High School Reform: Where Are We Now?

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Introduction

The Office of Policy and Evaluation in conjunction with the Secondary Education Division surveyed high schools in California regarding the nature of their high school programs. The purpose of the survey was to assess the current status of high school education and reform in California and to assess changes over a three year period from 1994 to 1997.

Background

In August 1992, the report of the California High School Task Force, *Second to None: A Vision of the New California High School*, was released. *Second to None* describes educational practices associated with six components of reform: creating curricular paths to success; developing powerful teaching and learning; establishing a comprehensive accountability and assessment system; providing comprehensive support for all students, including language minority and those at risk of failure; restructuring the school; and creating new professional roles.

The California High School Networks Project (CHSNP) was designed to assist schools in implementing the educational reforms described in *Second to None*. In November 1993, 100 high schools were competitively selected to participate in the Networks Project. Additional schools joined the networks, and, as of fall 1997, there were 175 high schools participating in the Networks Project compromising 15 regional networks.

In spring 1994, the Research, Evaluation and Technology Division began a multi-year evaluation to examine changes occurring in high school education over a three to five year period. The major focus of the evaluation was to determine the baseline status of the CHSNP schools and a representative sample of California high schools relative to implementation of the educational practices described in *Second to None* .

1994 Study

In February 1994, questionnaires were mailed to two groups of schools: a representative sample of 149 comprehensive high schools, and the 100 schools in the CHSNP. The sample of 149 schools was selected to be representative of California in terms of socioeconomic status (SES), the combined percent of Hispanic and black students, and enrollment. Because the CHSNP schools comprised 12 percent of the comprehensive high schools in California, they were not excluded from the representative sample.

The 1994 questionnaire contained 34 items based on educational practices described in *Second to None*. Schools were asked to rate both their current implementation of each item and its priority for reform at their school. A number of additional questions about

student characteristics, staff development activities, and alignment with the State Frameworks and Model Curriculum Standards were also asked. The results from the 1994 survey are presented in the report, *The California High School Networks Project: Network Formation and Baseline Data.*

1997 Study

When the questionnaire was revised for the fall 1997 follow-up administration, about half of the original items relating to *Second to None* were repeated and new items were developed to reflect current issues.

For the fall 1997 administration, 175 Network schools were asked to complete a survey. In addition, the same representative sample of comprehensive high schools identified in

In 1994, 88 percent of the Network schools returned their surveys and 77 percent of the representative sample returned their surveys. The return rates for the 1997 administration were similar with an 84 percent return rate for the Network schools and an 81 percent return rate for the representative sample.

Findings

The 1997 high school questionnaire was designed to reveal educator perceptions about practices described in *Second to None*. Educators were asked to rate the priority of 42 items relating to educational practices drawn from *Second to None* for their school's reform efforts and to rate the current implementation of each of the items at their school. A four-point scale was provided for rating the priority of each item where 4 represented high priority. A five-point scale was provided for rating the current implementation of each item at the school where 5 represented full implementation. The items were organized into the themes of *Second to None*. Additional items addressed high school graduation requirements, staff development, and other areas.

The instructions with the 1997 questionnaire asked that a small group of key staff, such as those on the leadership team, be involved in completing the questionnaire so that the responses would reflect a group consensus. Although we asked for a group rating, we had no way to ensure that the questionnaire was completed by a group. A major limitation of these findings is that they rely on self-reported data. We were not able to validate the ratings through site visits or other means.

Three sets of data tables were prepared:

- the 1997 results for the statewide sample of high schools;
- the 1997 results for the CHSNP schools (see Appendix A);
- results comparing the 1994 responses to the 1997 data (see Appendix B).

Standards, Assessment, and Accountability

Schools were asked seven questions about the priority and current implementation of practices relating to standards, assessment and accountability. The results are shown on Table 1, page 8.

Generally, the standards, assessment and accountability items were judged to be of a moderate to high priority by most of the schools. Regarding the level of implementation, schools indicated that they were between the level of some implementation on a limited basis to moderate implementation. The item relating to assessing student progress using performance-based measures, including portfolios or student projects or exhibitions, was at the lowest level of implementation for this group of items.

Curricular Paths

Of the eleven items assessed in this area, eight were asked both in 1994 and 1997. The 1997 results are shown in Table 2, pages 9-10. The results comparing 1994 responses to 1997 are shown in Table B1. In 1994, 3 items were identified that were of high priority to schools at that time and were of relatively lower levels of implementation. These 3 items showed increases in implementation from 1994 to 1997, with the integration of courses and course sequences across academic disciplines and providing program majors for all students in grades 11 and 12 showing the greatest gains. The items relating to curricula in grades 11 and 12 being specifically designed to engage students in applied projects, joint research reports and community activities also showed major gains.

On the 1997 survey, there were two items on program majors or career paths. These items were of relatively lower priority to schools and were at lower levels of implementation. However, it should be noted that the career path item that had been assessed for both years showed strong gains. Career paths is an area that requires a great deal of work to implement and the survey results are probably reflecting this. In addition, it is an area that not all schools consider to be a high priority.

Restructuring

Nine items were assessed which reflected elements of the Restructuring category in *Second to None*. Five of these items had also been assessed in the 1994 survey. As is shown on Table 3 (pages 11-12), the items in this category had the greatest variability in terms of the ratings of priority and implementation.

Five items had high levels of implementation and priority. These were:
a) The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

b) Parents and the community are an intrinsic part of the school site's efforts to increase student performance.
c) The school has a clearly stated vision based upon its beliefs, student needs and current educational research.
d) The school leadership empowers the school community and encourages commitment, participation, collaboration, and shared responsibility for student learning.
e) The district grants significant authority to the school site to make changes in the areas of staffing, scheduling, instructional materials, and budget matters.

Three items showed significant changes in the level of implementation from 1994 to 1997 for the representative sample (Table B1). Districts were more likely to grant significant authority to the school site to make changes; instructional time has been expanded through a longer school day, week or year; and teams of teachers schedule instructional time in longer blocks of time as needed for special projects or activities. The increased implementation level relating to longer blocks of time probably reflects the increased use of block scheduling. The item with the lowest priority relates to dividing the student body into small groups of students who share a team of teachers. This was a high priority for only one-quarter of the schools.

New Professional Roles for Teachers

Five items were assessed relating to New Professional Roles for Teachers. The results are shown on Table 4, page 13. Schools placed a high priority and indicated that they were at moderate stages of implementation on having teachers serve as leaders in developing curriculum standards and assessment and having teachers lead major school reform efforts at the school. Teachers serving as coaches to guide student learning rather than giving students information to recall was rated as a high priority by 72 percent of the schools but this item was at lower levels of implementation than other items. Teachers serving as counselors or advisors to students was rated as a moderate priority but only 35 percent of schools indicated that they were at least moderately implementing this item.

