VIAV Mat PR94-16

Contract No.: LC91015001 MPR Reference No.: 8014-020

SUMMARY OF FOLLOW-UP FINDINGS

SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM EVALUATION

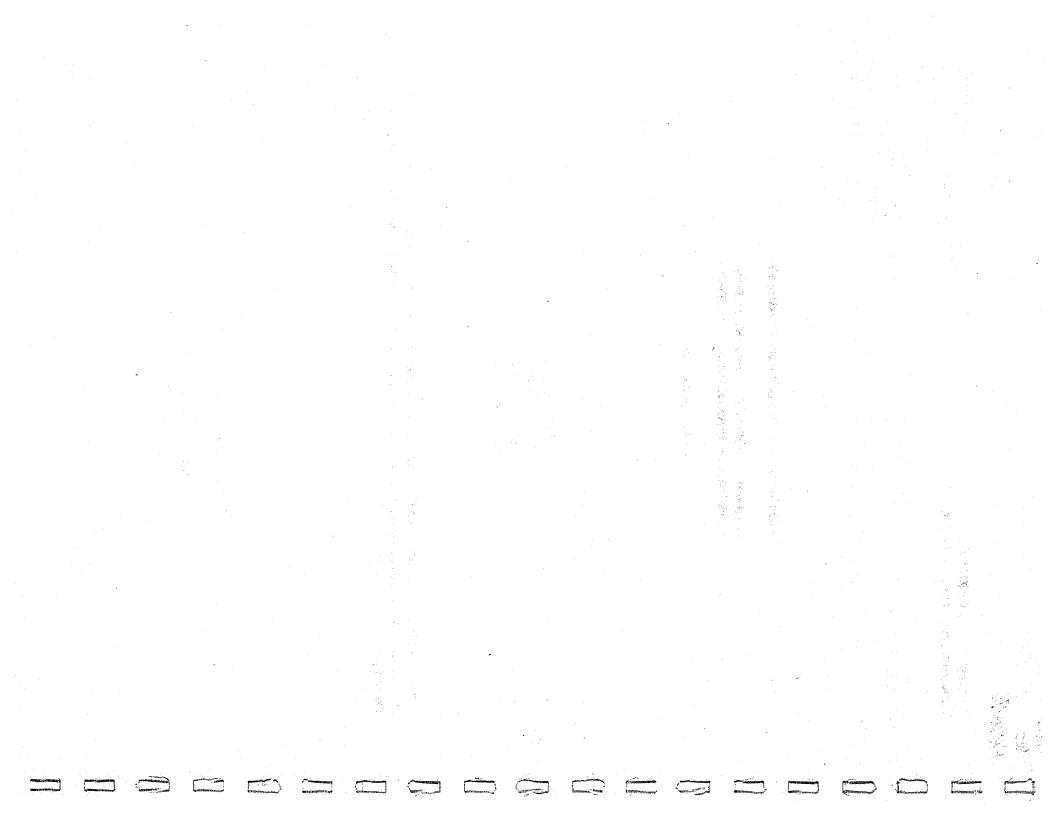
APRIL 28-29, 1994

Authors:

Mark Dynarski Philip Gleason Anu Rangarajan Linda Rosenberg

These materials were prepared for the annual advisory panel meeting of the School Dropout Demonstration Assistance Program Evaluation. The results are preliminary and not for citation and attribution.

Mathematica Policy Research, Inc. P.O. Box 2393 Princeton, N.J. 08543-2393 (609) 799-3535



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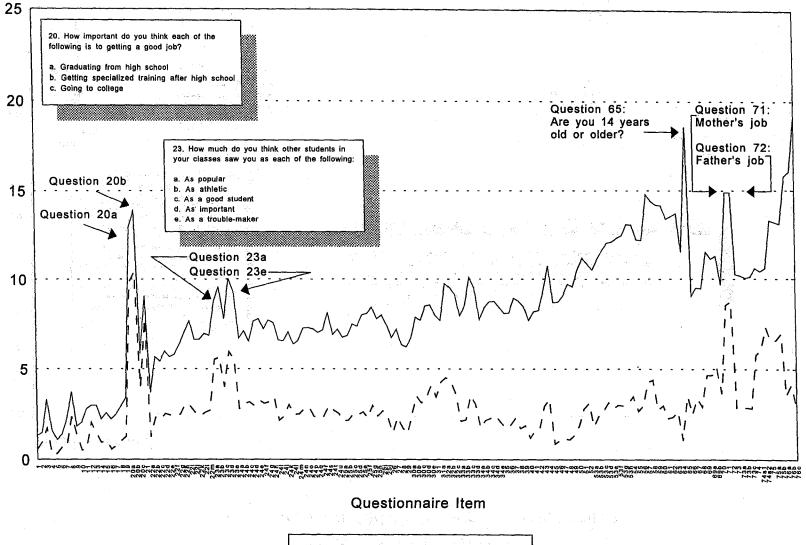
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EXHIBIT D.1a

