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SUMMARY OF FOLLOW-UP FINDINGS

SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM EVALUATION

APRIL 28-29, 1994

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LIST OF EXHIBITS

LIST OF EXHIBITS *(continued)*

EXHIBIT D.1a

ITEM MISSING RATES
First Cohort Baseline Questionnaires

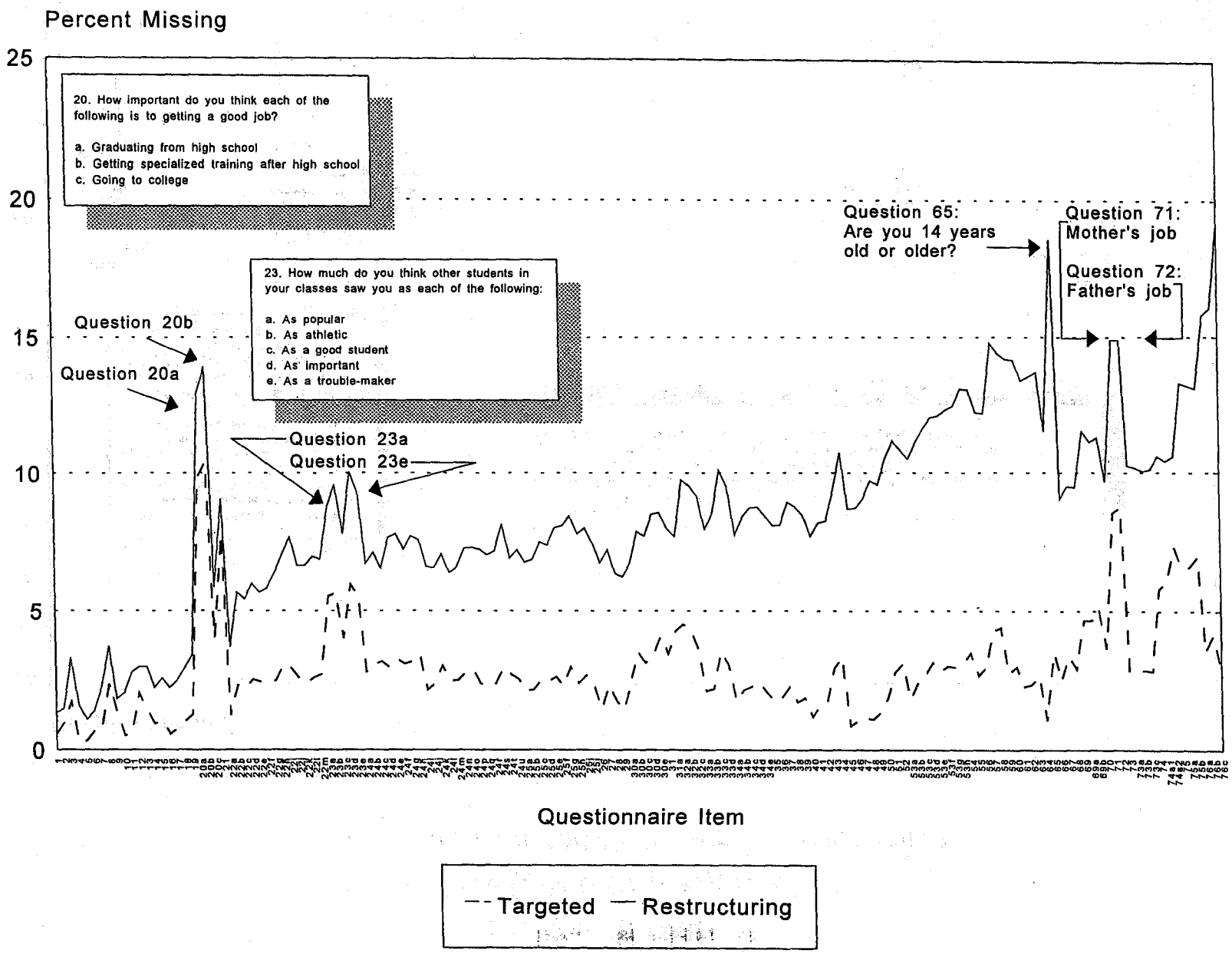

EXHIBIT D.1b

ITEM MISSING RATES
First Cohort Targeted Follow-up Questionnaires

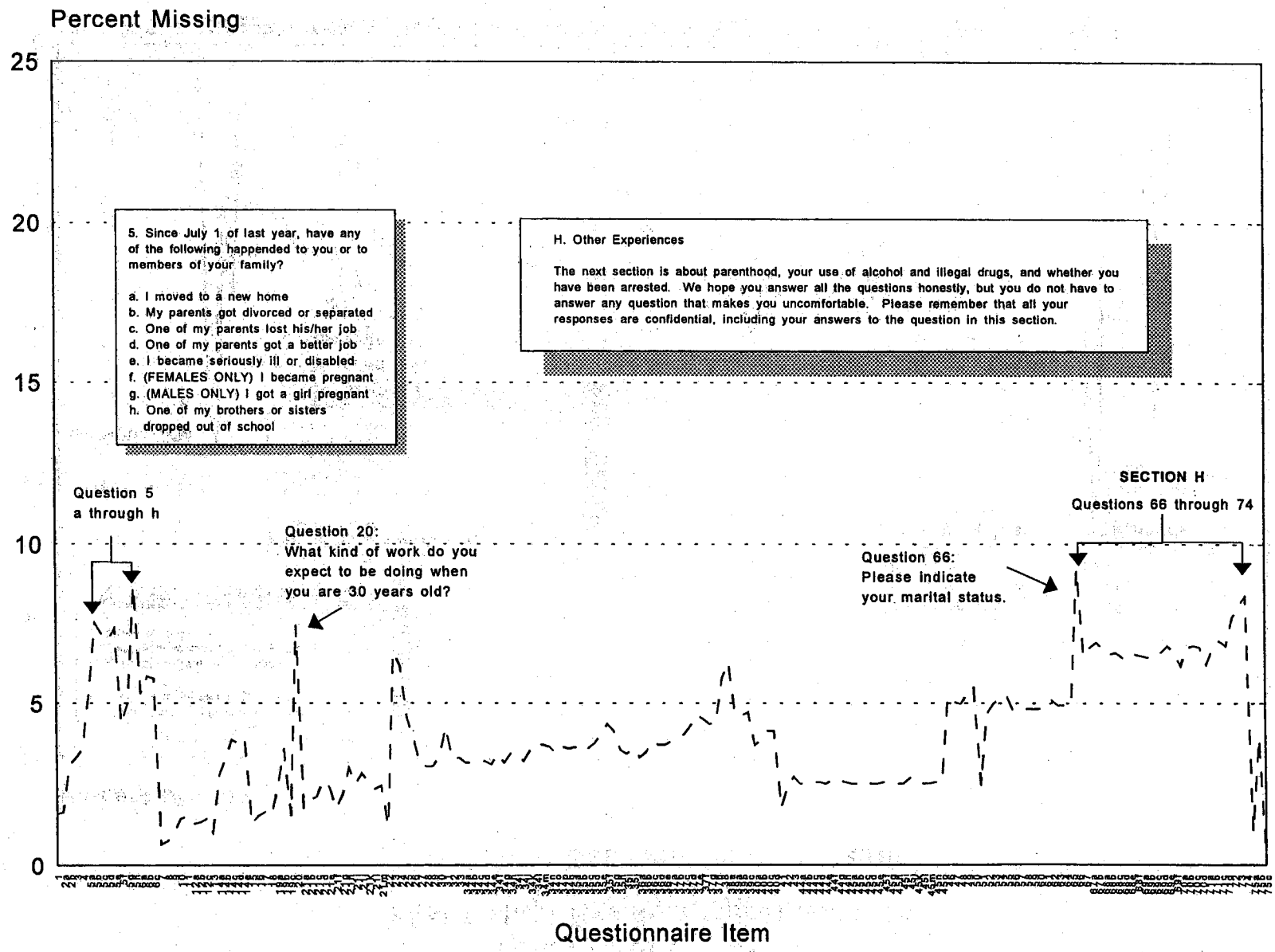

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EXHIBIT D.3

DISTRIBUTION OF BASELINE QUESTIONNAIRE ITEM COMPLETION RATES
(Restructuring Projects)

Item Completion Rate	Percent of Baseline Questionnaire Items					
	Dallas	Grand Rapids	Philadelphia	Phoenix	Santa Ana	Total
More than 90 percent	98.7	94.8	17.4	82.6	69.0	70.3
81 to 90 percent	1.3	5.2	42.6	14.2	31.0	29.7
71 to 80 percent	0.0	0.0	29.7	3.2	0.0	0.0
61 to 70 percent	0.0	0.0	9.7	0.0	0.0	0.0
51 to 60 percent	0.0	0.0	0.7	0.0	0.0	0.0
Less than 50 percent	0.0	0.0	0.0	0.0	0.0	0.0
Number of Completed First Cohort Baseline Questionnaires	763	856	581	301	887	3,388
Number of Valid First Cohort Baseline Questionnaires Issued[a]	793	835	965	387	892	3,872

NOTE: This table displays the distribution of item completion rates for baseline questionnaires administered in restructuring projects. For example, the table shows that 98.7 percent of items in the baseline questionnaires received from the Dallas project had completion rates of greater than 90 percent. The remaining 1.3 percent of items had completion rates of 81 to 90 percent. The full baseline questionnaire contained 155 items.

[a]The number of baseline questionnaires issued exceeds the number of completed baseline questionnaires due to nonresponse.

EXHIBIT D.4

DISTRIBUTION OF FIRST FOLLOW-UP QUESTIONNAIRE ITEM COMPLETION RATES
(Targeted Projects)

	Percent of First Follow-up Questionnaire Items												
Item Completion Rate	Albuquerque	Chicago	Flint	Flowers With Care	Las Vegas	Long Beach	Newark	Rockford	San Diego	Seattle	St. Louis	Tulsa	Total
More than 90 percent	98.4	99.5	100.0	99.5	98.4	100.0	34.6	94.2	100.0	100.0	100.0	100.0	100.0
81 to 90 percent	1.6	0.5	0.0	0.5	1.6	0.0	41.0	5.9	0.0	0.0	0.0	0.0	0.0
71 to 80 percent	0.0	0.0	0.0	0.0	0.0	0.0	2.7	0.0	0.0	0.0	0.0	0.0	0.0
61 to 70 percent	0.0	0.0	0.0	0.0	0.0	0.0	21.8	0.0	0.0	0.0	0.0	0.0	0.0
51 to 60 percent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Less than 50 percent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Number of Completed First Cohort First Follow-up Questionnaires in the Analysis File	204	83	91	52	130	52	273	282	239	178	138	145	1,867
Number of Valid First Cohort First Follow-up Questionnaires Issued (as of 4/14/94)[a]	226	111	92	57	150	56	350	281	246	240	160	174	2,144

NOTE: This table displays the distribution of item completion rates for First Follow-up questionnaires administered in targeted projects. For example, the table shows that 98.4 percent of items in the First Follow-up questionnaires received from the Albuquerque project had completion rates of greater than 90 percent. The remaining 1.6 percent of items had completion rates of 81 to 90 percent. The full First Follow-up questionnaire contained 188 items.