Teaching and Learning

The results for items relating to Teaching and Learning are shown on Table 5, page 14. All of the teaching and learning items were rated as a high priority by at least 60 percent of the schools. Three items were rated as a relatively high priority but were at somewhat lower levels of implementation. These are:
a) Students regularly use technology for in-depth study.
b) The school provides a systematic program to improve the literacy skills of students who are reading well below grade level.

c) Students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom.
Given the relatively high priority, these items are areas where schools may focus in the future.

Student Support

Most of the schools indicated that the items relating to student support were of high priority to them. As is shown on Table 6 (page 15), over half of the schools were either moderately or fully implementing these items. The highest ratings occurred for three items:
1) There is a systematic effort to prepare all students, especially those from backgrounds under represented in higher education, to take courses that will prepare them for postsecondary education.
2) Academic support services are provided to help all students meet content and performance standards (e.g., student success team, peer tutoring, tutorial sessions).
3) The school is connected to community health and counseling services and other youth-serving organizations that support student learning.

Three of the items were assessed in the 1994 survey (see Table B1). Of those 3 items, the item that showed major changes related to each student having a personal relationship with an adult at the school who meets with the student as needed from the time the student enrolls in school through graduation. On this item, the Network schools showed a major increase in the implementation level.

Graduation Requirements

High schools were asked about the graduation requirements for the class of 1998 and the expected graduation requirements for the class of 2004. There were few differences between the statewide sample of high schools and the network schools The results displayed on Figure 1 are from the statewide sample of high schools. For the graduating class of 1998, nearly all schools required 3 years of history-social science and 2 years of physical education. Two years of laboratory science was required by 85 percent of the schools. Four years of English was required by only 80 percent of the schools. About two-thirds of the schools (63 percent) required 1 year of visual and performing arts. Only about half of the schools (54 percent) required two years of mathematics, including algebra and geometry, of their graduating seniors. One year of health (29 percent of schools) and one year of foreign language (26 percent) were seldom required of graduates. Eleven percent of schools required one year of career preparation and 7 percent required one year of service learning to graduate.

Schools were also asked about the expected graduation requirements for the Class of 2004. At the time this survey was completed, in late 1997 or early 1998, 87 percent of

high schools expected to be requiring 4 years of English and 2 years of laboratory science for the class of 2004. With regard to mathematics, 70 percent will require 2 years including algebra and geometry for the Class of 2004. Less than 40 percent of high schools will require 1 year of health (38 percent) and 1 year of foreign language (35 percent). The areas of career preparation and service learning showed big gains with nearly one-third of schools requiring a year of each for the graduating class of 2004.

We also asked about requirements for senior projects or portfolios. This is the area in which schools expected to be making the biggest changes. Only 16 percent of high schools required these of the class of 1998 while 61 percent will require them for the class of 2004. The area of requiring senior projects was one area where there were significant differences between the representative sample and the Network schools. Network schools were much more likely to require senior projects or portfolios than were other high schools. Of the network schools, 28 percent required senior projects as a graduation requirement in 1998

Professional Development

Schools were asked to rate the value and the level of staff participation for various types of professional development. The results are shown on Table 7, page 16. Schools rated three kinds of staff development as being the most valuable: workshops focused on specific content areas and/or instructional strategies, curriculum development, and conferences or institutes focused on specific content areas. These 3 types of staff development also had the highest levels of staff participation. One area that also had relatively high levels of participation were study or discussion groups. The high level of involvement in study or discussion groups may be reflective of participation in WASC focus groups.

Knowledge of Various Documents

Table 8 shows the level of knowledge school staff had concerning various documents. The schools indicated that they were highly knowledgeable about *Second to None.* With regard to knowledge of various standards documents at the time of the survey, fall 1997, they had typically had moderate knowledge of the proposed state content standards, followed by the High School Standards from the Education Round Table and then the Challenge Standards. Schools typically had little knowledge of the NASSP Report, *Breaking Ranks: Changing an American Institution.*

Conclusions

Educators in both the statewide sample of high schools and Network Project high schools are well versed in *Second to None*. Generally, schools reported placing a high priority on the educational practices described in *Second to None*. In most cases the practices were

judged to be of moderate to high priority in 1994 and remained at about the same level in 1997.

Implementation of these educational reforms have increased over time with the greatest increases being made in the area of curricular paths where both the representative sample and the Network schools showed major increases in providing career paths and tech prep programs. Although schools have shown increased implementation of career paths, schools are still at lower levels of implementation of this component compared to other reform areas. The increased use of block scheduling was also demonstrated by the responses. Based on the 1994 report, seven specific areas were identified as being priorities for reform given their relatively high priority ratings and their relatively low levels of implementation. Of these items the two that showed the smallest implementation gains related to students being divided into clusters which share a team of teachers and teachers being grouped into interdisciplinary teams which share a common preparation time. The priority ratings of these two items decreased from 1994 to 1997 and their implementation ratings only increased slightly. The other identified items showed large gains as was expected. Students have increased options for program majors, they are working on applied projects, instruction is taking place in longer blocks of time, and courses are integrated across disciplines.

California high schools are expecting to increase their high school graduation requirements in the area of requiring 2 years of math, including algebra and geometry. Currently only 54 percent of high schools have this requirement with 70 percent indicating that they will have such a requirement for the class of 2004. Currently about 80 percent require 4 years of English and 85 percent require 2 years of laboratory science. If all students are to pass a rigorous exit exam, the percent of students taking these courses, whether they are required as graduation criteria or not, may need to be increased. The percent of schools requiring senior projects or community service will increase dramatically for the Class of 2004.