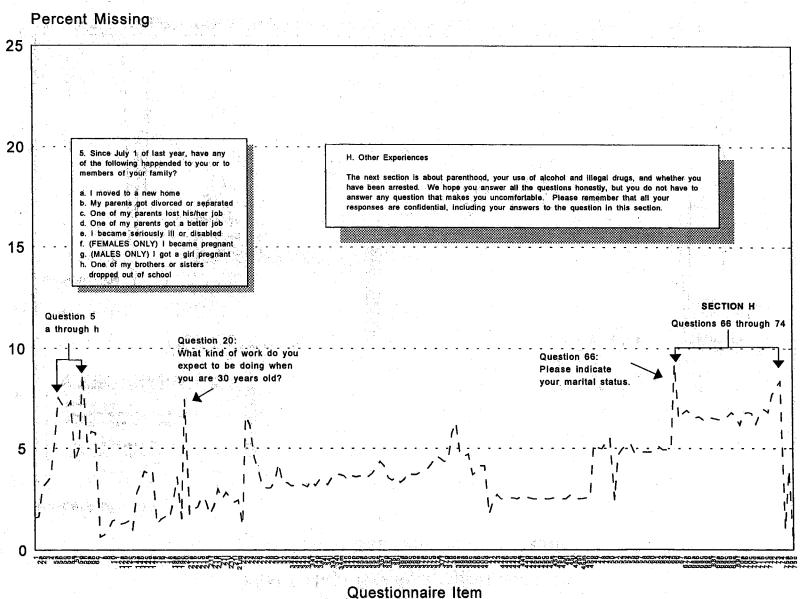
Percent Missing



--Targeted --Restructuring

EXHIBIT D.1b

ITEM MISSING RATES First Cohort Targeted Follow-up Questionnaires



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EXHIBIT D.3

		Percent of	Baseline Questionnaire Items	3		
Item Completion Rate	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

DISTRIBUTION OF BASELINE QUESTIONNAIRE ITEM COMPLETION RATES (Restructuring Projects)

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.

^aThe 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)

				Perc	ent 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.

^aThe 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)

						·		e ^{nt} s	1975
		Middle S	School			High	Schoo	4 (1) (1)	9 19
	\$DD4	AP	NELS 8t	h Graders	SDDA	P		NELS 10	th 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	·	<u> </u>			
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	22
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		્ર14.7	71.7
Sample Size ^c	803	802	24,599	5,079	885	694	. •	17,544	2,356

EXHIBIT 9.2 STUDENT RISK FACTORS

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

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^aSDDAP definition is based on Public Assistance receipt while NELS definition is based on family income reported by parents.

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^bSDDAP and NELS definitions differ slightly for this variable.

^cSample sizes may vary due to item nonresponse.

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EXHIBIT 9.3

TEST SCORES AND GRADES

	· · · · · · · · · · · · · · · · · · ·			
		Tes	t 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.

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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

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			i j				S., 18	·	
		Middle	Schoo	əl			High Sch	ool	
	SDDA	AP	9 	NELS 8th	Graders	SDD.	4 P	NELS 10	th Graders
· ·	Restructuring Schools	Targeted Schools		National Sample	At-Risk Students	Restructuring Schools	Targeted Schools	National Sample	At-Risk Students
low Far Student Would Like to Get in School									
ess than High School	2.5	1.3		1.5	3.8	1.7	3.4	0.6	1.9
ligh School Only	14.4	18.1		10.5	18.9	17.9	31.3	9.5	18.5
ocational School	5.2	5.7	1.	9.4	12.5	9.7	19.8	12.5	19.2
ome College	4.6	4.5	1	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
Fraduate Degree	34.3	32.1		22.7	15.6	24.3	10.3	27.4	18.3
							1998 - 1997 1997 - 1997		
certainty of Graduating from High School							n an an l Tana an an an An an		
ery Sure	64.1	65.3		82.5	72.8	73.9	53.1	86.3	79.3
robably	32.5	30.3		15.7	22.8	22.2	32.3	12.1	17.3
robably Not	2.7	2.9		1.1	2.6	2.8	9.8	0.7	1.6
urely Not	0.8	1.5		0.7	1.8	0.9	4.8	0.9	1.8
							6.00 5.5	2 2	
Certainty of Pursuing Education Beyond High			345 		a na A na				
'ery Sure	56.4	57.7	· · ·	61.4	48.6	54.5	49.9	62,4	46.2
robably	34.4	31.9		29.1	34.8	36.2	35.1	28.2	37.0
robably Not	6.4	7.8		6.8	12.0	7.8	12.7	6.9	11.5
urely Not	2.8	2.7		2.8	4.7	1.6	2.3	2.5	5.3
tudent Perception of the Amount of Education			ert.				All and a second se		
heir Parents Want Them to Get ^a			731	ji q					
ess 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	0	0.7 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
ome College	1.9	2.4	4	10.2	14.2	1.2	3.3	14.7	14.0
College Degree	30.2	32.2	\mathcal{A}_{i}	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

EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS

EXHIBIT 9.4 (continued)

(1,1,1)

		Middle Sch	ool			High Scho	loc	1
	SDDA	<u>.</u> Р	NELS 8tl	h Graders	SDDA	4P	NELS 10t	h Graders
	Restructuring Schools	Targeted Schools	National Sample	At-Risk Students	Restructuring Schools	Targeted Schools	National Sample	At-Risk Students
		1.4			: **		· · · · · · · · · · · · · · · · · · ·	194 -
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

 $\sim 10^{10}$

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

^aThese figures reflect the highest educational attainment hoped for by the mother and the father combined.

^bSample sizes may vary due to item nonresponse.