[a]The number of First Follow-up questionnaires issued exceeds the number of questionnaires in the analysis file because of nonresponse and because of ongoing random assignment. Some questionnaires were administered to invalid sample members.

EXHIBIT 9.1

CHARACTERISTICS OF STUDENTS IN IN-DEPTH PROJECTS

Demographic and Household Characteristics

- Racially and ethnically diverse
- Highly at risk of school failure

  single-parent households

  public assistance

  parents dropped out

  sibling dropped out

Social Characteristics

- Watch a lot of TV
- Go out with friends often
- Not a member of school and out-of-school organizations
- Use drugs
- Engage in criminal activity

Psychological Characteristics

- High self-esteem
- External locus of control
- Feel that other students view them as troublemakers

EXHIBIT 9.1 *(continued)*

CHARACTERISTICS OF STUDENTS IN IN-DEPTH PROJECTS

School Performance and Aspirations

- Average grades
- Low test scores
- Average absenteeism
- Overage
- No time on homework
- Disciplinary problems
- High education and career aspirations

Perceptions of School

- Positive view of teachers
- Feel unsafe in school
- High level of student problems (cutting classes, vandalism, theft)

EXHIBIT 9.2

STUDENT RISK FACTORS

	Middle School				High School			
	SDDAP		NELS 8th Graders		SDDAP		NELS 10th Graders	
NCES At-Risk Factors	Restructuring Schools	Targeted Schools	National Sample	At-Risk Students	Restructuring Schools	Targeted Schools	National Sample	At-Risk Students
Single Parent Family	44.2	54.1	22.5	64.8	46.2	64.9	16.0	72.9
Low Income/Public Assistance Receipt[a]	23.2	33.9	20.5	74.2	15.1	28.8	21.2	77.4
Student Home Alone More than 3 Hours/Day	12.4	14.2	13.6	32.5	--	--	--	--
Neither Parent has High School Diploma	27.2	17.5	10.7	39.1	26.4	18.7	8.6	37.3
Student Has Sibling Who has Dropped Out	21.0	21.7	9.5	29.8	21.8	30.6	12.8	49.3
Limited English Proficiency[b]	16.1	10.7	2.3	8.0	21.5	5.0	0.6	2.2
At Least 1 NCES At-Risk Factor	74.0	79.2	46.5	100.0	71.4	82.3	38.3	100.0
At Least 2 NCES At-Risk Factors	36.4	42.2	20.6	64.2	32.3	43.9	14.7	71.7
Sample Size[c]	**803**	**802**	**24,599**	**5,079**	**885**	**694**	**17,544**	**2,356**

SOURCE: SDDAP Demonstration Baseline Questionnaire and NELS '88 Baseline and Follow-Up Questionnaire.

[a]SDDAP definition is based on Public Assistance receipt while NELS definition is based on family income reported by parents.

[b]SDDAP and NELS definitions differ slightly for this variable.

[c]Sample sizes may vary due to item nonresponse.

EXHIBIT 9.3

TEST SCORES AND GRADES

		Test Scores		
	Proportion of Students	High (Above 66th Percentile)	Medium (34th to 66th Percentile)	Low (Below 34th Percentile)
High (A's, A's & B's)	29	32	30	38
Medium (B's, C's)	53	10	28	62
Low (C's & D's and Below	18	7	25	69
Total	100	16	28	57

SOURCE: SDDAP baseline questionnaire and records data.

NOTE: Student grades are based on self-reported student data. Test score data are based on student records forms. Results from different tests are combined in this table.

EXHIBIT 9.4

EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS

	Middle School				High School			
	SDDAP		NELS 8th Graders		SDDAP		NELS 10th Graders	
	Restructuring Schools	Targeted Schools	National Sample	At-Risk Students	Restructuring Schools	Targeted Schools	National Sample	At-Risk Students
How Far Student Would Like to Get in School								
Less than High School	2.5	1.3	1.5	3.8	1.7	3.4	0.6	1.9
High School Only	14.4	18.1	10.5	18.9	17.9	31.3	9.5	18.5
Vocational School	5.2	5.7	9.4	12.5	9.7	19.8	12.5	19.2
Some College	4.6	4.5	13.1	16.9	3.3	2.6	3.3	4.9
College Degree	39.0	38.4	42.8	32.3	43.2	32.6	46.5	37.3
Graduate Degree	34.3	32.1	22.7	15.6	24.3	10.3	27.4	18.3
Certainty of Graduating from High School								
Very Sure	64.1	65.3	82.5	72.8	73.9	53.1	86.3	79.3
Probably	32.5	30.3	15.7	22.8	22.2	32.3	12.1	17.3
Probably Not	2.7	2.9	1.1	2.6	2.8	9.8	0.7	1.6
Surely Not	0.8	1.5	0.7	1.8	0.9	4.8	0.9	1.8
Certainty of Pursuing Education Beyond High School								
Very Sure	56.4	57.7	61.4	48.6	54.5	49.9	62.4	46.2
Probably	34.4	31.9	29.1	34.8	36.2	35.1	28.2	37.0
Probably Not	6.4	7.8	6.8	12.0	7.8	12.7	6.9	11.5
Surely Not	2.8	2.7	2.8	4.7	1.6	2.3	2.5	5.3
Student Perception of the Amount of Education Their Parents Want Them to Get[a]								
Less than High School	0.5	0.8	0.7	2.2	1.4	0.7	0.5	1.0
High School Only	5.7	6.5	4.6	8.5	6.2	9.4	4.7	8.0
Vocational School	3.2	2.7	5.5	7.6	5.6	14.3	6.8	11.7
Some College	1.9	2.4	10.2	14.2	1.2	3.3	14.7	14.0
College Degree	30.2	32.2	44.5	33.5	33.3	34.5	45.6	36.8
Graduate Degree	49.2	46.6	29.1	26.6	44.2	28.7	19.2	19.1
Don't Know	9.4	9.0	5.4	7.5	8.1	9.1	8.5	9.5

EXHIBIT 9.4 *(continued)*

	Middle School				High School			
	SDDAP		NELS 8th Graders		SDDAP		NELS 10th Graders	
	Restructuring Schools	Targeted Schools	National Sample	At-Risk Students	Restructuring Schools	Targeted Schools	National Sample	At-Risk Students
Occupations That Students Want to Be In At Age 30								
Manager/Professional	52.0	53.4	38.5	29.8	48.4	35.1	57.8	49.1
Business Owner	5.4	6.6	6.9	5.8	5.9	12.4	6.0	6.9
Technical Worker	6.9	5.3	6.9	7.5	8.2	6.3	5.4	5.5
Office Worker/Sales	8.7	8.2	3.2	4.2	7.7	5.0	5.0	5.8
Service Worker	3.0	3.2	5.5	7.6	3.6	6.0	1.5	3.1
Laborer	0.5	1.5	0.6	1.1	0.9	3.1	0.6	1.1
Military/Protective Service	7.9	8.0	10.7	13.6	10.2	8.1	6.1	6.6
Tradesperson/Draftsperson/Operator	2.9	3.0	4.7	6.9	4.8	11.0	5.2	9.2
Farm Worker	0.4	0.3	1.1	1.0	0.1	0.5	1.0	0.9
Homemaker/Not Working	2.0	1.0	2.6	3.6	0.9	1.0	2.3	3.1
Other Occupation	10.3	9.7	19.0	19.0	9.3	8.4	8.9	8.7
Sample Size[b]	**803**	**802**	**24,599**	**5,079**	**885**	**694**	**17,544**	**2,356**

SOURCE: SDDAP Demonstration Baseline Questionnaire, and NELS-88 and NELS Student Follow-Up Questionnaire.

[a]These figures reflect the highest educational attainment hoped for by the mother and the father combined.

[b]Sample sizes may vary due to item nonresponse.

EXHIBIT 10.2 *(continued)*

	Middle School				High School					
	Intensive Enrichment[a]		Supplemental[a]		Alternative High School[a]		Alternative GED[a]		Transition Program[a]	
	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group
MAT6:										
Reading	--	--	29.8	25.0	--	--	--	--	--	--
Math	--	--	36.9	27.3 **	--	--	--	--	--	--
Reading Gain	--	--	1.0	-0.7	--	--	--	--	--	--
Math Gain	--	--	1.2	-4.1	--	--	--	--	--	--
SESAT:										
Reading	--	--	34.4	39.4 **	--	--	--	--	--	--
Math	--	--	34.4	37.1	--	--	--	--	--	--
Reading Gain	--	--	-5.2	-4.1	--	--	--	--	--	--
Math Gain	--	--	-4.0	-4.1	--	--	--	--	--	--
In-School Outcomes										
Percent of Days Absent[d]	9.1	15.2 **	10.5	10.4	23.9	31.6 **	--	--	--	--
> 20 Days Absent	26.7	40.9	27.8	28.1	56.7	82.8 **	--	--	75.9	81.8
Suspended During Year	10.9	19.6	29.4	28.7	7.2	7.0	--	--	1.3	3.3
Disciplinary Incidents:										
Sent to office for behavior	--	--	69	70	42	51	33	33	36	70 **
Sent to office for academics	--	--	26	22	19	17	16	9	23	35
Warning to parents regarding attendance	--	--	29	29	55	48	46	40	48	65
Warning to parents regarding behavior	--	--	44	45	22	21	21	22	20	38 *
Got into fight	--	--	41	41	25	21	19	27	15	37 **
Spent More than 3 Hours a Week Doing Homework	--	--	19	22	26	17 *	19	29	12	19

