minor infractions were sent to project manager rather than SA Office for first offenses
- A Student Intervention Specialist was available to provide student counseling
- The 9<sup>th</sup> grade summer camp and motivational assembly were helpful in informing new students of behavioral expectations and conflict strategies
- The SLC Project Manager counseled students and provided steps and consequences in order to redirect their behavior

Wharton High School. The rate of in- and out-of-school suspensions for school year 2006-07 was 32.6% (a 11% decrease in the rate of suspensions in comparison to the baseline rate of 36.5%). The rate of referrals for alcohol and drugs, student violence, and juvenile crime was 2.9% (a 39% decrease in the rate of referrals in comparison to the baseline rate of 4.8%).

- Separately funded Peer Mediator on campus full-time that worked with students in conflict. The Peer Mediator visited all 9<sup>th</sup> grade classes to discuss conflict resolution skills. The Peer Mediator trained a group of student peer mediators the beginning of each year.
- A Student Intervention Specialist was available to provide student counseling
- An in-school suspension program was offered to deter students from being suspended out of school with loss of grades and time
- The 9<sup>th</sup> grade summer camp and motivational assembly were helpful in informing new students of behavioral expectations and conflict strategies
- The SLC Project Manager counseled students and provided steps and consequences in order to redirect their behavior

**Figure 19.** Percent of Referrals Related to Alcohol/Drugs, Student Violence, and Juvenile Crime by School and Year





**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1890-0004  
OMB Approved

PR/Award # (11 characters): **V215L032148**

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**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

All funds allocated for the implementation of the SLC grant proposal were expended by the end of the fourth year extension period. Funds expended during the fourth year extension allowed the project to continue to fund site-based program managers serving as the primary facilitators of learning community development and coordination, and professional modeling and training as well as salary fringe benefit costs for these payments. Extension funds also supported a modest stipend for team leaders of ninth grade Academies and individual Smaller Learning Communities in upper grade levels. Funds supported payment for trainers of the Keystone/Ninth Grade Transition Course, professional development and coaching consultant costs, and the cost of evaluation services. A small portion of the funds were used for instructional materials and supplies, school bus transportation for student articulation field trips, postage for parent mailings, and in-county travel costs for program managers. Dues and fees for national affiliations were supported by SLC grant funds for career academy SLC support and training from the National Career Academy Coalition (NCAC) and the Southeastern Essential Schools Coalition Center (SESCC). The remaining funds supplied indirect costs.

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**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

- 1. Utilizing your evaluation results, draw conclusions about the success of the project and its impact. Describe any unanticipated outcomes or benefits from your project and any barriers that you may have encountered.*

The evaluation results suggest several positive effects for students and staff. Over time a larger proportion of ninth graders passed Algebra I. Variable learning time implemented at East Bay High School was a successful instructional innovation impacting Algebra passing rates. Ninth graders experienced a slight increasing trend in the proportion making reading gains, and increasing proportion of students achieving reading proficiency or higher. All four SLC sites experienced an increase in the proportion of students participating in advanced placement courses. More students were enrolled in programs of study with college prep coursework. Suspension and referral rates declined. Attendance rates remained consistent, ranging between 92% and 93%. Graduation rates increased, although SLC impact on this index is tentative given the small number of seniors participating in SLC programs at the end of the fourth year.

Each SLC program had a vision and mission statement for their learning community. A lead teacher was assigned to each community and provided monthly updates on their team's program efforts. Each site arranged additional tutoring opportunities for students, and engaged in some form of mentoring with either an adult or older peer student. Staff development opportunities were rich and varied, ranging from national conferences to team-based trainings with a consultant with expertise in learning communities and curricula mapping and integration. SLC project managers from each site provided presentations at regional and local conferences. Each site was visited by other educational institutions to learn and observe the SLC model in action. The district and schools established affiliations with the National Career Academy Coalition and the Southeastern Essential Schools Coalition Center. The district was awarded a Florida Department of Education Matchmaker grant where staff at two of the SLC sites served as mentors to staff from other districts and schools in the state.

One unanticipated challenge was a shift in the demographic enrollment at Chamberlain and Leto High Schools, with both schools experiencing substantial increases in the proportion of students receiving free or reduced lunch services and the proportion of students with disabilities. The increase in students from

economically challenged families and students in need of special services placed added pressure on successful achievement of student performance goals at these two sites.

Several changes in SLC project managers, SLC specialists, lead teachers, assistant principals and principals over the course of the project lead to frequent spurts of program growth and periods of retrenchment. Changes in leadership roles resulted in varied perceptions of what the "learning communities" would look like at their sites and the emphasis they would place on their development and implementation. All four sites had the added pressure of being lower performing schools in relation to student achievement in reading and mathematics. School administrators were challenged to how best lead their faculty and staff and what strategies would help their sites meet district and state performance goals. Some leadership teams viewed learning communities as part of a meaningful strategy for helping their school meet its goals. Some leadership teams viewed the learning community process as an additional task, distracting from their primary efforts at achieving performance gains. The sites were challenged by changing teacher attitudes to this reform and remained challenged to some extent by "pockets" of teachers unwilling to change. Lacking the structure of a district-wide initiative or requirement, some professionals were doubtful the learning community structure would remain after funding expired.

Scheduling classes to include only students from one SLC was difficult. Arranging schedules to allow SLC teams to share a common planning time was also difficult. A new scheduler (SILK) was purchased by the district which should assist the sites in scheduling teacher teams with common planning periods and students in common more efficiently than the former system.

Coordinating efforts for SLC teams with lead teachers was challenging with the parallel structure of subject area department chairs. Some of the schools recruited department chairs to serve as SLC lead teachers to promote program buy-in and to share in the development of the smaller learning community's vision and mission statements, goals, team recruitment, and activities.

2. *What would you recommend as advice to other educators that are interested in your project? How did your original ideas change as a result of conducting the project?*

Restructuring the traditional high school setting into multiple programs within a school requires a strong commitment on the part of district and school leaders. Stakeholder buy-in from administrators, teachers, guidance counselors, students, parents, and community partners is needed. Traditional departmental leadership roles for sharing subject area information need to be coordinated or merged with leadership roles for the separate learning communities. Physically locating classrooms in separate areas of the school campus would facilitate a stronger sense of community among faculty and students for individual SLCs. Scheduling students from the same SLC into the same classes also promotes bonding with teachers and peers who share similar career goals and interests. Common planning time for SLC faculty teams is also critical for sharing information about the needs of individual students, planning meaningful interdisciplinary projects and learning opportunities, and coordinating outreach to business and community partners to support the focus of the learning community. The initiative should anticipate setbacks from staff turnover of key players and have a back-up plan to minimize loss of momentum.

3. *If applicable, describe your plans for continuing the project (sustainability; capacity building) and/or disseminating the project results.*

The state's A++ plan (House Bill 7087) that requires high school students to declare a 'major area of interest' through the selection of a minimum of four elective credits may serve as a complementary mechanism for supporting the smaller learning community process or academy development. Three of the SLC high schools have plans for applying for model career academy status through the National Career Academy Standards of Practice: Chamberlain (Culinary Arts), Wharton (Culinary Arts), East Bay (Fine Arts and Environmental Studies--Aquaculture). Wharton and East Bay High Schools have construction plans for the addition of a new building--East Bay plans to use the new building for their Ninth Grade Academy program and teams. The district was awarded another SLC grant starting 2007-08. The project sites maintain their relationship with professionals from Southeastern Essential Schools Coalition Center.