Intensive Enrichment*Supplemental*Intensive EnrichmentSupplemental*MAT6: Reading Math29.8 Group25.0 GroupMAT6: Reading Gain Math Gain29.8 G.9 27.3 **25.0 GroupMath SESAT: Reading Gain Math Math Gain1.0 O.7 4.10.7 GroupSESAT: Reading Gain Math Math Gain34.4 39.4 **39.4 ** 39.4 **Math Math Gain34.4 39.4 **In-School Outcomes4.0 4.1In-School OutcomesPercent of Days Absent 20 Days Absent26.7 40.940.9 19.629.4 29.428.7 28.1Suspended During Year attendance warning to parents regarding attendance to office for academics to office for academics definits attendance29 29 29 29Warning to parents regarding behavior29 2929 29	Group 		High School Alternative GED ^a Treatment Control Group Group	Transition Program ^a Treatment Control
Group Group <t< th=""><th>Group </th><th></th><th></th><th>Treatment Control</th></t<>	Group 			Treatment Control
MAT6: 29.8 25.0 Math 36.9 27.3 ** Reading Gain 1.0 0.7 Math Gain 1.0 0.7 Math Gain 1.0 0.7 Math Gain 1.2 4.1 SESAT: 34.4 39.4 ** Math 34.4 39.4 ** Math Gain 4.0 In-School Outcomes 4.0 -1 In-School Outcomes 4.0 28.1 Suspended During Year 10.9 19.6 29.4 28.7 Disciplinary Incidents:			Stork Stork	Group Group
Reading 29.8 25.0 Math 36.9 27.3 ** Reading Gain 1.0 -0.7 Math Gain 1.2 -4.1 SESAT: 34.4 39.4 ** Math 34.4 39.4 ** Math 34.4 37.1 Reading Gain Math Gain Math Gain In-School Outcomes Percent of Days Absent 26.7 40.9 27.8 28.1 Suspended During Year 10.9 19.6 29.4 28.7 Disciplinary Incidents: 69 70 Sent to office for behavior 26 22 Warning to parents regarding 29 29 Warning to parents regarding	- -			
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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 -5.2 -4.1 Math Gain n-School Outcomes r-School Outcomes <td></td> <td> ·</td> <td></td> <td></td>		·		
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pent More than 3 Hours a Week	22 25		65 10 10	
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	1	Middle	School	т.,	$r_{M_{\rm eff}}$	2.19	High So	chool		
	Intens Enrich		Supplem	ental ^a	Alterna High So		Alterna GEJ		Transi Progr	
la general de la seconda d Seconda de la seconda de la	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:				- .				F	44	20
At least college degree	78	83	70	74	52	45	. 33	55 **	41	29 9
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:		نه د	15	42	44	41	53	38	42	52
Lower third	37	45	45	42	44	41			31	33
Middle third	33	26	29	31	27	35	25 22	31 31	27	35 15
Upper third	31	30	26	27	28	24		51	21	13
and the second second second second second second							ţ			
School Perceptions										
										**
School Climate:			52	48	39	42	44	34	23	46
Lower third			27	48 32	34	37	31	26	25	34
Middle third			27	32 20	27	21	25	20 41	52	20
Upper third			21	20	21	21	43	71	52	20
School Problems:	•			•• . ••	1. m. 1997 1. ž. 1. j.		a an			**
Lower third			7	6	26	24	40	40	60	24
Middle third			23	27	38	35	29	30	24	35
Upper third		<u></u>	70	67	36	41	31	31	16	41
								······································		
Receipt of School Services				20	24	21	· · · · · · · · · · · · · · · · · · ·	44	33	16 *
Special classes	·		41	39	34	31	41		23	9*
Tutor			38	37	32	17 **	26	39 22	23 39	36
Personal counseling	·		42	33 **	26	31.	45	32		
Career counseling			37	26 **	42	40	51	44	65	20 ** 4 **
Parent counseling			21	15 *	20	14	16	11	26	
Other counseling			40	37	27	26	38	26	44	27
Mentoring			47	43	29	42 **	30	26 5 **	36 15	35 10
Referral to social services			23	17 *	17	15	28	ら 不不	15	10

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	1.0	- A. J. C.	- N. S	 4.1.1.1	1.4			

		Middle Sc	hool				High Se	chool	1999 1999 1999	
	i Intens Enrichn		Supplem	ental ^a	Alterna High So		Altern	ative D ^a	Transi Progra	
	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group
Parents' School Involvement					i i i i i i i i i i i i i i i i i i i		· · · · · · · · · · · · · · · · · · ·		· · · · · · · · · · · · · · · · · · ·	
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		<u> </u>	50	49	31	25	25	28	16	27
						20	, 2 0		••	27
Out-of-School Outcomes										
				1						
Pregnancy:										
Female	2	3	3	3	20	18	33	11 **	28	16
Male (got female pregnant)	2	1	. 4	2	20 11	10	21	24	28 21	.7 *
(Ber termie bregimit)	2		7	,		10	21	24	21	1
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 **
стана и	. 4 .					51	••	55	-	57
Going Out for Fun >3				- 1			14		· · ·	14
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
		1.12					,			
Drank Alcohol During Previous Month ^e	14	12	31	35	47	46	41	43	54	55
					1					
Used Illegal Drugs During Previous Month ^e	10	4	13	14	23	28	24	9**	28	18
Arrested During Previous Year ^e	10	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.

^aIntensive 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.

^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.

^cTest 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.

^dThe base for percent of time absent is the number of days enrolled in school.

^eItems 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.