EXHIBIT 10.2 *(continued)*

	Middle School				High School					
	Intensive Enrichment[a]		Supplemental[a]		Alternative High School[a]		Alternative GED[a]		Transition Program[a]	
	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group
Social/Psychological Outcomes										
Educational Aspirations:										
At least college degree	78	83	70	74	52	45	33	55 **	41	29
Graduate degree	52	49	41	44	14	11	12	17	14	9
Self-Esteem:										
Lower third	23	23	42	44	31	31 *	28	21	27	35
Middle third	30	29	32	29	31	41	40	33	42	38
Upper third	47	47	26	26	38	28	31	46	31	27
Locus of Control:										
Lower third	37	45	45	42	44	41	53	38	42	52
Middle third	33	26	29	31	27	35	25	31	31	33
Upper third	31	30	26	27	28	24	22	31	27	15
School Perceptions										
School Climate:										**
Lower third	--	--	52	48	39	42	44	34	23	46
Middle third	--	--	27	32	34	37	31	26	25	34
Upper third	--	--	21	20	27	21	25	41	52	20
School Problems:										**
Lower third	--	--	7	6	26	24	40	40	60	24
Middle third	--	--	23	27	38	35	29	30	24	35
Upper third	--	--	70	67	36	41	31	31	16	41
Receipt of School Services										
Special classes	--	--	41	39	34	31	41	44	33	16 *
Tutor	--	--	38	37	32	17 **	26	39	23	9 *
Personal counseling	--	--	42	33 **	26	31	45	32	39	36
Career counseling	--	--	37	26 **	42	40	51	44	65	20 **
Parent counseling	--	--	21	15 *	20	14	16	11	26	4 **
Other counseling	--	--	40	37	27	26	38	26	44	27
Mentoring	--	--	47	43	29	42 **	30	26	36	35
Referral to social services	--	--	23	17 *	17	15	28	5 **	15	10

EXHIBIT 10.2 *(continued)*

	Middle School				High School					
	Intensive Enrichment[a]		Supplemental[a]		Alternative High School[a]		Alternative GED[a]		Transition Program[a]	
	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group
Parents' School Involvement										
Attended meeting	--	--	52	57	38	37	34	29	29	29
Spoke to teacher	--	--	69	74	63	66	72	58	67	72
Visited class	--	--	32	35	26	19	27	30	14	3 *
Attended event	--	--	50	49	31	25	25	28	16	27
Out-of-School Outcomes										
Pregnancy:										
Female	2	3	3	3	20	18	33	11 **	28	16
Male (got female pregnant)	2	1	4	2	11	10	21	24	21	7 *
Spent >1 Hour/Week Reading	36	36	33	31	49	46	49	56	43	30
Spent >4 Hours/Day Watching TV	42	31 **	29	25	25	31	41	33	21	39 **
Going Out for Fun >3 Nights/Week	53	49	48	45	40	39	30	40	47	40
Employed During Previous Year[e]	11	16	18	17	52	49	44	45	79	70
Drank Alcohol During Previous Month[e]	14	12	31	35	47	46	41	43	54	55
Used Illegal Drugs During Previous Month[e]	10	4	13	14	23	28	24	9 **	28	18
Arrested During Previous Year[e]	12	11	11	14	28	26	23	25	24	19
Sample Size	**217**	**147**	**477**	**300**	**242**	**149**	**106**	**84**	**88**	**57**

SOURCE: SDDAP baseline and follow-up questionnaire and records.

[a]Intensive enrichment middle-school programs: Newark and Flint; supplemental middle-school programs: Rockford, Albuquerque, Sweetwater (CA), Long Beach; alternative high school programs: Chicago, Las Vegas, Seattle; alternative GED programs: St. Louis, Queens; transition program: Tulsa.

EXHIBIT 10.2 *(continued)*

[b]"Stopped out" is defined as not being enrolled in school for two weeks or more during the school year, and being enrolled in school at the end of the school year.

[c]Test scores are reported as normal curve equivalents (NCEs). The ITBS was used in Albuquerque and Flint; the MAT6 was used in Long Beach; and the SESAT was used in Rockford and San Diego.

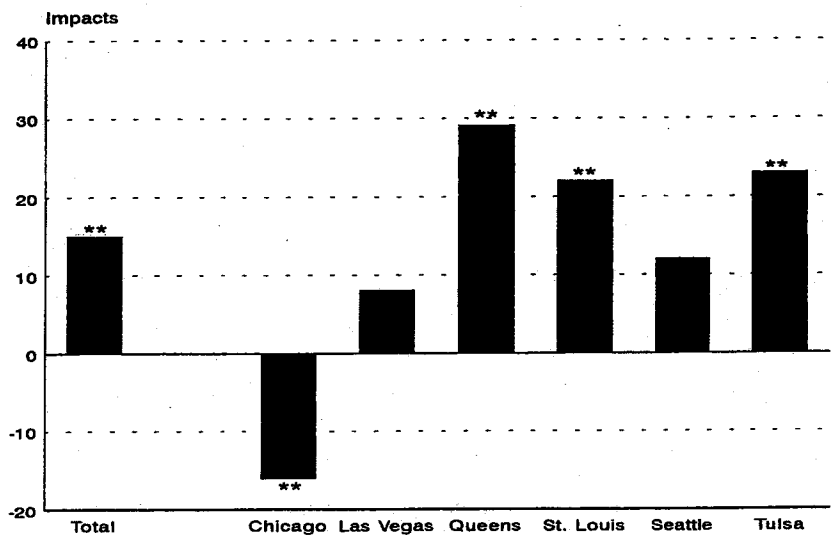
[d]The base for percent of time absent is the number of days enrolled in school.

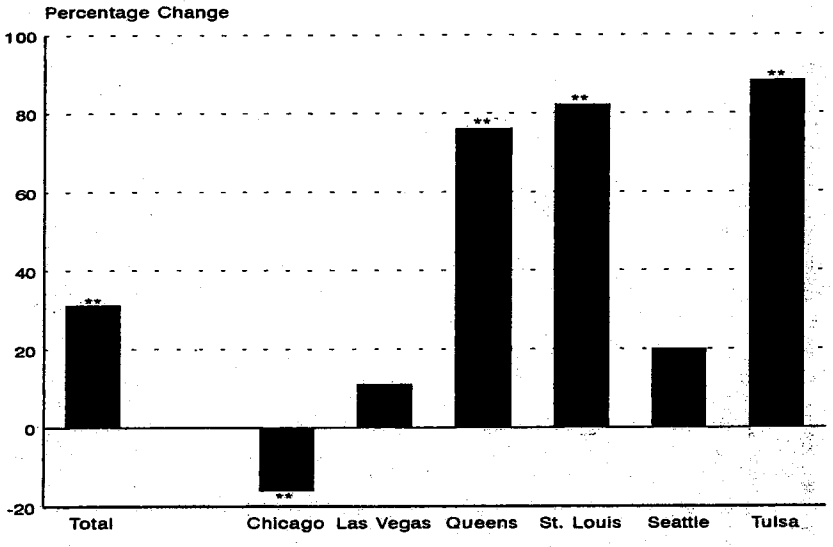
[e]Items only asked for students 14 or older, leading to small sample sites for middle school students.

* Significantly different from restructuring school statistic at the .10 level, two-tailed test.
** Significantly different from restructuring school statistic at the .05 level, two-tailed test.

EXHIBIT 10.3

IMPACTS ON STAYING IN SCHOOL
(HIGH SCHOOLS)





SOURCE: SDDAP baseline records, baseline questionnaire and follow-up records.

NOTE: Whether students stayed in school is determined from questionnaire responses. Impacts are measured as the difference between school retention rates for treatment-group students and control-group students at follow-up.

EXHIBIT 10.4

SUMMARY OF IMPACTS IN TARGETED PROJECTS

Project	Negative Difference	No Difference	Positive Difference
INTENSIVE ENRICHMENT MIDDLE SCHOOL PROJECTS			
Flint	Watching TV	Enrollment Credits GPA Grades Suspensions Aspirations Self-esteem Locus of control Pregnancy Reading Going out	Attendance
Newark[a]			
SUPPLEMENTAL MIDDLE SCHOOL PROGRAMS			
Albuquerque		Enrollment GPA Grades Test scores Attendance Suspensions Homework Aspirations Self-esteem Locus of control School climate School problems Parents involvement Pregnancy Reading Watching TV Going out Employment Alcohol Drugs Arrests	Behavior School services

EXHIBIT 10.4 *(continued)*

Project	Negative Difference	No Difference	Positive Difference
SUPPLEMENTAL MIDDLE SCHOOL PROGRAMS (continued)			
Long Beach		Enrollment GPA Grades Attendance Suspensions Behavior Homework Aspirations Self-esteem Locus of control School climate School problems School services Parents involvement Reading Watching TV Going out Employment	Credits Test scores
Rockford	Watching TV	Enrollment Credits GPA Grades Test scores Attendance Suspensions Behavior Homework Aspirations Self-esteem Locus of control School climate School problems Parents involvement Reading Going out Employment Alcohol Drugs Arrests	School services Pregnancy (male)

EXHIBIT 10.4 *(continued)*

Project	Negative Difference	No Difference	Positive Difference
SUPPLEMENTAL MIDDLE SCHOOL PROGRAMS (continued)			
San Diego	Test scores	Credits GPA Grades Attendance Suspensions Behavior Homework Aspirations Self-esteem Locus of control School climate School problems School services Parents involvement Pregnancy Reading Watching TV Going out Employment Alcohol Drugs Arrests	Enrollment
ALTERNATIVE HIGH SCHOOL PROJECTS			
Chicago	Enrollment Aspirations	Behavior Homework Self-esteem Locus of control School climate School problems Pregnancy Reading Watching TV Going out Employment Alcohol Drugs Arrests	School services Parents involvement

EXHIBIT 10.4 *(continued)*

Project	Negative Difference	No Difference	Positive Difference
ALTERNATIVE HIGH SCHOOL PROJECTS (continued)			
Las Vegas		Enrollment Credits Math grade Suspensions Self-esteem Locus of control School problems School services Parents involvement Pregnancy Reading Going out Employment Alcohol Drugs Arrests	GPA English grade Attendance Behavior Homework Aspirations School climate Watching TV
Seattle		Credits English grade Math grade Suspensions Behavior Homework Aspirations Self-esteem Locus of control School climate School problems School services Parents invlvmt Pregnancy Reading Watching TV Going out Employment Alcohol Drugs Arrests	Enrollment GPA

EXHIBIT 10.4 *(continued)*

Project	Negative Difference	No Difference	Positive Difference
ALTERNATIVE GED PROJECTS			
Queens	Watching TV	Behavior Homework Aspirations Self-esteem Locus of control School climate School problems Parents involvement Pregnancy Reading Going out Employment Alcohol Drugs Arrests	Enrollment School services
St. Louis	Aspirations Locus of control School climate School services (classes, tutors) Pregnancy (female) Drugs	Behavior Homework School problems Parents involvement Reading Watching TV Employment Alcohol Arrests	Enrollment School services (referrals) Going out
TRANSITION PROJECTS			
Tulsa	Pregnancy (male)	Grades Suspensions Homework Aspirations Self-esteem Locus of control Parents involvement Reading Going out Employment Alcohol Drugs Arrests	Enrollment Credits GPA Behavior School climate School problems School services Watching TV