Figure 1
Percent of High Schools Requiring the Following Courses for Graduation

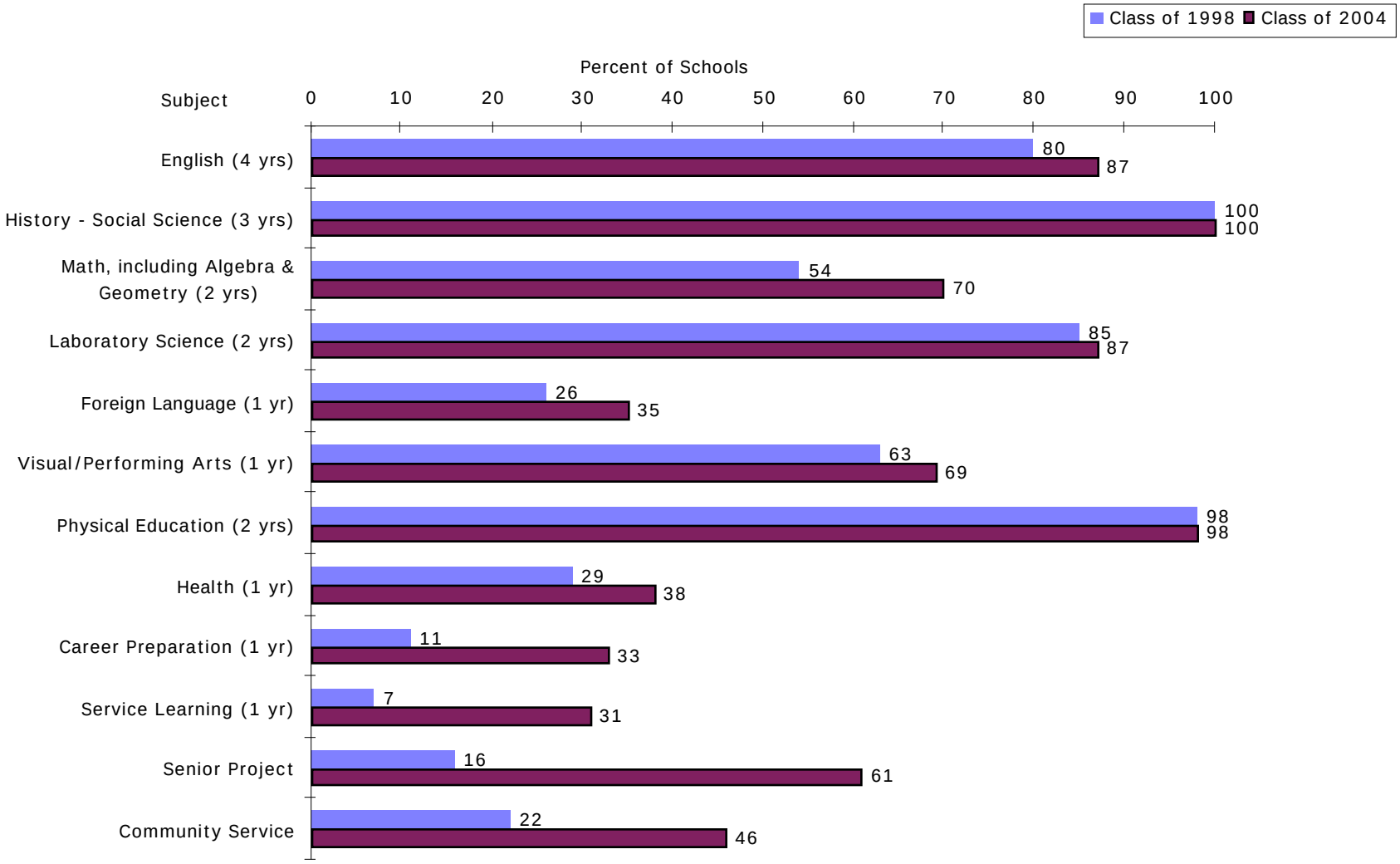

Table 1
Statewide High School Ratings Regarding Accountability and Assessment

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im-ple.				Ful-ly Im-ple.
			1	2	3	4		NA	1	2	3	4	5
Standards, Assessment, and Accountability													
The school regularly reviews student progress toward accomplishing the expected school-wide learning results.	*3.7* 0.49	3%	0%	1%	27%	72%	*3.3* 1.14	1%	7%	18%	27%	33%	15%
Teachers use assessment results to improve curriculum and instructional practices.	*3.6* 0.54	3	0	3	31	66	*3.3* 0.96	0	1	20	40	28	11
Beginning in grade 9, all students, in collaboration with adults, develop a personal learning plan to guide their path toward postsecondary and career goals.	*3.6* 0.62	1	1	3	29	67	*3.4* 1.34	0	13	13	24	20	30
Teachers at this school use multiple measures to determine whether each student has achieved district standards.	*3.5* 0.67	4	1	5	36	57	*3.5* 0.89	3	0	14	40	34	13
Student progress is assessed using performance-based measures including portfolios or student projects or exhibitions.	*3.4* 0.62	4	0	7	45	48	*3.1* 0.97	1	5	20	42	26	7
School-level data are examined to determine if the learning needs of language-minority students are being met.	*3.3* 0.97	7	9	8	26	57	*3.7* 1.17	9	6	10	23	34	27
Language-minority students are assessed in a language in which they can demonstrate what they know and are able to do.	*3* 1.15	7	20	8	28	44	*3.2* 1.39	11	16	16	22	23	23

[a]The rating scale was 1=*not a priority*, 2=*low priority*, 3=*moderate priority*, 4=*high priority*
[b]The rating scale was 1= *not implemented*, 2=*planning to implement or in initial stages of implementation*, 3= *some implementation on limited basis*, 4= *moderately implemented* (e.g., only some classrooms are implementing at a moderate level), 5= *fully implemented in all classrooms where appropriate*
NA (Not Applicable) was a response option but was not used in the calculation of the mean

Table 2
Statewide High School Ratings Regarding Curricular Paths

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im ple.				Ful-ly Im ple.
			1	2	3	4		NA	1	2	3	4	5
Curricular Paths													
All students are prepared upon graduation to continue their academic and occupational goals.	*3.8* 0.37	1%	0%	0%	16%	84%	*3.8* 0.85	0%	0%	7%	30%	43%	21%
A program or programs exist (such as tech prep or career academies) which link technical training in high school with community college studies.	*3.5* 0.66	3	0	9	28	64	*3.5* 1.23	0	7	18	14	37	24
Courses and course sequences are integrated **across** academic disciplines (e.g., English, science and history).	*3.5* 0.76	3	1	12	27	60	*3.6* 0.95	1	1	12	34	37	17
Courses and course sequences are integrated **within** an academic discipline (e.g., science, biology and geology).	*3.4* 0.72	4	1	9	33	57	*4* 1.03	0	3	5	22	33	38
Carefully designed courses, such as Math A allow students to successfully complete the college preparatory curriculum.	*3.4* 0.80	5	3	11	31	55	*3.9* 1.15	4	6	6	17	34	37
Workplace learning, job shadowing and/or internships exist as a result of partnerships formed with local businesses or community service agencies.	*3.4* 0.65	6	0	9	46	46	*3* 1.2	0	12	23	23	32	9
Program majors such as health, business, or fine arts integrate students' academic course work into the career area so that the academic disciplines are more relevant and more rigorous for all students.	*3.3* 0.8	2	3	12	36	49	*2.9* 1.12	5	11	25	33	23	9

Table 2 (cont.)
Statewide High School Ratings Regarding Curricular Paths

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im ple.				Ful-ly Im ple.
			1	2	3	4		NA	1	2	3	4	5
Currricular Paths													
The school provides program majors or career paths for all students in grades 11 and 12 (e.g., academic, technical, and field experiences organized around a special focus such as health or telecommunications).	*3.3* 0.87	8%	4%	15%	31%	51%	*2.8* 1.16	10%	15%	23%	37%	16%	9%
Curricula in grades 11 and 12 are specifically designed to engage students in applied projects, joint research reports, and community activities.	*3.2* 0.75	1	2	15	46	38	*3* 1.21	1	13	15	39	17	15
Language-minority students in large language groups are provided full access to the core curriculum through instruction in their primary language.	*2.9* 1.24	11	25	8	22	45	*3.5* 1.57	24	20	8	11	20	41
Language-minority students in smaller language groups are provided full access to the core curriculum through instruction in their primary language.	*2.8* 1.2	12	22	16	20	42	*3* 1.61	19	28	14	19	10	29