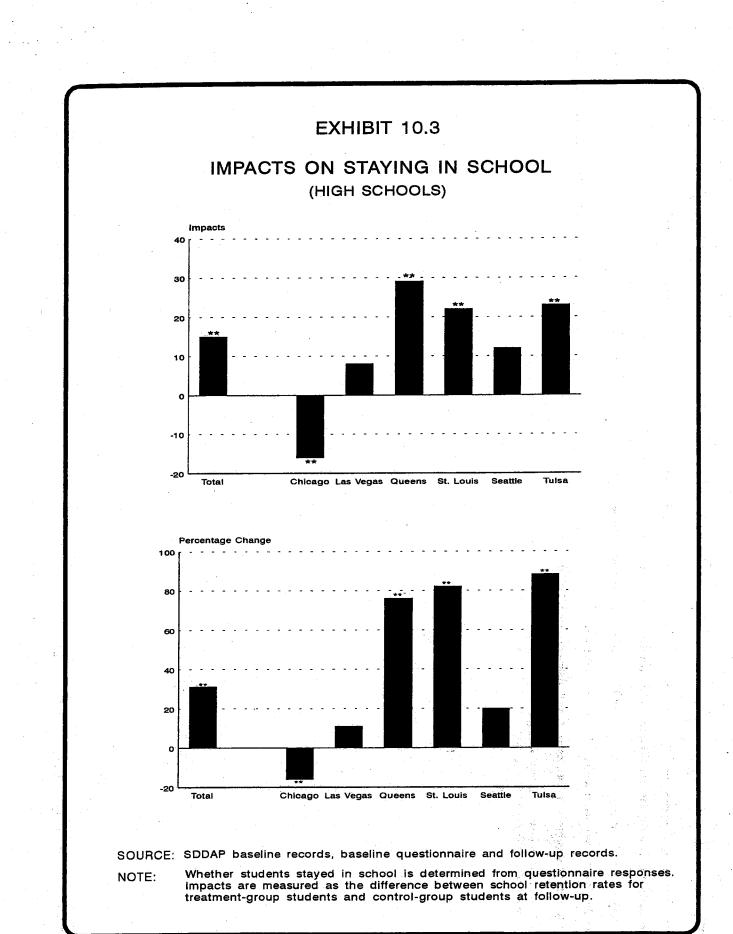


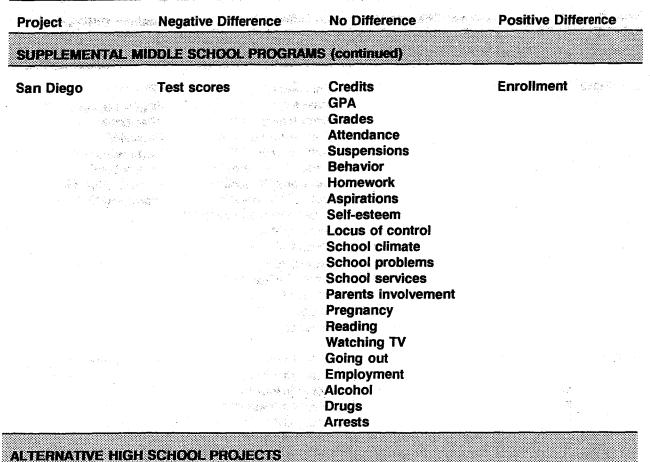
EXHIBIT 10.4

SUMMARY OF IMPACTS IN TARGETED PROJECTS

Project	Negative Difference	No Difference	Positive Difference
INTENSIVE ENR	ICHMENT MIDDLE SCHOOL	PROJECTS	
Flint		Enrollment	Attendance
		Credits	
	and a second	GPA	
		Grades	
		Suspensions	
	e e e e e e e e e e e e e e e e e e e	Aspirations	
	1. 198 (1		
		Locus of control	
		Reading	
Newark ^a		Going out	
SUPPLEMENTAL	MIDDLE SCHOOL PROGRA	MS	
lbuquerque		Enroliment	Behavior
		GPA	School services
and the second of the			
	£ran san san san san san san san san san s	Test scores Attendance	10 m
		Suspensions	- 319 ·
		Homework	
		Aspirations	
		Aspirations Self-esteem	
	and the state of t	Aspirations Self-esteem Locus of control	
	n an the Argan Argan Argan Argan Arg	Self-esteem	
	a sector de participantes de la sector de la s Sector de la sector d Sector de la sector d	Self-esteem Locus of control School climate School problems	
	a sector de participantes de la sector de la s Sector de la sector d Sector de la sector d	Self-esteem Locus of control School climate School problems Parents involvement	
	anda Angalan An State An State An State Managara An State An State	Self-esteem Locus of control School climate School problems Parents involvement Pregnancy	· ·
	ander ander Son State Son State Stat	Self-esteem Locus of control School climate School problems Parents involvement Pregnancy Reading	•
	a de la companya de l Seconda de la companya de la company Seconda de la companya de la company Seconda de la companya de la companya Seconda de la companya de la companya Seconda de la companya	Self-esteem Locus of control School climate School problems Parents involvement Pregnancy Reading Watching TV	
	a de la companya de l de la companya de la c de la companya de la co de la companya de la co de la companya de la de la companya de la de la companya de la companya de la companya de la comp	Self-esteem Locus of control School climate School problems Parents involvement Pregnancy Reading Watching TV Going out	
· · ·		Self-esteem Locus of control School climate School problems Parents involvement Pregnancy Reading Watching TV Going out Employment	· · · · · · · · · · · · · · · · · · ·
		Self-esteem Locus of control School climate School problems Parents involvement Pregnancy Reading Watching TV Going out Employment Alcohol	
•		Self-esteem Locus of control School climate School problems Parents involvement Pregnancy Reading Watching TV Going out Employment Alcohol Drugs	