EXHIBIT 10.5

SUMMARY OF IMPACTS IN TARGETED PROJECTS
(by outcome)

Outcome	Negative Difference	No Difference	Positive Difference
Enrollment	Chicago	Albuquerque Flint Las Vegas Long Beach Rockford	Queens San Diego Seattle St. Louis Tulsa
Credits		Flint Las Vegas Rockford San Diego Seattle	Long Beach Tulsa
Grade Point Average		Albuquerque Long Beach Rockford San Diego	Las Vegas Seattle Tulsa
English Grade		Albuquerque Flint Long Beach Rockford San Diego Seattle Tulsa	Las Vegas
Reading and Math Test Scores	San Diego (reading)	Albuquerque Rockford	Long Beach (math)
Attendance		Albuquerque Long Beach Rockford San Diego	Flint Las Vegas
Disciplinary Incidents		Chicago Queens Long Beach Rockford San Diego Seattle St. Louis	Albuquerque Las Vegas Tulsa

EXHIBIT 10.5 *(continued)*

Outcome	Negative Difference	No Difference	Positive Difference
Homework		Albuquerque Chicago Queens Long Beach Rockford San Diego Seattle St. Louis Tulsa	Las Vegas
Aspirations	Chicago St.Louis	Albuquerque Flint Queens Long Beach Newark Rockford San Diego Seattle Tulsa	Las Vegas
Self-Esteem	Newark	Albuquerque Chicago Flint Queens Las Vegas Long Beach St. Louis Rockford San Diego Seattle Tulsa	
Locus of Control		Albuquerque Chicago Flint Queens Las Vegas Long Beach Newark Rockford San Diego Seattle Tulsa St. Louis	

EXHIBIT 10.5 *(continued)*

Outcome	Negative Difference	No Difference	Positive Difference
Perception of School/Program Climate	St. Louis	Albuquerque Chicago Queens Long Beach Rockford San Diego Seattle	Las Vegas Tulsa
Perception of School/Program Student Problems		Albuquerque Chicago Queens Las Vegas Long Beach Rockford San Diego Seattle St. Louis	Tulsa
School Services	St. Louis (classes, tutors)	Las Vegas Long Beach San Diego Seattle	Albuquerque Chicago Queens Rockford St. Louis (referrals) Tulsa
Parent Involvement		Albuquerque Queens Las Vegas Long Beach Rockford San Diego Seattle St. Louis Tulsa	Chicago
Pregnancy (female) or Getting a female pregnant (male)	St.Louis (female) Tulsa (male)	Albuquerque Chicago Flint Queens Las Vegas Newark San Diego Seattle	Rockford

EXHIBIT 10.5 *(continued)*

Outcome	Negative Difference	No Difference	Positive Difference
Watching TV	Flint Queens Rockford	Albuquerque Chicago Long Beach Newark San Diego Seattle St. Louis	Las Vegas Tulsa
Going Out		Albuquerque Chicago Flint Queens Las Vegas Long Beach Newark Rockford San Diego Seattle Tulsa	St. Louis
Drug Use	St. Louis	Albuquerque Chicago Queens Las Vegas Rockford San Diego Seattle Tulsa	

NOTE: There were no impacts in any sites with available data for the following outcomes: math grade, suspensions, employment, alcohol use, and arrest rates.

EXHIBIT 11.1

SUMMARY OF IMPACT FINDINGS FOR STUDENTS IN RESTRUCTURING PROJECTS

ANALYSIS

- Regression models used to adjust for differences and trends

FINDINGS

- No pattern of impacts on dropping out
- Impact on credit accumulation in one district
- Downward trends in grades and scores, no pattern of impacts
- Downward trend in GPA, no impact
- Upward trend in absenteeism, no impact

EXHIBIT 11.2

STUDENT CHARACTERISTICS AT RESTRUCTURING AND COMPARISON SCHOOLS

	Philadelphia				Grand Rapids			
	Middle Schools		High Schools		Middle Schools		High Schools	
	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison
Age (as of Jan 1, 1992)								
Less than 11	0.0	0.0	--	--	0.0	0.0	0.0	0.0
11 to 12	53.1	55.7	--	--	49.1	46.8	0.0	0.0
13 to 14	46.2	42.9	36.9	38.5	50.9	52.8	1.1	0.4
15 to 16	0.8	0.9	58.3	54.1	0.0	0.5	95.7	93.3
More than 16	0.0	0.5	4.9	7.4	0.0	0.0	3.2	6.3
(Mean Age)	(12.6)	(12.5)	(14.9)	(14.9)	(12.6)	(12.6)	(15.4)	(15.5)
Gender								
Male	52.7	54.4	47.1	47.9	57.3	30.5 **	48.1	53.6
Race/Ethnicity								
						*		**
Black (Non-Hispanic)	91.5	94.4	94.2	96.7	55.3	43.2	55.6	41.6
White (Non-Hispanic)	0.8	0.5	--	--	33.2	41.7	34.8	51.6
Hispanic	0.8	0.9	1.0	1.7	4.3	4.0	4.3	1.8
Other[a]	7.0	4.2	4.9	1.7	7.2	11.1	5.4	5.0
Household Composition								
				--				
Two Parents	23.4	22.7	8.7	25.2	37.0	38.7	44.6	39.5
Mother/Stepmother Only	8.6	7.4	12.6	5.9	12.3	8.8	9.7	13.9
Father/Stepfather Only	21.1	14.4	12.6	13.5	7.6	10.1	7.0	3.6
No Adults	3.1	0.9	3.9	5.0	2.4	5.1	36.6	39.0
Other	43.8	54.5	62.1	50.4	40.8	37.3	2.2	4.0
Mother's Education								
								*
Less than High School	10.5	12.1	16.3	15.8	11.3	10.4	4.0	8.5
High School Degree/GED	32.4	28.5	39.5	26.3	24.6	22.4	29.7	37.7
Some College	13.3	11.5	18.6	15.8	3.6	7.1	16.6	17.9
College Degree	8.6	14.6	9.3	11.8	21.5	18.6	26.9	20.7
Graduate Degree	6.7	7.9	0.0	6.6	6.7	8.7	9.1	5.2
Unknown/No Mother	28.6	25.5	16.3	23.7	32.3	32.8	13.7	9.9

EXHIBIT 11.2 *(continued)*

	Philadelphia				Grand Rapids			
	Middle Schools		High Schools		Middle Schools		High Schools	
	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison
Receipt of Welfare/Food Stamps								
Yes	23.7	23.1	15.2	14.5	13.4	16.7	8.3	5.8
No	39.7	34.8	16.2	35.5	69.0	59.5	79.7	85.4
Don't Know	36.6	42.1	68.6	50.0	17.6	23.9	12.0	8.9
Certainty of Graduating from High School								
Very Sure	76.2	75.1	82.0	83.3	67.8	66.4	87.6	87.0
Probably	21.5	22.6	14.0	15.0	29.0	29.5	10.2	11.2
Probably Not	2.3	2.3	2.0	0.8	2.8	2.8	2.2	1.8
Very Sure I Won't	0.0	0.0	2.0	0.8	0.5	1.4	0.0	0.0
Self-Esteem[b]		**						
Upper Third	46.0	65.1	45.5	50.9	48.5	41.7	48.9	50.5
Middle Third	28.2	17.5	31.8	31.3	27.7	28.0	32.4	28.1
Lower Third	25.8	17.5	22.7	17.9	23.8	30.3	18.9	21.4
Locus of Control[c]		**						
Upper Third	30.4	34.5	31.5	35.4	34.5	32.6	40.5	39.5
Middle Third	24.0	35.9	29.2	27.4	28.2	29.7	31.4	27.8
Lower Third	45.6	29.7	39.3	37.2	37.4	37.7	28.1	32.7
Ever Dropped Out?				**				
Yes	--	--	15.4	7.8	--	--	2.3	2.4
No	--	--	53.9	76.6	--	--	96.5	97.1
Not Asked	--	--	30.8	15.6	--	--	1.2	0.5
GPA During Baseline Year								**
0.00 to 1.00	--	--	--	--	--	--	6.0	16.4
1.01 to 2.00	--	--	--	--	--	--	28.8	35.2
2.01 to 2.50	--	--	--	--	--	--	20.1	14.2
2.51 to 3.00	--	--	--	--	--	--	16.9	16.4
3.01 to 3.50	--	--	--	--	--	--	16.3	11.0
3.51 to 4.00	--	--	--	--	--	--	12.0	6.9
(Mean)	--	--	--	--	--	--	2.4	2.1 **

EXHIBIT 11.2 *(continued)*

	Philadelphia				Grand Rapids			
	Middle Schools		High Schools		Middle Schools		High Schools	
	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison
Average Math Grade During Baseline Year								
100 to 91		**						
90 to 81	1.6	1.6	1.2	0.0	11.0	9.9	7.5	3.4
80 to 71	21.3	35.8	13.1	9.0	35.7	34.0	30.0	24.0
70 to 61	40.2	47.9	28.6	20.5	29.2	30.3	31.3	34.3
60 to 50	29.5	12.6	36.9	44.9	20.1	19.1	31.3	38.2
Less than 50	6.6	1.6	16.7	15.4	3.9	6.8	0.0	0.0
	0.8	0.5	3.5	10.3	0.0	0.0	0.0	0.0
(Mean)	73.2	77.2 **	68.4	64.9 *	78.2	77.3	77.3	74.8 **
Average English Grade During Baseline Year								
100 to 91		**						**
90 to 81	7.4	0.0	0.0	0.0	12.4	18.0	12.8	23.8
80 to 71	32.0	17.5	12.1	11.3	48.8	38.3	41.7	22.8
70 to 61	34.4	54.7	23.1	30.0	26.5	29.9	36.1	24.3
60 to 50	19.7	24.7	47.3	32.5	14.2	10.8	9.4	29.2
Less than 50	6.6	3.1	13.2	17.5	3.1	3.0	0.0	0.0
	0.0	0.0	4.4	8.8	0.0	0.0	0.0	0.0
(Mean)	76.1	74.0 **	67.3	66.4	80.2	80.8	81.3	79.8
Mean Percent of Enrolled Days Absent from School During Baseline Year	10.4	10.1	22.7	23.7	6.3	8.0	8.9	11.4 **
Percentage of Students Who Agree or Strongly Agree That:								
Students Get Along Well with Teachers	34.2	45.9 **	40.5	33.6	49.8	47.6	41.1	60.1 **
Teachers Are Willing to Help Students	83.3	91.2 **	84.0	80.7	91.2	95.7 *	86.5	88.1
Schools Expects Students to Work Hard	84.7	93.5 **	87.2	93.5	96.6	91.8 **	93.5	88.0
My Classes Make Me Think	69.7	82.3 **	67.1	72.5	85.4	86.5	72.6	85.0 **
My Classes are Interesting	70.9	79.7 *	57.5	65.5	74.9	79.9	50.8	55.2
People Care About me Here	70.6	70.8	57.7	64.2	80.0	80.5	64.9	80.2 **
Students Who Break the Rules Get Into Trouble	72.0	83.9 **	60.0	73.1 *	83.0	89.4 *	74.3	74.5
I Feel Safe Here	38.5	56.2 **	36.0	44.9	76.4	76.2	68.9	75.0