[a]The rating scale was 1=*not a priority*, 2=*low priority*, 3=*moderate priority*, 4=*high priority*
[b]The rating scale was 1= *not implemented*, 2=*planning to implement or in initial stages of implementation*, 3= *some implementation on limited basis*, 4= *moderately implemented* (e.g., only some classrooms are implementing at a moderate level), 5= *fully implemented in all classrooms where appropriate*
NA (Not Applicable) was a response option but was not used in the calculation of the mean

Table 3
Statewide High School Ratings Regarding Restructuring

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im-ple.				Ful-ly Im-ple.
			1	2	3	4		NA	1	2	3	4	5
Restructuring													
The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.	*3.8* 0.41	3%	0%	1%	16%	83%	*4.1* 0.88	0%	0%	4%	23%	35%	39%
Parents and the community are an intrinsic part of the school site's efforts to increase student performance.	*3.7* 0.53	5	0	2	29	69	*3.8* 0.94	0	0	10	27	38	25
The school has a clearly stated vision based upon its beliefs, student needs and current educational research.	*3.7* 0.56	1	0	5	18	77	*4.3* 0.88	0	0	4	17	29	50
The school leadership empowers the school community and encourages commitment, participation, collaboration, and shared responsibility for student learning.	*3.7* 0.6	0	1	3	22	74	*4.1* 0.94	0	0	9	14	39	37
Our district grants significant authority to the school site to make changes in the areas of staffing, scheduling, instructional strategies, instructional materials, and budget matters.	*3.4* 0.72	0	1	9	38	51	*3.7* 1.24	0	7	13	16	33	32
Teams or clusters of teachers schedule instruction in longer blocks of time as needed for special projects or activities.	*3.1* 1.06	6	14	8	31	47	*2.8* 1.57	5	33	10	22	13	23

Table 3 (cont.)
Statewide High School Ratings Regarding Restructuring

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im-ple.				Ful-ly Im-ple.
			1	2	3	4		NA	1	2	3	4	5
Restructuring													
Teachers working as an interdisciplinary team share common preparation time.	*3.1* 0.86	4%	4%	19%	37%	41%	*2.8* 1.42	5%	29%	14%	20%	25%	12%
Instructional time has been expanded through a longer school day, week, or year to accommodate student needs.	*3* 1.16	8	17	16	20	47	*3* 1.61	10	28	16	12	17	27
The school divides its student body into clusters or small groups of students who share a team of teachers.	*2.6* 1.09	10	22	19	34	25	*2.4* 1.24	18	34	19	23	21	3

[a]The rating scale was 1=*not a priority*, 2=*low priority*, 3=*moderate priority*, 4=*high priority*
[b]The rating scale was 1= *not implemented*, 2=*planning to implement or in initial stages of implementation*, 3= *some implementation on limited basis*, 4= *moderately implemented* (e.g., only some classrooms are implementing at a moderate level), 5= *fully implemented in all classrooms where appropriate*
NA (Not Applicable) was a response option but was not used in the calculation of the mean

Table 4
Statewide High School Ratings Regarding New Professional Roles for Teachers

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im-ple.				Ful-ly Im-ple.
			1	2	3	4		NA	1	2	3	4	5
New Professional Roles for Teachers													
Teachers serve as leaders in developing curriculum standards and assessments.	*3.7* 0.62	0%	2%	3%	13%	82%	*4.3* 0.96	0%	2%	4%	10%	33%	51%
Teachers serve as coaches to guide student learning rather than giving students information to recall.	*3.7* 0.58	0	0	5	23	72	*3.4* 0.89	0	1	12	38	39	10
Teachers lead/facilitate major school reform efforts (e.g., study groups, focus groups on school reform) at this school.	*3.7* 0.68	3	2	4	19	75	*4* 1.15	1	7	5	12	37	40
Teachers regularly provide professional development to other teachers via direct training, mentoring, or coaching.	*3.5* 0.69	1	0	11	24	65	*3.9* 1.06	0	2	11	17	34	38
All teachers serve as counselors or advisors to students.	*3* 0.98	2	7	26	26	40	*2.8* 1.52	4	31	17	17	15	20

[a]The rating scale was 1=*not a priority*, 2=*low priority*, 3=*moderate priority*, 4=*high priority*
[b]The rating scale was 1= *not implemented*, 2=*planning to implement or in initial stages of implementation*, 3= *some implementation on limited basis*, 4= *moderately implemented* (e.g., only some classrooms are implementing at a moderate level), 5= *fully implemented in all classrooms where appropriate*
NA (Not Applicable) was a response option but was not used in the calculation of the mean

Table 5
Statewide High School Ratings Regarding Teaching and Learning

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im-ple.				Ful-ly Im-ple.
			1	2	3	4		NA	1	2	3	4	5
Teaching and Learning													
Teachers use a variety of strategies and resources, including technology, to engage students actively and help them succeed at high levels.	*3.8* 0.4	0%	0%	1%	13%	86%	*3.9* 0.86	0%	2%	3%	22%	49%	25%
Students regularly use technology for in-depth study (e.g., using data bases as information sources or building data bases by collecting and organizing data for analysis).	*3.6* 0.56	3	0	4	29	67	*3.3* 0.94	0	5	12	46	29	9
The school provides a systematic program to improve the literacy skills of students who are reading well below grade level.	*3.6* 0.86	6	6	7	11	77	*3.3* 0.36	1	12	16	26	19	27
Students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom.	*3.6* 0.52	3	0	1	37	61	*3.4* 0.89	0	1	14	36	40	9
Heterogenous groups of students in grades 9 to 12 regularly collaborate as active learners on team projects.	*3.5* 0.74	1	3	6	32	60	*3.8* 1.04	1	4	7	23	41	25

[a]The rating scale was 1=*not a priority*, 2=*low priority*, 3=*moderate priority*, 4=*high priority*
[b]The rating scale was 1= *not implemented*, 2=*planning to implement or in initial stages of implementation*, 3= *some implementation on limited basis*, 4= *moderately implemented* (e.g., only some classrooms are implementing at a moderate level), 5= *fully implemented in all classrooms where appropriate*
NA (Not Applicable) was a response option but was not used in the calculation of the mean

Table 6
Statewide High School Ratings Regarding Student Support

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im-ple.				Ful-ly Im-ple.
			1	2	3	4		NA	1	2	3	4	5
Student Support													
There is a systematic effort to prepare all students, especially those from backgrounds under represented in higher education, to take courses that will prepare them for postsecondary education.	*3.7* 0.58	1%	0%	5%	21%	74%	*3.8* 1.15	0%	1%	17%	16%	30%	35%
Academic support services are provided to help all students meet content and performance standards (e.g., student success team, peer tutoring, tutorial sessions).	*3.6* 0.63	6	2	3	25	70	*3.8* 1.05	0	6	1	26	39	29
Each student has a personal relationship with an adult at this school who meets with the student as needed from the time the student enrolls in school through graduation.	*3.4* 0.73	2	3	6	36	56	*3.4* 1.39	2	14	14	20	24	28
The school is connected to community health and counseling services and other youth-serving organizations that support student learning.	*3.4* 0.83	1	4	11	25	60	*4* 1.17	1	3	10	21	20	46
Language-minority students receive the help they need to plan for postsecondary education and career placements in a language they understand.	*3.2* 1.02	10	14	3	35	49	*3.3* 1.3	10	13	15	20	33	19