-

Project	Negative Different	ence N	lo Difference	Positive Difference
SUPPLEMENT	AL MIDDLE SCHOOL F	ROGRAMS (continued)	
Long Beach		Ē	nrollment	Credits
n na se en gente grige gente de la second	n di bart menerangkan di menerangkan di bartan dari		PA	Test scores
1. Salah sekara	Algersteine - Elle	en de stêre re <mark>G</mark>	irades	Angle · · · · · · · · · · · · · · · · · · ·
		A second second second	ttendance	
			uspensions	
		a,	lehavior	
			lomework	
			spirations	
		ter en state en S		
			ocus of control	
			chool climate	
			chool problems	
			chool services	
	the second second second second	a second s	arents involvement	aya" ang
		F	leading	
			Vatching TV	1999 - Balander I. Harrison, and an anna 1999 anna 1999. Bhanna anna an anna anna anna anna anna
	an a		ioing out	
1 <u>1</u> .		and the state of t	mployment	
الالاية والألي الماري والم	s e é gyra tais			
Rockford	Watching TV	on sen else stag≇ ⊟		School services
				Pregnancy (male)
		G		
		n an airte an an G		
		i chesta i		
		Area and A		
			uspensions	
		961 (** 46.174 8 119		
		es a activ		
				•
	e de la companya de l	Second S	en-esteem ocus of control	
			DEUS OF CONTON	
		s S	chool climate	
		S S	chool climate chool problems	
		S S P	chool climate chool problems arents involvement	
		S S B B B	chool climate chool problems arents involvement eading	
		S S P R G	chool climate chool problems arents involvement eading oing out	·
		S S P R G G	chool climate chool problems arents involvement eading oing out mployment	
		S P R G S C A	chool climate chool problems arents involvement eading oing out mployment lcohol	
		S B G E A D	chool climate chool problems arents involvement eading oing out mployment lcohol rugs	
		S B G E A D	chool climate chool problems arents involvement eading oing out mployment lcohol	· · ·



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

그는 그는 것이 말했다.

Credi Math Susp Self-e Locus Schoo Schoo Paren Pregn Readi Going Emplo Alcoh Drugs Arrest Math Susp Behax Home Aspira Self-e Locus Schoo S		
Credi Math Susp Self-e Locus Schoo Schoo Paren Pregn Readi Going Emplo Alcoh Drugs Arrest Math Susp Behax Home Aspira Self-e Locus Schoo S		
Credi Math Susp Self-e Locus Schoo Schoo Paren Pregn Readi Going Emplo Alcoh Drugs Arrest Math Susp Behax Home Aspira Self-e Locus Schoo S	nent	GPA CARA
Math Susp Self-e Locus Schoo Paren Pregn Readi Going Emple Alcoh Drugs Arrest Math Suspe Behax Home Aspira Self-e Locus Schoo	-	English grade
Susp Self-e Locus Schoo Paren Pregn Readi Going Emplo Alcoh Drugs Arrest Math Suspe Behax Home Aspira Self-e Locus Schoo Scho	•	Attendance
Self-e Locus Schoo Paren Pregn Readi Going Emplo Alcoh Drugs Arrest Math Suspe Behax Home Aspira Self-e Locus Schoo Scho		Behavior
Locus Schoo Paren Pregn Readi Going Emple Alcoh Drugs Arrest Seattle Credit Englis Math Suspe Behav Home Aspira Self-e Locus Schoo Scho Sch		Homework
Schoo Paren Pregn Readi Going Emple Alcoh Drugs Arrest Seattle Credit Englis Math Suspe Behav Home Aspira Self-e Locus Schoo Scho Sch		Aspirations
Schoo Paren Pregn Readi Going Emple Alcoh Drugs Arrest Seattle Credit Englis Math Suspe Behav Home Aspira Self-e Locus Schoo Scho Sch		School climate
Paren Pregn Readi Going Emplo Alcoh Drugs Arrest Seattle Credit Englis Math Suspe Behav Home Aspira Self-e Locus Schoo Scho Sch		Watching TV
Pregn Readi Going Emplo Alcoh Drugs Arrest Seattle Credit Englis Math Suspe Behav Home Aspira Self-e Locus Schoo Scho Sch	s involvement	Watching IV
Readi Going Emplo Alcoh Drugs Arrest Seattle Credit Englis Math Suspe Behax Home Aspira Self-e Locus Schoo Scho Sch		
Going Emplo Alcoh Drugs Arrest Seattle Credit Englis Math Suspe Behav Home Aspira Self-e Locus Schoo Schoo Schoo Paren Pregn Readit Watch Going Emplo		
Emplo Alcoh Drugs Arrest Seattle Credit Englis Math Suspe Behav Home Aspira Self-e Locus Schoo Schoo Schoo Paren Pregn Readit Watch Going Emplo		
Alcoh Drugs Arrest Seattle Credit Englis Math Suspe Behav Home Aspira Self-e Locus Schoo Schoo Schoo Schoo Paren Pregn Readit Watch Going Emplo		· •
Seattle Credit Englis Math Suspe Behav Home Aspira Seif-e Locus Schoo Schoo Schoo Parem Pregn Readit Watch Going Emplo		
Seattle Credit Englis Math Suspe Behav Home Aspira Self-e Locus Schoo Sc		
Seattle Credit Englis Math Suspe Behav Home Aspira Self-e Locus Schoo Schoo Schoo Paren Pregn Readit Watch Going Emplo		
Seattle Credit Englis Math Suspe Behav Home Aspira Self-e Locus Schoo Sc		
Englis Math Suspe Behav Home Aspira Self-e Locus Schoo Schoo Schoo Paren Pregn Readii Watch Going Emplo		
Math Suspe Behav Home Aspira Self-e Locus Schoo Schoo Schoo Paren Pregn Readii Watch Going Emplo		Enrollment
Suspe Behav Home Aspira Self-e Locus Schoo Schoo Schoo Paren Pregn Readii Watch Going Emplo	i grade	GPA
Suspe Behav Home Aspira Self-e Locus Schoo Schoo Schoo Paren Pregn Readii Watch Going Emplo		
Behav Home Aspira Self-e Locus Schoo Schoo Schoo Paren Pregn Readii Watch Going Emplo		
Aspira Self-e Locus Schoo Schoo Paren Pregn Readii Watch Going Emplo		
Aspira Self-e Locus Schoo Schoo Paren Pregn Readii Watch Going Emplo	<i>i</i> ork	2. A second sec second second sec
Self-e Locus Schoo Schoo Paren Pregn Readii Watch Going Emplo	ions	er son de la company de la
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Schoo Schoo Schoo Paren Pregn Readiu Watch Going Emplo	of control	
Schoo Schoo Paren Pregn Readii Watch Going Emplo	climate	
Schoo Paren Pregn Readi Watch Going Emplo	problems	•••
Paren Pregn Readi Watch Going Emplo	services	
Pregn Readi Watch Going Emplo		
Readii Watch Going Emplo		
Watch Going Emplo		
Going Emplo		
Emplo		
		· · ·
Aicoh		
Drugs		
Arrest		
	e de la companya de l	*