EXHIBIT 11.2 *(continued)*

	Philadelphia				Grand Rapids			
	Middle Schools		High Schools		Middle Schools		High Schools	
	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison
Percentage of Students Reporting that the Following are Moderate or Serious Problems								
Students Not Doing Homework	61.3	58.4	65.2	67.3	48.8	56.7	68.5	70.9
Students Talking Back	83.3	77.6	71.8	72.9	69.8	75.6	73.4	65.6 *
Students Cutting Class	85.7	64.8 **	85.5	81.3	65.8	62.5	73.9	77.7
Students Skipping School	82.4	70.5 **	82.6	75.7	61.6	65.4	76.6	73.2
Students Using Alcohol	56.9	50.3	73.1	58.5 *	43.3	41.3	59.2	57.7
Students Using Drugs	51.7	52.0	81.2	66.0 **	43.3	42.0	54.9	45.2 *
Students Stealing	66.1	58.2	74.3	50.5 **	54.7	61.2	57.1	43.4 **
Students Making Threats	74.8	76.9	83.8	74.5	63.7	74.8 **	63.9	54.8 *
Students Engaging in Vandalism	72.9	65.2	72.1	52.9 **	53.0	54.3	51.4	35.3 **
Students Fighting	79.3	76.0	68.6	72.4	64.9	76.4 **	62.3	52.0 **
Sample Size[d]	**131**	**221**	**124**	**105**	**222**	**216**	**192**	**226**

EXHIBIT 11.2 *(continued)*

	Dallas				Santa Ana			
	Middle Schools		High Schools		Middle Schools		High Schools	
	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison
Age (as of Jan 1, 1992)				*				
Less than 11	0.0	0.4	0.5	0.0	1.4	0.0	--	--
11 to 12	39.4	42.2	0.0	0.0	61.9	58.1	--	--
13 to 14	39.3	55.6	0.5	0.0	36.3	41.1	0.5	0.5
15 to 16	0.9	1.3	75.9	62.6	0.5	0.0	86.6	82.6
More than 16	0.5	0.4	23.1	36.5	0.0	0.9	13.0	16.8
(Mean Age)	(12.8)	(12.8)	(15.9)	(16.2) *	(12.4)	(12.5) *	(15.7)	(15.8) *
Gender								
Male	52.9	53.3	50.2	50.9	48.9	43.6	56.9	52.9
Race/Ethnicity		**		**				
Black (Non-Hispanic)	47.5	54.5	56.6	68.2	1.9	1.8	0.5	0.5
White (Non-Hispanic)	12.3	0.5	12.7	0.9	3.3	2.3	4.9	1.1
Hispanic	37.0	43.8	29.1	29.0	86.5	81.1	88.8	94.7
Other[a]	3.2	1.3	1.5	1.9	8.4	14.8	5.8	3.7
Household Composition		**		**				**
Two Parents	44.7	37.1	41.4	35.5	68.6	64.5	54.5	43.5
Mother/Stepmother Only	11.5	5.4	11.4	3.7	6.8	5.7	11.3	8.4
Father/Stepfather Only	7.8	12.2	4.2	8.4	6.4	4.8	6.8	7.3
No Adults	0.9	2.3	4.7	0.9	2.3	1.8	2.7	6.3
Other	35.0	43.0	38.3	51.5	15.9	23.3	24.8	34.6
Mother's Education		**						
Less than High School	22.1	29.8	26.8	30.2	41.9	40.8	52.5	53.2
High School Degree/GED	20.2	25.1	29.5	33.0	11.5	15.4	13.7	15.0
Some College	8.0	6.5	10.0	6.6	4.2	2.5	7.7	3.9
College Degree	9.4	4.7	14.7	6.6	5.2	6.0	3.3	4.4
Graduate Degree	7.0	2.8	1.1	0.9	2.6	0.5	1.6	1.1
Unknown/No Mother	33.3	31.2	17.9	22.6	34.6	34.8	21.3	22.2

EXHIBIT 11.2 *(continued)*

	Dallas				Santa Ana			
	Middle Schools		High Schools		Middle Schools		High Schools	
	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison
Percentage of Students Reporting that the Following are Moderate or Serious Problems								
Students Not Doing Homework	71.8	60.3 **	64.6	72.1	59.1	60.7	67.2	68.5
Students Talking Back	84.2	77.9 *	78.4	71.4	67.8	65.3	55.9	69.5
Students Cutting Class	82.6	82.4	88.5	79.0 **	70.8	64.4	76.7	82.3
Students Skipping School	75.2	80.3	88.6	76.9 **	70.0	65.3	75.0	82.6 *
Students Using Alcohol	48.6	49.5	71.2	50.0 **	56.6	53.6	54.8	70.3 **
Students Using Drugs	52.8	60.9 *	66.0	47.6 **	58.9	52.5	54.5	65.1 **
Students Stealing	65.6	71.7	65.4	56.2	67.1	61.2	57.5	64.9
Students Making Threats	76.6	77.5	78.6	62.9 **	69.5	70.7	59.5	71.3 **
Students Engaging in Vandalism	74.8	67.9	67.5	76.2	76.1	70.3	68.8	76.6 *
Students Fighting	77.0	78.7	81.8	56.3 **	75.6	74.1	66.5	71.1
Sample Size[d]	**223**	**227**	**205**	**108**	**233**	**233**	**226**	**195**

SOURCE: SDDAP baseline questionnaires.

[a]Includes Asian, Native American, and "Other."

[b]Index variable based on student responses to four questionnaire items and normed on a nationally representative sample of 8th graders (for the middle school sample) and 10th graders (for the high school sample, from NELS. High values of the index indicate high self-esteem.

[c]Index variable based on student responses to four questionnaire items and normed on a nationally representative sample of 8th graders (for the middle school sample) and 10th graders (for the high school sample) from NELS. High values of the index indicate an internal locus of control; low values indicate an external locus of control.

[d]Sample sizes may vary due to item nonresponse.

* Restructuring school statistic is significantly different from the comparison school statistic at the .10 percent level, two-tailed test.
** Restructuring school statistic is significantly different from the comparison school statistic at the .05 percent level, two-tailed test.

EXHIBIT 11.3

STUDENT OUTCOMES IN THE FIRST FOLLOW-UP YEAR AT RESTRUCTURING AND COMPARISON SCHOOLS
(REGRESSION ADJUSTED OUTCOMES)

	Philadelphia						Grand Rapids					
	Middle School			High School			Middle School			High School		
	Res.	Comp	Difference	Res.	Comp	Difference	Res.	Comp	Difference	Res.	Comp	Difference
Enrollment Status During the Year												
In Same School	98.1	97.5	0.6	85.9	84.5	1.4	86.7	88.6	-1.9	86.7	74.9	11.8 **
Transferred[a]	1.6	2.4	-0.8	3.7	1.9	1.8	4.8	5.0	-0.3	4.2	10.9	-6.6 **
Stopped Out[b]	0.0	0.0	0.0	0.0	0.0	0.0	2.4	1.5	0.9	1.5	1.7	-0.2
Dropped Out[c]	0.3	0.1	0.2	10.5	12.7	-2.2	5.1	2.9	2.2	7.5	12.5	-5.0 *
Enrolled All Year	99.7	99.7	0.0	89.6	86.4	3.2	91.5	93.6	-2.2	90.9	85.8	5.2 *
Mean Percentage of Enrolled Days Absent[d]	15.3	14.7	0.7	45.2	39.6	5.5 *	13.8	14.0	-0.2	15.7	16.3	-0.6
Average GPA	--	--	--	--	--	--	2.2	2.2	0.0 [e]	2.1	2.3	-0.2
Mean Credits Earned	--	--	--	--	--	--	6.4	7.3	-0.9 **[e]	48.8	48.8	0.0
Mean Math Grade	71.1	69.7	1.4	59.7	60.3	-0.6	74.9	72.2	2.7 *	69.2	74.3	-5.1 **
Mean English Grade	67.7	74.4	-6.7 *	58.2	62.9	-4.7 **	71.9	72.2	-0.3	75.3	74.1	1.2
Mean Standardized Test Score[f]												
Reading	32.2	27.9	4.3 **	26.6	31.1	-4.5	39.6	42.8	-3.2	51.5	54.1	-2.6
Math	31.2	27.8	3.5	22.7	28.8	-6.0 **	45.6	47.7	-2.1	52.5	52.4	0.1
Gains in Test Score[f]												
Reading	2.4	-2.0	4.4 **	-6.4	-0.4	-6.0 **	-8.0	-6.4	-1.6	-2.3	-0.1	-2.2 *
Math	2.2	-4.5	6.7 **	-3.4	0.5	-3.9	-8.0	-7.1	-0.9	0.6	1.4	-0.8
Sample Size[g]	**131**	**221**		**124**	**105**		**222**	**216**		**192**	**226**	

EXHIBIT 11.4

SUMMARY OF STUDENT OUTCOME DIFFERENCES IN RESTRUCTURING PROJECTS

District and School Level	Negative Outcome Difference	No Outcome Difference	Positive Outcome Difference	Not Available
Santa Ana				
Middle School	Reading scores Reading gains	GPA Math scores Math gains Absenteeism	Fewer dropouts Credits earned	Math grade English grade
High School	More dropouts	GPA credits earned Math scores Reading and math gains	Reading scores Absenteeism	Math grade English grade
Grand Rapids				
Middle School	Credits earned[a]	GPA[a] English grade Enrollment Reading and math scores Reading and math gains	Math grade	--
High School	Math grade Reading gains	GPA English grade Credits earned Reading and math scores Math gains Absenteeism	Fewer dropouts	--
Philadelphia				
Middle School	Reading grade	Math grade Enrollment Absenteeism	Reading and math scores Reading and math gains	GPA Credits earned
High School	English grade Credits earned Math scores Reading gains Increased absenteeism	Math grade Enrollment Reading scores Math gains	--	GPA
Dallas				
Middle School	--	Math scores Math gains Absenteeism	Math grade English grade Reading scores Reading gains	GPA Enrollment Credits earned
High School	--	GPA Reading and math grade Credits earned Reading and math scores Reading and math gains Absenteeism	--	Enrollment