[a]The rating scale was 1=*not a priority*, 2=*low priority*, 3=*moderate priority*, 4=*high priority*
[b]The rating scale was 1= *not implemented*, 2=*planning to implement or in initial stages of implementation*, 3= *some implementation on limited basis*, 4= *moderately implemented* (e.g., only some classrooms are implementing at a moderate level), 5= *fully implemented in all classrooms where appropriate*
NA (Not Applicable) was a response option but was not used in the calculation of the mean

Table 7
Statewide High School Ratings Regarding Professional Development

ITEM	Value						Staff Participation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	1	2	3	4	*Mean* SD	Miss-ing	1	2	3	4	5
Workshops focused on specific content areas and/or instructional strategies	*3.7* 0.52	4%	0%	3%	27%	70%	*3.9* 0.92	4%	0%	5%	34%	31%	30%
Curriculum development	*3.6* 0.63	4	1	4	30	65	*3.7* 1.00	2	1	9	39	25	26
Conferences or institutes focused on specific content areas	*3.5* 0.64	5	0	8	37	55	*3.7* 0.93	5	0	10	36	32	22
Developing a variety of student learning assessments	*3.3* 0.70	3	1	10	47	43	*3.0* 1.08	3	7	22	44	15	13
Peer coaching or mentoring relationships	*3.1* 0.76	6	1	19	45	35	*2.7* 1.05	5	12	34	31	19	4
Study groups/discussion groups	*3.0* 0.86	6	4	22	39	34	*3.3* 1.32	5	12	17	25	24	23
Network meetings (e.g. High School Network, Restructuring Network)	*3.0* 0.96	6	11	11	43	36	*2.4* 1.27	5	27	32	22	8	11
Teacher action research groups	*2.8* 0.97	11	10	27	34	29	*2.4* 1.21	5	26	29	31	4	10

Mean values are in italics
[a]The rating scale was 1=*of little or no value*, 2=*somewhat valuable*, 3=*moderately valuable*, 4=*highly valuable*
[b]The rating scale was 1=*few if any attended this type of training last year (<5%)*, 2=*6% to 35% of staff attended this type of training last year* 3=*36% to 65% of staff attended this type of training last year*, 4=*66% to 95% of staff attended this type of training last year*, 5=*nearly all staff attended this type of training (>95%)*

Table 8
Statewide High School Ratings Regarding Staff Knowledge of Various Documents

Document	*Mean* SD	Miss-ing	No Knowledge 1	2	3	4	High Knowledge 5
Second to None: The Report of the California High School Task Force	*4.0* 0.90	0%	0%	1%	33%	24%	41%
Proposed State Content and Performance Standards	*3.2* 0.95	0	1	22	44	22	11
High School Graduation Standards from the Education Round Table	*2.8* 1.02	0	12	24	38	24	3
Challenge Standards	*2.5* 0.91	1	12	37	41	7	3
Breaking Ranks: Changing an American Institution (NASSP Report)	*2.0* 0.90	0	29	42	23	4	1

Mean values are in italics
Ratings scale were ranged from 1=*no knowledge* to 5=*high knowledge*

APPENDIX A

1997 Results for CHSNP Schools

Table A1
CHSNP Schools' Ratings Regarding Accountability and Assessment

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im-ple.				Ful-ly Im-ple.
			1	2	3	4		NA	1	2	3	4	5
Standards, Assessment, and Accountability													
The school regularly reviews student progress toward accomplishing the expected school-wide learning results.	*3.7* 0.61	6%	2%	3%	24%	71%	*3.3 1*	3%	4%	18%	31%	38%	10%
Teachers use assessment results to improve curriculum and instructional practices.	*3.6* 0.63	0	1	5	32	62	*3.4* 0.83	3	1	12	46	31	9
Beginning in grade 9, all students, in collaboration with adults, develop a personal learning plan to guide their path toward postsecondary and career goals.	*3.6* 0.76	5	4	4	23	69	*3.6* 1.4	2	12	12	16	23	37
Teachers at this school use multiple measures to determine whether each student has achieved district standards.	*3.6* 0.67	6	2	5	30	63	*3.4* 0.99	1	5	10	36	37	12
Student progress is assessed using performance-based measures including portfolios or student projects or exhibitions.	*3.5* 0.7	6	2	7	34	57	*3.3* 0.91	1	4	10	44	35	7
School-level data are examined to determine if the learning needs of language-minority students are being met.	*3.3* 0.91	12	6	12	28	54	*3.6* 1.22	10	8	11	22	31	27
Language-minority students are assessed in a language in which they can demonstrate what they know and are able to do.	*3* 1.06	12	13	13	29	44	*3.3* 1.38	10	17	9	26	24	25

[a]The rating scale was 1=*not a priority*, 2=*low priority*, 3=*moderate priority*, 4=*high priority*
[b]The rating scale was 1= *not implemented*, 2=*planning to implement or in initial stages of implementation*, 3= *some implementation on limited basis*, 4= *moderately implemented* (e.g., only some classrooms are implementing at a moderate level), 5= *fully implemented in all classrooms where appropriate*
NA (Not Applicable) was a response option but was not used in the calculation of the mean

Table A2

CHSNP Schools' Ratings Regarding Curricular Paths

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im ple.				Ful-ly Im ple.
			1	2	3	4		NA	1	2	3	4	5
Curricular Paths													
All students are prepared upon graduation to continue their academic and occupational goals.	*3.8* 0.42	2%	0%	1%	16%	83%	*3.9* 0.72	0%	0%	2%	27%	53%	18%
Courses and course sequences are integrated **within** an academic discipline (e.g., science, biology and geology).	*3.6* 0.72	3	2	7	24	67	*3.9* 1.12	1	5	7	18	33	37
Carefully designed courses, such as Math A allow students to successfully complete the college preparatory curriculum.	*3.4* 0.8	7	4	9	35	53	*3.7* 1.14	5	5	10	24	33	27
A program or programs exist (such as tech prep or career academies) which link technical training in high school with community college studies.	*3.4* 0.67	3	1	8	40	51	*3.5* 1.16	1	6	11	30	28	25
Workplace learning, job shadowing and/or internships exist as a result of partnerships formed with local businesses or community service agencies.	*3.3* 0.72	3	1	10	42	46	*3.1* 1.13	0	9	19	33	26	12
Curricula in grades 11 and 12 are specifically designed to engage students in applied projects, joint research reports, and community activities.	*3.3* 0.75	3	2	11	44	43	*3.1* 0.95	2	6	21	39	30	4
Courses and course sequences are integrated **across** academic disciplines (e.g., English, science and history).	*3.2* 0.76	4	2	14	44	40	*3* 0.92	1	6	22	44	25	3

Table A2 (cont.)