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Project	Negative Difference	No Difference	Positive Difference
ALTERNATIVE GE	D PROJECTS		
Queens	Watching TV	Behavior	Enrollment
duceno		Homework	School services
		Asnirations	and the subscription of the sould be
and the property of the second s	Martin Construction of the second science of the South Pro- South South Sout	Self-esteem	n nel 1000 n
the weather the set of the		Locus of control	
•		School climate	· · · · ·
		School problems	
		Parents involvement	
· 		Pregnancy	
		Reading .	
		Going out Employment	and the second
		Alcohol	
		Drugs	
		Arrests	
			v
St. Louis	Aspirations	Behavior	Enrollment
	Locus of control	Homework	School services
	School climate	School problems	(referrals)
	School services	Parents involvement	Going out
1. see	(classes, tutors)	Reading	
n an	Pregnancy (female)	Watching TV	and the second sec
	Drugs	Employment	$\sum_{i=1}^{n-1} f_i = \sum_{i=1}^{n-1} f_i $
27 M 2 M		Alcohol	e de la Carlo d
		Arrests	
RANSITION PROJ	ECTS		
		Crades	Enrollment Credits
ulsa	Pregnancy (male)	Grades	
ulsa	Pregnancy (male)	Suspensions	GPA
ulsa	Pregnancy (maie)	Suspensions Homework	GPA Behavior
ulsa		Suspensions Homework Aspirations	GPA Behavior School climate
Tulsa		Suspensions Homework Aspirations Self-esteem	GPA Behavior School climate School problems
`ulsa		Suspensions Homework Aspirations Self-esteem Locus of control	GPA Behavior School climate School problems School services
	Pregnancy (maie)	Suspensions Homework Aspirations Self-esteem Locus of control Parents involvement	GPA Behavior School climate School problems
'ulsa 		Suspensions Homework Aspirations Self-esteem Locus of control Parents involvement Reading	GPA Behavior School climate School problems School services
`ulsa		Suspensions Homework Aspirations Self-esteem Locus of control Parents involvement Reading Going out	GPA Behavior School climate School problems School services
		Suspensions Homework Aspirations Self-esteem Locus of control Parents involvement Reading Going out Employment	GPA Behavior School climate School problems School services
		Suspensions Homework Aspirations Self-esteem Locus of control Parents involvement Reading Going out Employment Alcohol	GPA Behavior School climate School problems School services
iulsa		Suspensions Homework Aspirations Self-esteem Locus of control Parents involvement Reading Going out Employment Alcohol Drugs	GPA Behavior School climate School problems School services
		Suspensions Homework Aspirations Self-esteem Locus of control Parents involvement Reading Going out Employment Alcohol	GPA Behavior School climate School problems School services
		Suspensions Homework Aspirations Self-esteem Locus of control Parents involvement Reading Going out Employment Alcohol Drugs	GPA Behavior School climate School problems School services
		Suspensions Homework Aspirations Self-esteem Locus of control Parents involvement Reading Going out Employment Alcohol Drugs	GPA Behavior School climate School problems School services

EXHIBIT 10.5

SUMMARY OF IMPACTS IN TARGETED PROJECTS (by outcome)

an a	an a		
Outcome	Negative Difference	No Difference	Positive Difference
Enroliment	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	
Reading and Math Test Scores	San Diego (reading)	Albuquerque Rockford	Long Beach (math)
Attendance	n an	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

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Outcome	Negative Difference	No Difference	Positive Difference
Homework		Albuquerque Chicago Queens Long Beach Rockford San Diego Seattle St. Louis Tulsa	
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	

이 수영에 선물을 수 있다. 이 가지 않는 것이 가지 같은 것이 같이 있다. 것이 있는 것이 가

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	Tuisa
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