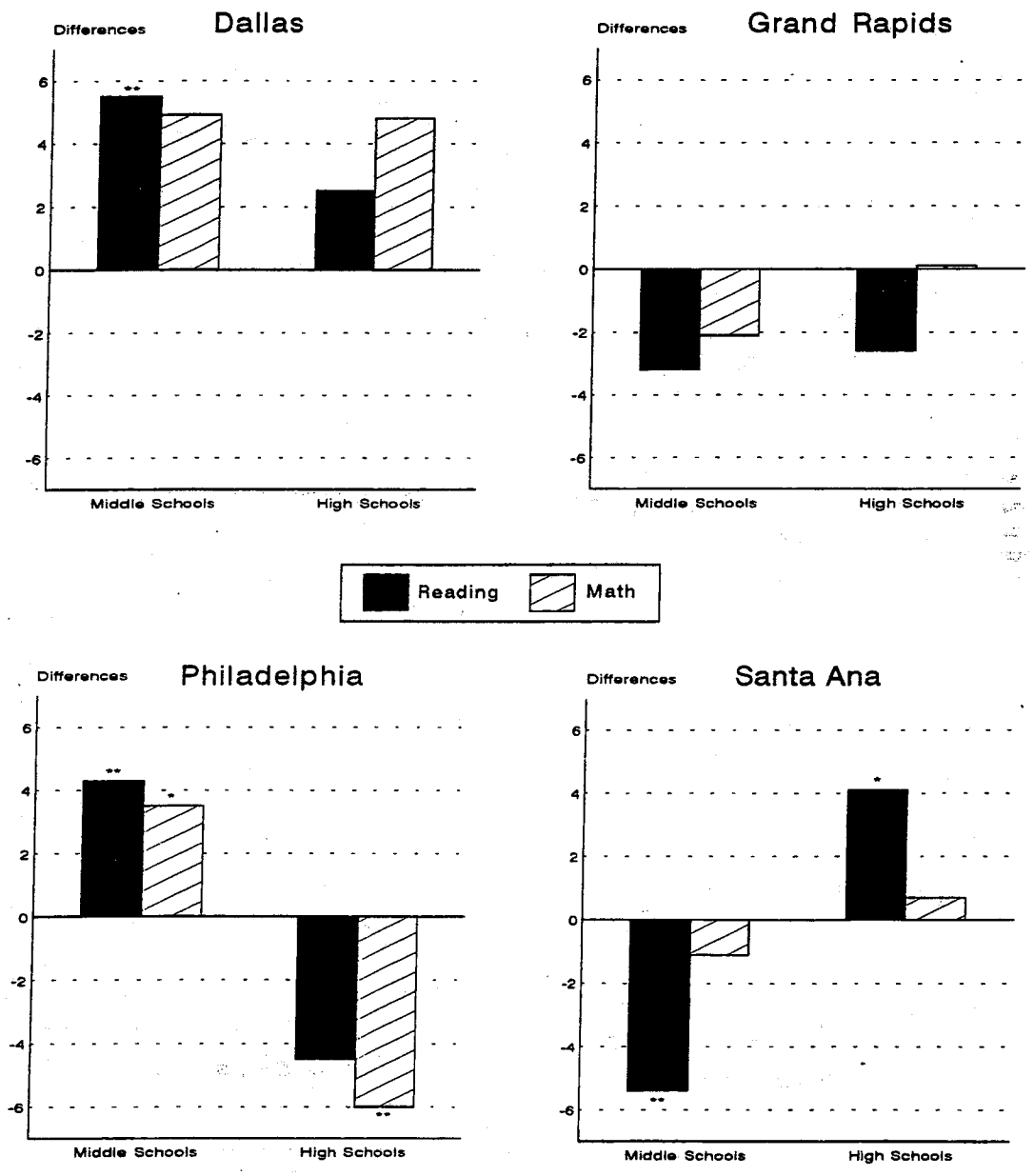
SOURCE: SDDAP baseline questionnaire and records data.

NOTE: These differences were adjusted for differences in student baseline characteristics and for pre-existing differences in outcomes among students in the restructuring and comparison projects.

[a]These items were adjusted only for differences in student characteristics. Baseline values were not available.

EXHIBIT 11.5

RESTRUCTURING-COMPARISON DIFFERENCES IN STANDARDIZED TEST SCORES

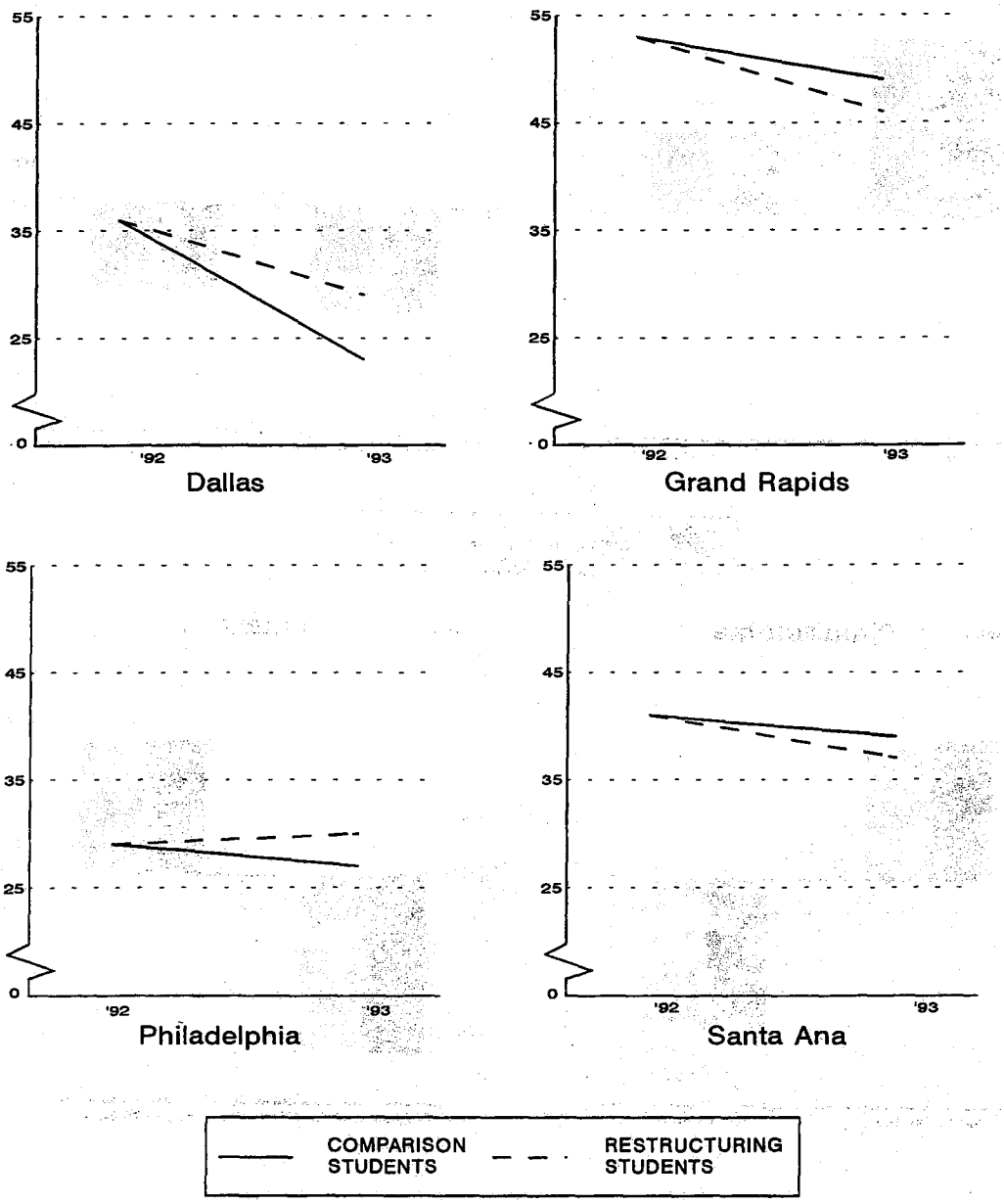


SOURCE: SDDAP baseline records, baseline questionnaire and follow-up records.

NOTE: Estimates have been derived from regression models which account for differences in student characteristics and for preexisting differences in outcomes for restructuring and comparison students.