CHSNP Schools' Ratings Regarding Curricular Paths

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im ple.				Ful-ly Im ple.
			1	2	3	4		NA	1	2	3	4	5
Curricular Paths													
The school provides program majors or career paths for all students in grades 11 and 12 (e.g., academic, technical, and field experiences organized around a special focus such as health or telecommunications).	*3.2* 0.83	3%	3%	18%	37%	43%	*2.8* 1.09	3%	16%	21%	35%	25%	4%
Program majors such as health, business, or fine arts integrate students' academic course work into the career area so that the academic disciplines are more relevant and more rigorous for all students.	*3.2* 0.87	3	5	15	37	43	*2.8* 1.08	6	12	27	35	20	6
Language-minority students in large language groups are provided full access to the core curriculum through instruction in their primary language.	*2.8* 1.26	13	25	13	15	47	*3.1* 1.6	22	30	5	14	23	28
Language-minority students in smaller language groups are provided full access to the core curriculum through instruction in their primary language.	*2.5* 1.23	15	31	16	21	32	*2.5* 1.5	24	41	9	20	16	14

[a]The rating scale was 1=*not a priority*, 2=*low priority*, 3=*moderate priority*, 4=*high priority*
[b]The rating scale was 1= *not implemented*, 2=*planning to implement or in initial stages of implementation*, 3= *some implementation on limited basis*, 4= *moderately implemented* (e.g., only some classrooms are implementing at a moderate level), 5= *fully implemented in all classrooms where appropriate*
NA (Not Applicable) was a response option but was not used in the calculation of the mean

Table A3

CHSNP Schools' Ratings Regarding Restructuring

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im-ple.				Ful-ly Im-ple.
			1	2	3	4		NA	1	2	3	4	5
Restructuring													
The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.	*3.9* 0.38	3%	0%	2%	7%	91%	*4.1* 0.91	0%	0%	7%	16%	39%	38%
Parents and the community are an intrinsic part of the school site's efforts to increase student performance.	*3.8* 0.46	2	0	1	21	78	*3.9* 0.91	0	1	7	24	42	26
The school has a clearly stated vision based upon its beliefs, students needs and current educational research.	*3.8* 0.52	3	1	1	12	85	*4.4* 0.83	1	0	3	14	22	61
The school leadership empowers the school community and encourages commitment, participation, collaboration, and shared responsibility for student learning.	*3.8* 0.46	3	1	1	16	83	*4.3* 0.77	0	0	3	10	40	47
Teachers working as an interdisciplinary team share common preparation time.	*3.4* 0.76	3	1	13	33	53	*3* 1.36	2	18	20	25	18	18
Our district grants significant authority to the school site to make changes in the areas of staffing, scheduling, instructional strategies, instructional materials, and budget matters.	*3.4* 0.83	4	4	9	30	56	*3.4* 1.3	2	11	14	26	23	26

Table A3 (cont.)

CHSNP Schools' Ratings Regarding Restructuring

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im-ple.				Ful-ly Im-ple.
			1	2	3	4		NA	1	2	3	4	5
Teams or clusters of teachers schedule instruction in longer blocks of time as needed for special projects or activities.	*3.2* 0.97	6%	8%	15%	28%	50%	*3* 1.41	8%	23%	14%	26%	19%	19%
Instructional time has been expanded through a longer school day, week, or year to accommodate student needs.	*2.8* 1.17	9	23	14	27	36	*2.5* 1.49	15	40	16	15	16	14
The school divides its student body into clusters or small groups of students who share a team of teachers.	*2.6* 1.23	8	29	16	22	34	*2.2* 1.26	13	43	19	20	12	6

[a]The rating scale was 1=*not a priority*, 2=*low priority*, 3=*moderate priority*, 4=*high priority*
[b]The rating scale was 1= *not implemented*, 2=*planning to implement or in initial stages of implementation*, 3= *some implementation on limited basis*, 4= *moderately implemented* (e.g., only some classrooms are implementing at a moderate level), 5= *fully implemented in all classrooms where appropriate*
NA (Not Applicable) was a response option but was not used in the calculation of the mean

Table A4

CHSNP Schools' Ratings Regarding New Professional Roles for Teachers

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im-ple.				Ful-ly Im-ple.
			1	2	3	4		NA	1	2	3	4	5
New Professional Roles for Teachers													
Teachers serve as leaders in developing curriculum standards and assessments.	*3.8* 0.44	3%	0%	1%	18%	80%	*4.3* 0.81	0%	0%	2%	17%	35%	46%
Teachers lead/facilitate major school reform efforts (e.g., study groups, focus groups on school reform) at this school.	*3.7* 0.58	4	1	4	22	73	*4* 0.96	0	1	5	21	35	38
Teachers regularly provide professional development to other teachers via direct training, mentoring, or coaching.	*3.7* 0.58	4	1	4	22	73	*4.1* 0.93	0	1	6	19	37	38
Teachers serve as coaches to guide student learning rather than giving students information to recall.	*3.6* 0.56	3	1	2	29	68	*3.4* 0.82	1	1	9	41	41	8
All teachers serve as counselors or advisors to students.	*3.1* 1.03	5	12	15	30	44	*2.8* 1.36	5	22	20	24	20	14

[a]The rating scale was 1=*not a priority*, 2=*low priority*, 3=*moderate priority*, 4=*high priority*
[b]The rating scale was 1= *not implemented*, 2=*planning to implement or in initial stages of implementation*, 3= *some implementation on limited basis*, 4= *moderately implemented* (e.g., only some classrooms are implementing at a moderate level), 5= *fully implemented in all classrooms where appropriate*
NA (Not Applicable) was a response option but was not used in the calculation of the mean

Table A5

CHSNP Schools' Ratings Regarding Teaching and Learning

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im-ple.				Ful-ly Im-ple.
			1	2	3	4		NA	1	2	3	4	5
Teaching and Learning													
Teachers use a variety of strategies and resources, including technology, to engage students actively and help them succeed at high levels.	*3.9* 0.32	1%	0%	0%	11%	89%	*4.1* 0.7	0%	1%	1%	13%	57%	29%
Students regularly use technology for in-depth study (e.g., using data bases as information sources or building data bases by collecting and organizing data for analysis).	*3.7* 0.53	1	0	4	22	75	*3.4* 0.84	0	2	8	48	33	9
Students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom.	*3.7* 0.46	2	0	1	26	74	*3.8* 0.78	0	0	4	31	47	19
Heterogeneous groups of students in grades 9 to 12 regularly collaborate as active learners on team projects.	*3.5* 0.76	3	3	8	28	61	*3.6* 1.06	0	4	10	29	36	21
The school provides a systematic program to improve the literacy skills of students who are reading well below grade level.	*3.5* 0.79	4	4	8	19	70	*3.1* 1.22	2	10	24	29	22	16