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April 27, 1994

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EXHIBIT 10.5 (continued)

لللأر

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	en e	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:

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

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SUMMARY OF IMPACT FINDINGS FOR STUDENTS IN RESTRUCTURING PROJECTS

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ANALYSIS

eastaiv -

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

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- Downward trend in GPA, no impact
- Upward trend in absenteeism, no impact

No. A character a later raise was

EXHIBIT 11.2

(IIIII)

机管理

STUDENT CHARACTERISTICS AT RESTRUCTURING AND COMPARISON SCHOOLS

			· · · · · ·					
		Philac	lelphia			Grand	Rapids	
	Middle	Schools	High S	chools	Middle	Schools	High So	chools
	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								
		<i></i>	17.1	47.0	57.3	30.5 **	48.1	53.6
Male	52.7	54.4	47.1	47.9	57.3	30.5	40.1	55.0
	<u>1</u>					17 L 		29 A
Race/Ethnicity								
	· · · · ·					*	55 Y	**
Black (Non-Hispanic)	91.5	94.4	94.2	96.7	55.3	43.2	55.6 34.8	41.6 51.6
White (Non-Hispanic)	0.8	0.5	·····		33.2	41.7		
Hispanic	0.8	0.9	1.0	1.7	4.3 7:2	4.0	4.3 5.4	1.8 5.0
Other ^a	7.0	4.2	4.9	1.7	1.2	11.1	5.4	5.0
Household Composition		•						
			- -		07.0	30 7	14.6	20.5
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 7.0	13.9 3.6
Father/Stepfather Only	21.1	14.4	12.6	13.5	7.6	10.1		
No Adults	3.1	0.9	3.9	5.0	2.4	5.1	36.6	39.0 4.0
Other	43.8	54.5	62.1	50.4	40.8	37.3	2.2	4.0
Mother's Education		े ब्रे					a a taran a sa taran a Taran a sa taran a sa ta	*
I are then I lick (I at a st	10.5		160	15.8	11.3	10.4	4.0	8.5
Less than High School	10.5 32.4	12.1 28.5	16.3 39.5	26.3	24.6	22.4	29.7	37.7
High School Degree/GED Some College	32.4 13.3	28.5 11.5	39.5 18.6	26.3 15.8	24.6	7.1	16.6	17.9
College Degree	13.3 8.6	11.5	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
	20.0	4.1.1	10.5		22.0			

)

		Philadelphia					Grand	1 Rapids	
		Middle	Schools	High So	chools	Middle S	Schools	High S	chools
		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
Νο		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
이가 가지 않아왔다. 가지 가지 않는 것이다. 		•			· · .				÷
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									
			**				an da	30 Å	00 F
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 32.7
Lower Third		45.6	29.7	39.3	37.2	37.4	37.7	28.1	32.1
Ever Dropped Out?									
Ever Dropped Out:					**				
Yes				15.4	7.8	 : .	an a	2.3	2.4
No			·	53.9	76.6		Alexandra da series Alexandra da series	96,5	97.1
Not Asked	1 A.	·		30.8	15.6	. 	•	1.2	0.5
and the second	and the second	این از میکند. این این میکند. آلیوندگان معروفی دروند							
						· · · ·			
GPA During Baseline Year				3.					**
0.00 to 1.00		<u></u>	- <u>1</u> 21 - 1	. <u> </u>	·	-		6.0	16.4
1.01 to 2.00								28.8	35.2
2.01 to 2.50				an An the sector	·	-		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		a shi a ta <u>ta</u> shi a	1997 - 199 <u>1</u> - 1997			a 117 - 117 - 117 - 117 - 117 - 117 - 117 - 117 - 117 - 117 - 117 - 117 - 117 - 117 - 117 - 117 - 117 - 117 - 1		12.0	6.9
(Mean)								2.4	2.1 **

2

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 1.6 1.6 90 to 81 1.2 0.0 11.0 9.9 21.3 7.5 35.8 3.4 80 to 71 13.1 9.0 35.7 34.0 30.0 40.2 24.0 47.9 28.6 70 to 61 20.5 29.2 30.3 31.3 29.5 34.3 12.6 36.9 60 to 50 44.9 20.1 19.1 31.3 6.6 38.2 1.6 16.7 Less than 50 15.4 3.9 6.8 0.0 0.8 0.0 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 ** 7.4 0.0 0.0 90 to 81 0.0 12.4 18.0 12.8 23.8 32.0 17.5 12.1 11.3 80 to 71 48.8 38.3 41.7 22.8 34.4 54.7 23.1 30.0 70 to 61 26.5 29.9 36.1 19.7 24.3 24.7 47.3 32.5 60 to 50 14.2 10.8 (--9.4 29.2 6.6 3.1 13.2 17.5 Less than 50 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 ** Teachers Are Willing to Help Students 40.5 33.6 49.8 47.6 41.1 60.1 ** 83.3 91.2 ** Schools Expects Students to Work Hard 84.0 80.7 91.2 95.7 * 86.5 84.7 88.1 93.5 ** My Classes Make Me Think 87.2 93.5 96.6 91.8 ** 93.5 69.7 88.0 82.3 ** My Classes are Interesting 67.1 72.5 85.4 86.5 72.6 70.9 85.0 ** 79.7 * People Care About me Here 57.5 65.5 74.9 79.9 50.8 55.2 70.6 Students Who Break the Rules Get Into Trouble 70.8 57.7 64.2 80.0 80.5 64.9 80.2 ** 72.0 83.9 ** 60.0 73.1 * I Feel Safe Here 83.0 89.4 * 74.3 38.5 74.5 56.2 ** 36.0 44.9 76.4 76.2 68.9 75.0