EXHIBIT 11.6

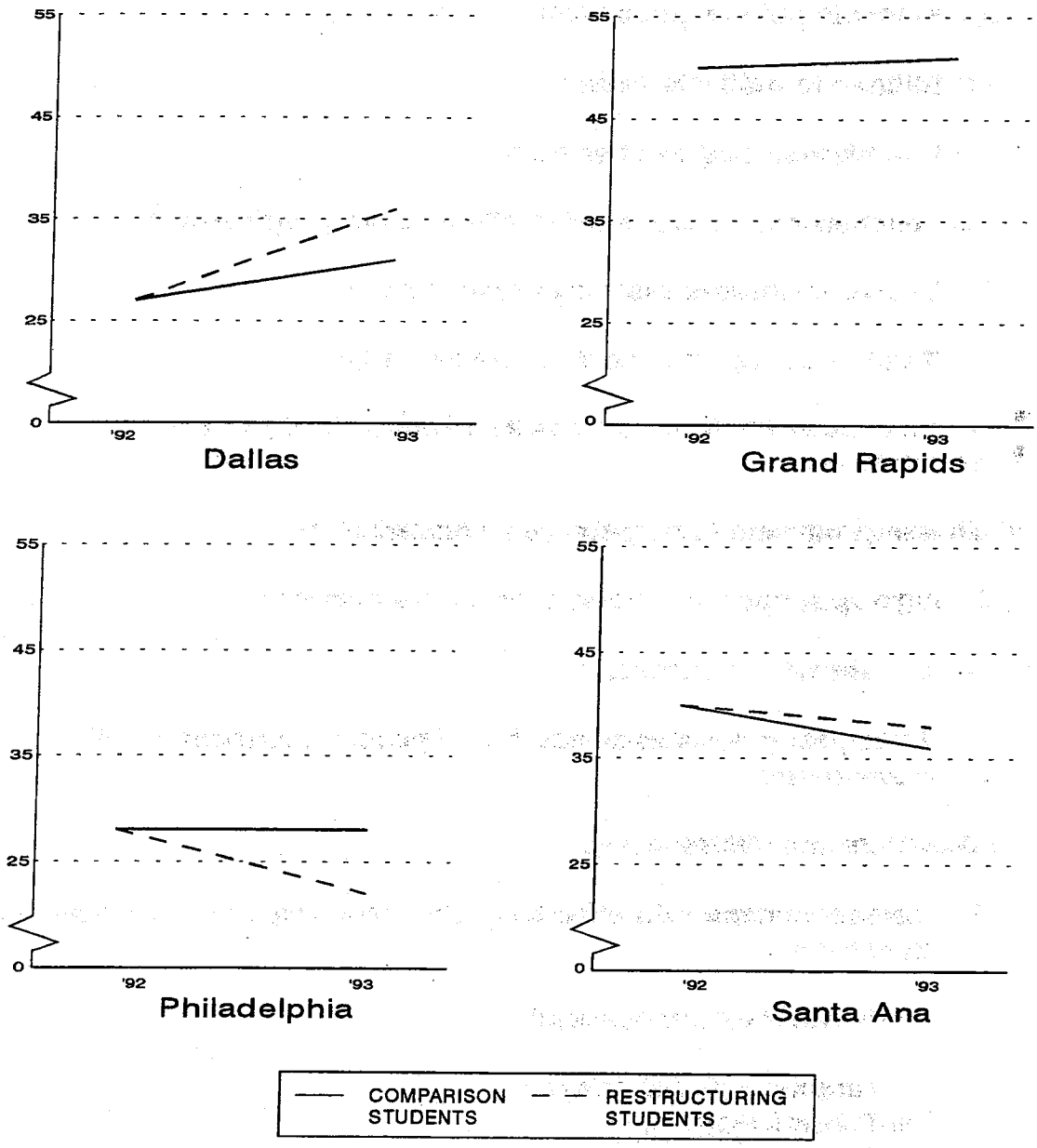
STANDARDIZED MATH TEST SCORES AT BASELINE AND FOLLOW-UP
(RESTRUCTURING MIDDLE SCHOOLS)



SOURCE: SDDAP baseline records, baseline questionnaire data and follow-up records.

EXHIBIT 11.7

STANDARDIZED MATH TEST SCORES AT BASELINE AND FOLLOW-UP
(RESTRUCTURING HIGH SCHOOLS)



SOURCE: SDDAP baseline records, baseline questionnaire data and follow-up records.

EXHIBIT 12.1

CHARACTERISTICS AND PERCEPTIONS OF TEACHERS (RESTRUCTURING SCHOOLS)

Academic Climate

- Students put low priority on learning
- Difficult to motivate students
- Low student and teacher morale
- Teachers interested in more effective teaching methods
- Teachers share ideas with other teachers
- Teachers support school improvement goals
- Innovation hindered by lack of planning time and limited resources

Relationship with Principals and Administrators

- Strong support from principals and administrators
- Collaborative relationships
- Principals get resources; enforce discipline; encourage staff development

Relationships With Parents

- Telephone contacts when students have academic or disciplinary problems
  - Barriers to communicating

    No parents or guardians
    Parents working
    Parents have no phone
    Teacher has no time during the school day
    Language differences

EXHIBIT 12.1 *(continued)*

CHARACTERISTICS AND PERCEPTIONS OF TEACHERS (RESTRUCTURING SCHOOLS)

Perceptions of Student Problems

- Most severe student problems are absenteeism, vandalism, and verbal abuse

Participation in School Management Activities

- Involved in planning instructional, curricular, or school improvement activities
- Not involved in

  hiring or spending decisions
  setting policy about grades, attendance, or discipline

Comparison to National Samples of Teachers

- Compared to a national sample of public secondary teachers, teachers in restructuring schools were

  more likely to rate their students as low-achieving
  more likely to say that absenteeism, vandalism, student fights, and verbal abuse of teachers were problems

Differences between Teachers in Restructuring and Comparison Schools

- Weak design for measuring impacts
- Most outcomes did not differ significantly
- Positive differences balanced by negative differences

EXHIBIT 12.2

PERCEPTIONS OF STAFF CONSENSUS

	Philadelphia				Grand Rapids				Phoenix	
	Gillespie Middle School	Sulzberger Middle School	Gratz High School	University City High School	Iroquois Middle School	Northeast Middle School	Ottawa Hills High School	Creston High School	Central High School	Camelback High School
Percent of Teachers Who Agree or Strongly Agree with the Statement										
Teachers Plan the Curriculum Collaboratively in this School	33.3	43.6	49.0	18.7	28.3	27.5	31.4	21.3	47.3	44.1
Teachers Agree About the Instructional Goals of this School	23.8	63.2	26.0	34.7	39.1	39.0	34.3	39.6	49.5	61.7
Teachers in this School are Interested in More Effective Teaching Methods	72.7	86.8	56.9	66.2	46.7	69.1	68.6	70.8	80.2	58.5
Ideas from Various Community Groups are Sought to Help Solve Problems in this School	31.8	29.0	35.3	29.3	34.8	26.2	51.4	41.7	55.0	55.3
Most Teachers in this School Support the Goals for School Improvement	63.6	73.7	62.8	50.7	56.5	64.3	77.1	60.4	69.2	69.2
Teachers Frequently Share Ideas with Other Teachers	63.6	86.8	76.0	69.3	42.2	61.0	55.9	53.2	68.1	73.4
Most Teachers and the Principal or School Administrators in this School are Receptive to Change and Experimentation	54.6	52.6	37.3	20.0	50.0	46.3	57.1	41.3	56.7	68.1
Number of Teachers Responding	**22**	**39**	**51**	**77**	**48**	**42**	**35**	**48**	**91**	**94**

EXHIBIT 12.2 *(continued)*

	Dallas				Santa Ana			
	Comstock Middle School	Edison Middle Learning Center	Spruce High School	Pinkston High School	Restructuring Middle Schools	Comparison Middle Schools	Century High School	Santa Ana High School
Percent of Teachers Who Agree or Strongly Agree with the Statement								
Teachers Plan the Curriculum Collaboratively in this School	51.1	41.4	15.3	45.7	49.4	61.1	77.0	47.1
Teachers Agree About the Instructional Goals of this School	51.1	61.8	44.2	75.0	41.7	56.7	55.2	41.6
Teachers in this School are Interested in More Effective Teaching Methods	65.2	74.3	69.8	75.0	88.9	87.6	95.4	69.6
Ideas from Various Community Groups are Sought to Help Solve Problems in this School	31.9	42.9	33.7	69.4	46.6	41.4	49.4	55.9
Most Teachers in this School Support the Goals for School Improvement	78.7	78.3	69.8	83.3	81.7	76.7	86.2	81.4
Teachers Frequently Share Ideas with Other Teachers	70.2	75.4	61.6	72.2	91.8	85.2	77.0	68.3
Most Teachers and the Principal or School Administrators in this School are Receptive to Change and Experimentation	67.4	53.6	30.6	75.0	61.3	65.9	80.5	54.5
Number of Teachers Responding	**47**	**70**	**86**	**36**	**182**	**92**	**87**	**102**

SOURCE: Spring 1993 Survey of Staff, Evaluation of the School Dropout Demonstration Assistance Program, Mathematica Policy Research, Incorporated.

NOTE: The number of teachers responding to each question may vary due to nonresponse. Restructuring and comparison schools are paired. Restructuring schools are on the left and comparison schools are on the right.

EXHIBIT 12.3

IMPACTS OF RESTRUCTURING ON STAFF OUTCOME MEASURES[a]

	Full Sample			Phoenix	Grand Rapids		Philadelphia		Dallas		Santa Ana	
	Full Sample	Middle School	High School	High School	Middle School	High School	Middle School	High School	Middle School	High School	Middle School	High School
Collaborative Climate												
Unadjusted Difference[b]	-.08	.02	-.15 *	-.47 **	.44 **	.57 **	-.21 **	.45 **	.36 **	-1.08 **	-.17	-.04
Adjusted Difference	-.13	-.03	-.23 **	-.50 **	.34 *	.37 *	-.85 **	.45 **	.26	-.77 **	-.16	-.14
Academic Climate												
Unadjusted Difference	-.02	-.05	.01	.13	.14	.22	-.23 **	.13	.17	-.88 **	-.09	.23
Adjusted Difference[b]	-.04	-.05	-.05	.16	-.01	-.08	-1.02 **	.16	.22	-.65 **	-.07	.09
Staff Consensus												
Unadjusted Difference	.02	-.07	.10	-.12	-.04	.20	-.63 **	.48 **	.06	-.89 **	.01	.57 **
Adjusted Difference[b]	.01	-.10	.08	-.15	-.19	-.28	-.88 *	.67 **	.01	-.69 **	.07	.60 **
School Management Activities												
Unadjusted Difference	.08	.05	.10	.18	.12	-.03	-.25	.34	.13	-.20	.06	.30 *
Adjusted Difference[b]	.08	.03	.14	.21	.07	.04	-.11	.33	-.05	.08	.13	.18
Outside-Classroom Activities												
Unadjusted Difference	.06	-.09	.16 **	.31 **	.18	-.22	-.03	.01	-.61 **	.30	.05	.25
Adjusted Difference[b]	.05	-.09	.19 **	.39 **	.02	-.39	-.18	.24	-.62 **	.47	.03	.21
Sample Size												
Restructuring Schools	643	232	338	90	35	34	39	48	45	86	120	87
Comparison Schools	568	302	346	94	48	48	22	72	70	36	152	102

SOURCE: Staff Questionnaire, Spring 1993, Evaluation of the School Dropout Demonstration Assistance Program, Mathematica Policy Research, Inc.

[a] Outcomes are scaled to have an overall mean of zero and a standard deviation of one.

[b] Differences were adjusted using a linear regression model. The explanatory variables in the model were age, gender, race/ethnicity, total years of teaching experience, years of teaching experience in the school, and indicator variables for primary subject area taught. The impact estimate in the table is the estimated coefficient of the indicator variable for whether a teacher was at a restructuring school.

*Significantly different from zero at the .10 level, two-tailed test.
**Significantly different from zero at the .05 level, two-tailed test.