[a]The rating scale was 1=*not a priority*, 2=*low priority*, 3=*moderate priority*, 4=*high priority*
[b]The rating scale was 1= *not implemented*, 2=*planning to implement or in initial stages of implementation*, 3= *some implementation on limited basis*, 4= *moderately implemented* (e.g., only some classrooms are implementing at a moderate level), 5= *fully implemented in all classrooms where appropriate*
NA (Not Applicable) was a response option but was not used in the calculation of the mean

Table A6

CHSNP Schools' Ratings Regarding Student Support

ITEM	Priority						Current Implementation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	Not a Prio-rity			High Prio-rity	*Mean* SD		Not Im-ple.				Ful-ly Im-ple.
			1	2	3	4		NA	1	2	3	4	5
Student Support													
Academic support services are provided to help all students meet content and performance standards (e.g., student success team, peer tutoring, tutorial sessions).	*3.7* 0.52	3%	0%	4%	19%	77%	*4* 1	0%	2%	6%	20%	37%	35%
There is a systematic effort to prepare all students, especially those from backgrounds under represented in higher education, to take courses that will prepare them for postsecondary education.	*3.7* 0.59	3	1	4	21	74	*3.9* 1.05	1	4	6	19	37	34
The school is connected to community health and counseling services and other youth-serving organizations that support student learning.	*3.6* 0.6	3	0	6	31	64	*3.9* 1.07	0	3	7	22	30	38
Each student has a personal relationship with an adult at this school who meets with the student as needed from the time the student enrolls in school through graduation.	*3.5* 0.74	3	1	11	27	61	*3.5* 1.33	2	10	16	19	25	30
Language-minority students receive the help they need to plan for postsecondary education and career placements in a language they understand.	*3.4* 0.88	12	6	7	26	61	*3.8* 1.16	13	7	6	20	37	30

[a]The rating scale was 1=*not a priority*, 2=*low priority*, 3=*moderate priority*, 4=*high priority*
[b]The rating scale was 1= *not implemented*, 2=*planning to implement or in initial stages of implementation*, 3= *some implementation on limited basis*, 4= *moderately implemented* (e.g., only some classrooms are implementing at a moderate level), 5= *fully implemented in all classrooms where appropriate*
NA (Not Applicable) was a response option but was not used in the calculation of the mean

Table A7

CHSNP Schools' Ratings Regarding Professional Development

ITEM	Value						Staff Participation						
	Response Options[a]						Response Options[b]						
	Mean SD	Miss-ing	1	2	3	4	*Mean* SD	Miss-ing	1	2	3	4	5
Curriculum development	*3.7* 0.50	2%	0%	1%	30%	69%	*3.6* 0.98	1%	2%	11%	32%	37%	18%
Workshops focused on specific content areas and / or instructional strategies	*3.7* 0.51	6	0	2	32	66	*3.9* 0.86	3	0	4	31	37	29
Developing a variety of student learning assessments	*3.6* 0.60	3	0	6	30	65	*3.3* 1.08	2	6	13	42	24	16
Conferences or institutes focused on specific content areas	*3.5* 0.54	4	0	2	42	55	*3.7* 0.86	2	0	7	35	39	20
Peer coaching or mentoring relationships	*3.3* 0.73	8	2	9	46	43	*2.8* 1.09	4	9	32	37	12	11
Study groups / discussion groups	*3.2* 0.88	6	5	14	32	49	*3.2* 1.24	3	9	21	30	20	21
Network meetings (e.g. High School Network, Restructuring Network)	*3.2* 0.83	4	5	11	41	43	*2.9* 1.33	1	16	25	29	11	19
Teacher action research groups	*2.9* 1.00	12	13	17	39	31	*2.2* 1.14	4	34	32	22	7	6

Mean values are in italics

[a]The rating scale was 1=*of little or no value*, 2=*somewhat valuable*, 3=*moderately valuable*, 4=*highly valuable*

[b]The rating scale was 1=*few if any attended this type of training last year (<5%)*, 2=*6% to 35% of staff attended this type of training last year* 3=*36% to 65% of staff attended this type of training last year*, 4=*66% to 95% of staff attended this type of training last year*, 5=*nearly all staff attended this type of training (>95%)*

Table A8

CHSNP Schools' Ratings Regarding Staff Knowledgeable of Various Documents

Item	*Mean* SD	Miss-ing	1	2	3	4	5
Second to None: The Report of the California High School Task Force	*4.4* 0.75	2%	0%	2%	10%	36%	52%
Proposed State Content and Performance Standards	*3.1* 0.75	2	1	15	59	22	4
High School Graduation Standards from the Education Round Table	*2.6* 0.89	2	11	33	42	12	1
Challenge Standards	*2.5* 0.94	2	16	37	36	10	2
Breaking Ranks: Changing an American Institution (NASSP Report)	*2.2* 0.95	3	25	40	23	11	0

Mean values are in italics
Ratings scale were ranged from 1=*no knowledge* to 5=*high knowledge*

Table A9

CHSNP Schools' Ratings Regarding Partnerships with Outside Groups and Organization

Item	Mean SD	Miss-ing	1	2	3	4	5
Community colleges	*3.8* 0.85	1%	0%	6%	32%	42%	20%
Parents	*3.7* 0.83	1	0	4	41	35	19
Other high schools	*3.7* 0.93	1	1	9	31	40	19
Business and industry	*3.5* 0.90	1	1	8	49	26	15
Community Organizations	*3.5* 0.81	2	0	9	42	39	11
4-year colleges and universities	*3.4* 1.02	1	4	14	32	36	15

Mean values are in italics
Ratings scale were ranged from 1=*none,* 3=*to some extent* to 5=*to a great extent*