EXHIBIT 12.4

DIFFERENCES IN STAFF RESPONSES IN RESTRUCTURING AND COMPARISON SCHOOLS

	Negative Difference	No Difference	Positive Difference
SANTA ANA			
Middle School		Collaborative climate Academic climate Staff consensus School management Outside activities	
High School		Collaborative climate Academic climate School management Outside activities	Staff consensus
GRAND RAPIDS			
Middle School		Academic climate Staff consensus School management Outside activities	Collaborative climate
High School		Academic climate Staff consensus School management Outside activities	Collaborative climate
PHILADELPHIA			
Middle School	Collaborative climate Academic climate Staff consensus	School management Outside activities	
High School		Academic climate School management Outside activities	Collaborative climate Staff consensus
DALLAS			
Middle School	Outside activities	Collaborative climate Academic climate Staff consensus School management	
High School	Collaborative climate Academic climate Staff consensus	School management Outside activities	
PHOENIX			
High School	Collaborative climate	Academic climate Staff consensus School management	Outside activities

EXHIBIT 13.1

CHARACTERISTICS AND PERCEPTIONS OF PARENTS (RESTRUCTURING SCHOOLS)

Parent Involvement in Education

- Involved in school-related activities
- Talks with son/daughter about school activities
- Has rules for son/daughter's home and social activities
- Helps with homework
- High aspirations for son/daughter's education attainment

Interactions with Schools

- Contact with school about homework, behavior, or attendance
- Attends PTA meetings

Impressions of School Climate

- Feels their son/daughter

  is learning a lot
  likes school
  works hard in school and on homework

- Feels that school staff

  think learning is important
  are interested in their son/daughter
  do a good job keeping parents informed

- Feels that schools are unsafe

EXHIBIT 13.1 *(continued)*

CHARACTERISTICS AND PERCEPTIONS OF PARENTS (RESTRUCTURING SCHOOLS)

Views on School Improvement

- Important to

  reduce violence in schools
  teach more practical skills
  increase parental involvement in school decision-making
  increase funding for book, supplies, and computers

- Less important to

  increase the school day or school year
  de-emphasize sports

Comparison to National Sample of Parents (NELS)

- Parents of restructuring school students are more likely to

  help with homework every day
  not communicate with the school
  say their child works hard at school
  say their child's school is unsafe.

Differences Between Parents in Restructuring and Comparison Schools

- Weak design for assessing "impacts"
- Most responses did not differ significantly
- Responses that differed were mostly negative

EXHIBIT 13.2

PARENT IMPRESSIONS OF SCHOOL CLIMATE

	Philadelphia		Grand Rapids				Phoenix	
	Gillespie Middle School	Sulzberger Middle School	Iroquois Middle School	Northeast Middle School	Ottawa Hills High School	Creston High School	Central High School	Camelback High School
Percent of Respondents who Agree/Strongly Agree that:								
People at the school think learning is important	81.8	96.9	96.1	96.8	93.1	89.0	95.5	90.2
Child works hard on homework	71.4	77.0	75.0	79.2	75.0	61.6	74.4	76.2
Child works hard at school	72.7	89.7	91.0	83.0	78.9	74.7	88.9	81.0
Child likes school	85.3	83.1	81.3	80.7	80.0	78.1	88.1	82.5
Child is bored at school	33.3	27.2	44.2	26.1	35.3	36.1	22.4	17.1
School keeps me well-informed	67.7	74.9	66.3	64.2	69.6	58.8	62.2	65.9
School seems interested in the child	63.6	81.3	77.8	65.3	67.1	62.7	64.8	70.0
School is teaching students a lot	62.9	84.8	77.2	83.0	70.0	65.5	73.9	82.1
School is preparing students well for jobs	58.8	68.2	68.4	58.2	60.9	53.3	70.8	77.5
School is a safe place	39.4	63.6	69.6	67.0	74.3	65.0	69.8	47.5
School offers kind of courses/programs I want for child	56.7	79.5	80.8	86.2	77.5	75.9	80.9	86.8
Parents have enough say about how the school is run	40.6	55.0	56.6	60.2	52.9	53.8	66.7	63.2
Parents work together to help school	53.3	69.9	70.3	69.3	70.0	66.2	66.3	70.3
Sample Size	**35**	**168**	**81**	**99**	**73**	**88**	**92**	**44**

EXHIBIT 13.2 *(continued)*

	Dallas				Santa Ana			
	Comstock Middle School	Edison Middle Learning Center	Spruce High School	Pinkston High School	Restructuring Middle Schools	Comparison Middle Schools	Century High School	Santa Ana High School
Percent of Respondents who Agree/Strongly Agree that:								
People at the school think learning is important	90.9	91.3	84.1	92.3	98.6	97.8	96.7	93.3
Child works hard on homework	76.1	75.3	71.8	83.0	82.6	83.1	84.2	81.7
Child works hard at school	76.1	80.7	80.3	77.8	85.0	87.6	88.8	85.3
Child likes school	80.0	77.7	76.9	78.0	95.1	94.3	93.0	95.0
Child is bored at school	51.9	33.2	37.8	28.6	19.3	18.7	17.4	26.8
School keeps me well-informed	74.9	71.8	58.4	75.5	83.3	81.8	77.9	71.3
School seems interested in the child	71.6	78.9	62.3	72.6	92.0	81.5	89.0	91.1
School is teaching students a lot	77.4	85.3	69.9	82.0	88.7	84.7	92.7	88.0
School is preparing students well for jobs	63.1	77.1	48.4	76.0	87.1	86.3	89.7	88.5
School is a safe place	44.2	57.2	40.3	54.0	69.0	78.4	75.2	73.5
School offers kind of courses/programs I want for child	75.3	85.1	59.2	63.5	93.6	86.3	92.9	92.0
Parents have enough say about how the school is run	51.9	60.0	40.5	62.8	77.1	74.8	78.5	67.9
Parents work together to help school	59.7	68.8	48.8	62.0	74.8	73.4	87.3	77.0
Sample Size	**177**	**204**	**130**	**56**	**145**	**143**	**159**	**122**

SOURCE: Spring 1993 Survey of Parents, Evaluation of the School Dropout Demonstration Assistance Program, Mathematica Policy Research, Inc.

NOTE: The number of parents responding to each question may vary due to nonresponse. Restructuring and comparison schools are paired. Restructuring schools are on the left and comparison schools are on the right.

EXHIBIT 13.3

IMPACTS OF RESTRUCTURING ON PARENT OUTCOMES

	Full Sample	Full Sample		Phoenix	Grand Rapids		Philadelphia	Dallas		Santa Ana	
	Full Sample	Middle School	High School	High School	Middle School	High School	Middle School	Middle School	High School	Middle School	High School
Perception of Child's Attitude toward School[a]											
Unadjusted Difference[b]	-.04	-.13 **	.11	.11	-.18	.32 *	-.19	-.17	-.13	.01	.07
Adjusted Difference	-.03	-.11 *	.11	.14	-.19	.29	-.25	-.08	-.00	.01	.05
Parent Attitude toward School[a]											
Unadjusted Difference	-.15 **	-.13 **	-.11	-.12	.11	.12	-.72 **	-.24 **	-.59 **	.09	.03
Adjusted Difference[b]	-.14 **	-.12 **	-.10	.06	.00	.05	-.82 **	-.15	-.41 *	.10	.02
Parental Involvement at School[a]											
Unadjusted Difference	-.06	-.06	-.05	-.07	.05	.13	-.54 **	-.11	-.57 **	.04	.22 **
Adjusted Difference[b]	-.07	-.07	-.02	-.04	-.08	.14	-.55 **	-.07	-.47 **	.07	.23 **
School Contact with Parent[a]											
Unadjusted Difference	-.09 *	-.06	-.07	-.01	.04	-.18	-.29	-.20 *	-.36 **	.13	.03
Adjusted Difference[b]	-.07	-.05	-.09	.13	-.06	-.23 *	-.29	-.23 *	-.30	.12	.06
Parent Contact with School[a]											
Unadjusted Difference	-.12 **	-.11 *	-.10	.02	-.01	-.16	-.24	-.26 **	-.50 **	.09	.06
Adjusted Difference[b]	-.10 **	-.09	-.13 *	.16	.01	-.20	-.24	-.29 **	-.44 **	.11	.06
Participation in School Activities											
Unadjusted Difference	-.04	-.03	-.06	-.03	.05	-.05	-.81 **	-.13	-.20	.22 **	.08
Adjusted Difference[b]	-.05	-.03	-.08	-.02	.18	-.03	-.50 **	-.16 *	-.15	.28 **	.03
Sample Size											
Restructuring Schools	892	438	454	92	81	73	35	177	130	145	159
Comparison Schools	924	614	310	44	99	88	168	204	56	143	122

SOURCE: Parent Questionnaire, Spring 1993, Evaluation of the School Dropout Demonstration Assistance Program, Mathematica Policy Research, Inc.

[a] Outcomes are scaled to have an overall mean of zero and a standard deviation of one.

[b] Differences were adjusted using a linear regression model. The explanatory variables in the model were gender, race/ethnicity, parent's education level, language spoken, and parent's receipt of welfare. The impact estimate in the table is the estimated coefficient of the indicator variable for whether the parent's child was at a restructuring school.

*Significantly different from zero at the .10 level, two-tailed test.
**Significantly different from zero at the .05 level, two-tailed test.

EXHIBIT 13.4

DIFFERENCES IN PARENT RESPONSES IN RESTRUCTURING AND COMPARISON SCHOOLS

District and School	Negative Difference	No Difference	Positive Difference
PHOENIX			
High School		Child's Attitude Toward School Parent Attitude Toward School Involvement School Contacts with Parent Parent Contacts with School Participation	
SANTA ANA			
Middle School		Child's Attitude Toward School Parent Attitude toward School Involvement School Contacts with Parent Parent Contacts with School	Participation
High School		Child's Attitude Toward School Parent Attitude toward School School Contacts with Parent Parent Contacts with School Participation	Involvement
GRAND RAPIDS			
Middle School		Child's Attitude Toward School Parent Attitude toward School Involvement School Contacts with Parent Parent Contacts with School Participation	
High School	School Contacts with Parent	Child's Attitude Toward School Parent Attitude toward School Involvement Parent Contacts with School Participation	
PHILADELPHIA			
Middle School	Parent Attitude toward School Involvement at School Participation in School Activities	Child's Attitude Toward School School Contacts with Parent Parent Contacts with School	
DALLAS			
Middle School	School Contacts with Parent Parent Contacts with School Participation	Child's Attitude Toward School Parent Attitude Toward School Involvement	
High School	Parent Attitude Toward School Involvement Parent Contacts with School	Child's Attitude Toward School School Contacts with Parents Participation in School	