APPENDIX B

1994 Results Compared to 1997 Results for the Statewide Sample and CHSNP (Network) Schools

Table B1
Changes Over 3 Years in the Priority and Current Implementation Ratings

ITEM	Year	Priority Ratings		Current Implementation Ratings	
		State Sample	Network Schools	State Sample	Network Schools
Standards, Assessment, and Accountability					
Beginning in grade 9, all students, in collaboration with adults, develop a personal learning plan to guide their path toward postsecondary and career goals.	1994	3.7 (.65)	3.7 (.62)	3.5 (1.3)	3.3 (1.3)
	1997	3.6 (.62)	3.6 (.76)	3.4 (1.34)	3.6 (1.4)
	Change	-0.1	-0.1	-0.1	+0.3
Student progress is assessed using performance-based measures including portfolios or student projects or exhibits.	1994	3.7 (.44)	3.7 (.67)	2.9 (.89)	2.9 (.85)
	1997	3.4 (.62)	3.5 (.7)	3.1 (.97)	3.3 (.91)
	Change	-0.3	-0.2	+0.2	+0.4
Teaching and Learning	1994	3.5 (.71)	3.6 (.64)	3.1 (.95)	3.2 (1.0)
Heterogeneous groups of students in grades 9 to 12 regularly collaborate as active learners on team projects.	1997	3.5 (.74)	3.5 (.76)	3.8 (1.04)	3.6 (1.06)
	Change	0	-0.1	+0.7	+0.4
Restructuring	1994	3.4 (.84)	3.5 (.83)	2.9 (1.3)	3.1 (1.3)
Our district grants significant authority to the school site to make changes in the areas of staffing, scheduling, instructional strategies, instructional materials and budget matters.	1997	3.4 (.72)	3.4 (.83)	3.7 (1.24)	3.4 (1.3)
	Change	0	-0.1	+0.8	+0.3
The schools divides its student body into clusters or small groups of students who share a team of teachers.	1994	3.0 (1.1)	3.4 (.80)	2.1 (1.1)	2.3 (1.2)
	1997	2.6 (1.09)	2.6 (1.23)	2.4 (1.24)	2.2 (1.26)
	Change	-0.4	-0.8	+0.3	-0.1
Instructional time has been expanded through a longer school day, week, or year to accommodate student needs.	1994	2.7 (1.1)	3.0 (1.1)	2.0 (1.4)	2.1 (1.3)
	1997	3.0 (1.16)	2.8 (1.17)	3.0 (1.61)	2.5 (1.49)
	Change	+0.3	-0.2	+1.0	+0.4

Table B1 (cont.)

Changes Over 3 Years in the Priority and Current Implementation Ratings

ITEM	Year	Priority Ratings		Current Implementation Ratings	
		State Sample	Network Schools	State Sample	Network Schools
Restructuring					
Teachers working as an interdisciplinary team share common preparation time.	1994	3.5 (.75)	3.7 (.55)	2.5 (1.2)	2.6 (1.3)
	1997	3.1 (.86)	3.4 (.76)	2.8 (1.42)	3.0 (1.36)
	Change	-0.4	-0.3	+0.3	+0.4
Teams or clusters of teachers schedule instruction in longer blocks of time as needed for special projects or activities.	1994	3.2 (.91)	3.6 (.64)	2.1 (1.2)	2.2 (1.2)
	1997	3.1 (1.06)	3.2 (.97)	2.8 (1.57)	3.0 (1.41)
	Change	-0.1	-0.4	+0.7	+0.8
Student Support					
There is a systematic effort to prepare all students, especially those from backgrounds under represented in higher education, to take courses that will prepare them for postsecondary education.	1994	3.7 (.48)	3.8 (.50)	3.6 (1.0)	3.6 (1.1)
	1997	3.7 (.58)	3.7 (.59)	3.8 (1.15)	3.9 (1.05)
	Change	0	-0.1	+0.2	+0.3
Each student has a personal relationship with an adult at this school who meets with the student as needed from the time the student enrolls in school through graduation.	1994	3.7 (.63)	3.7 (.60)	3.1 (1.4)	2.8 (1.3)
	1997	3.4 (.73)	3.5 (.74)	3.4 (1.39)	3.5 (1.33)
	Change	-0.3	-0.2	+0.3	+0.7

Table B1 (cont.)

Changes Over 3 Years in the Priority and Current Implementation Ratings

ITEM	Year	Priority Ratings		Current Implementation Ratings	
		State Sample	Network Schools	State Sample	Network Schools
Student Support					
Language-minority students receive the help they need to plan for postsecondary education and career placements in a language they understand.	1994	3.7 (.73)	3.6 (.68)	3.7 (1.0)	3.4 (1.3)
	1997	3.2 (1.02)	3.4 (.88)	3.3 (1.3)	3.8 (1.16)
	Change	-0.5	-0.2	-0.4	+0.4
Curricular Paths					
Courses and course sequences are integrated **across** academic disciplines (e.g., English, science and history).	1994	3.6 (.69)	3.7 (.58)	2.7 (.91)	2.4 (.91)
	1997	3.5 (.76)	3.2 (.76)	3.6 (.95)	3.0 (.92)
	Change	-0.1	-0.5	+0.9	+0.6
Curricula in grades 11 and 12 are specifically designed to engage students in applied projects, joint research reports, and community activities.	1994	3.6 (.63)	3.6 (.58)	2.5 (1.0)	2.3 (.98)
	1997	3.2 (.75)	3.3 (.75)	3.0 (1.21)	3.1 (.95)
	Change	-0.4	-0.3	+0.5	+0.8
Courses and course sequences are integrated **within** an academic disciplines (e.g., science, biology and geology).	1994	3.6 (.57)	3.5 (.68)	3.1 (1.1)	3.1 (1.1)
	1997	3.4 (.72)	3.6 (.72)	4.0 (1.03)	3.9 (1.12)
	Change	-0.2	+0.1	+0.9	+0.8

Table B1 (cont.)

Changes Over 3 Years in the Priority and Current Implementation Ratings

ITEM	Year	Priority Ratings		Current Implementation Ratings	
		State Sample	Network Schools	State Sample	Network Schools
Curricular Paths					
Carefully designed courses, such as Math A allow students to successfully complete the college preparatory curriculum.	1994	3.7 (.54)	3.5 (.70)	3.7 (1.0)	3.4 (1.1)
	1997	3.4 (.80)	3.4 (.80)	3.9 (1.15)	3.7 (1.14)
	Change	-0.3	-0.1	+0.2	+0.3
A program or programs exist (such as tech prep or career academies) which link technical training in high school with community college studies.	1994	3.5 (.64)	3.5 (.73)	2.7 (1.2)	2.9 (1.1)
	1997	3.5 (.66)	3.4 (.67)	3.5 (1.23)	3.5 (1.16)
	Change	0	-0.1	+0.8	+0.6
The school provides program majors or career paths for all students in grades 11 and 12 (e.g., academic, technical, and field experiences organized around a special focus such as health or telecommunications).	1994	3.1 (.87)	3.5 (.74)	2.1 (1.1)	1.9 (1.0)
	1997	3.3 (.87)	3.2 (.83)	2.8 (1.16)	2.8 (1.09)
	Change	+0.2	-0.3	+0.7	+0.9
Language-minority students in large language groups at this school are provided full access to the core curriculum through instruction in their primary language.	1994	3.5 (.90)	2.9 (1.2)	3.1 (1.4)	3.0 (1.4)
	1997	2.9 (1.24)	2.8 (1.26)	3.5 (1.57)	3.1 (1.6)
	Change	-0.6	-0.1	+0.4	+0.1
Language-minority students in lower enrollment groups are provided full access to the core curriculum through instruction in their primary language	1994	2.9 (1.1)	2.4 (1.3)	2.2 (1.2)	2.2 (1.4)
	1997	2.8 (1.2)	2.5 (1.23)	3 (1.61)	2.5 (1.5)
	Change	-0.1	+0.1	+0.8	+0.3