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	Middle	Schools	High So	chools	Middle	Schools	High So	chools
	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison	Restructuring	Comparison
Percentage of Students Reporting that the Following are Moderate or Serious Problems								
Students Not Doing Homework Students Talking Back Students Cutting Class Students Skipping School Students Using Alcohol Students Using Drugs Students Stealing Students Making Threats Students Engaging in Vandalism Students Fighting	61.3 83.3 85.7 82.4 56.9 51.7 66.1 74.8 72.9 79.3	58.4 77.6 64.8 ** 70.5 ** 50.3 52.0 58.2 76.9 65.2 76.0	65.2 71.8 85.5 82.6 73.1 81.2 74.3 83.8 72.1 68.6	67.3 72.9 81.3 75.7 58.5 * 66.0 ** 50.5 ** 74.5 52.9 ** 72.4	48.8 69.8 65.8 61.6 43.3 43.3 54.7 63.7 53.0 64.9	56.7 75.6 62.5 65.4 41.3 42.0 61.2 74.8 ** 54.3 76.4 **	68.5 73.4 73.9 76.6 59.2 54.9 57.1 63.9 51.4 62.3	70.9 65.6 * 77.7 73.2 57.7 45.2 * 43.4 ** 54.8 * 35.3 ** 52.0 **
Sample Size ^d	131	221	124	105	222	216	192	226
"是一个意义,不能一个任何事。""你,不是 知道 的我们,我还								
		n an						
			an an Angeland Ngang taon		· · · · · · · · · · · · · · · · · · ·			

	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					π.			
Male	52.9	53.3	50.2	50.9	48.9	43.6	56.9	52.9
								Х.,
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
	5.2	1.5	1.5	1	0.1			
Household Composition								
		**		**		1		**
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
			. 4					
Mother's Education					ţ,			•
		**			N			
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

	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	an a			a the second		1 T 4		
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 **
tudents 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.

^aIncludes Asian, Native American, and "Other."

^bIndex 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.

^cIndex 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.

^dSample 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.

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

nang na sa			Philad	elphia					Grand	Rapids		
		Middle So	chool		High Sch	nool		Middle So	chool		High Sch	ool
	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								į.		,		
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 °	2.1	2.3	-0.2
Mean Credits Earned					<u></u>		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											2	
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	2.4 2.2	-2.0	4.4 6.7 **	-0.4 -3.4	-0.4 0.5	-3.9	-8.0	-0.4 -7.1	-0.9	-2.5	1.4	-0.8
Sample Size ⁵	131	221	· · · · · · · · · · · · · · · · · · ·	124	105	· · · · · · · · · · · · · · · · · · ·	222	216		192	226	

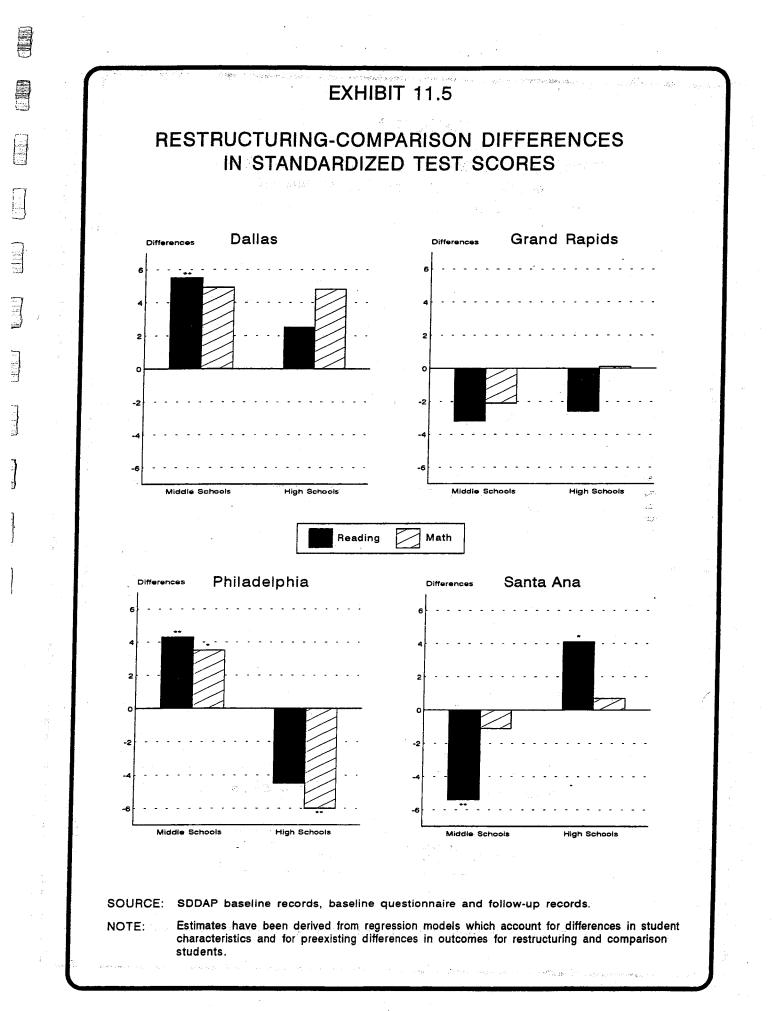
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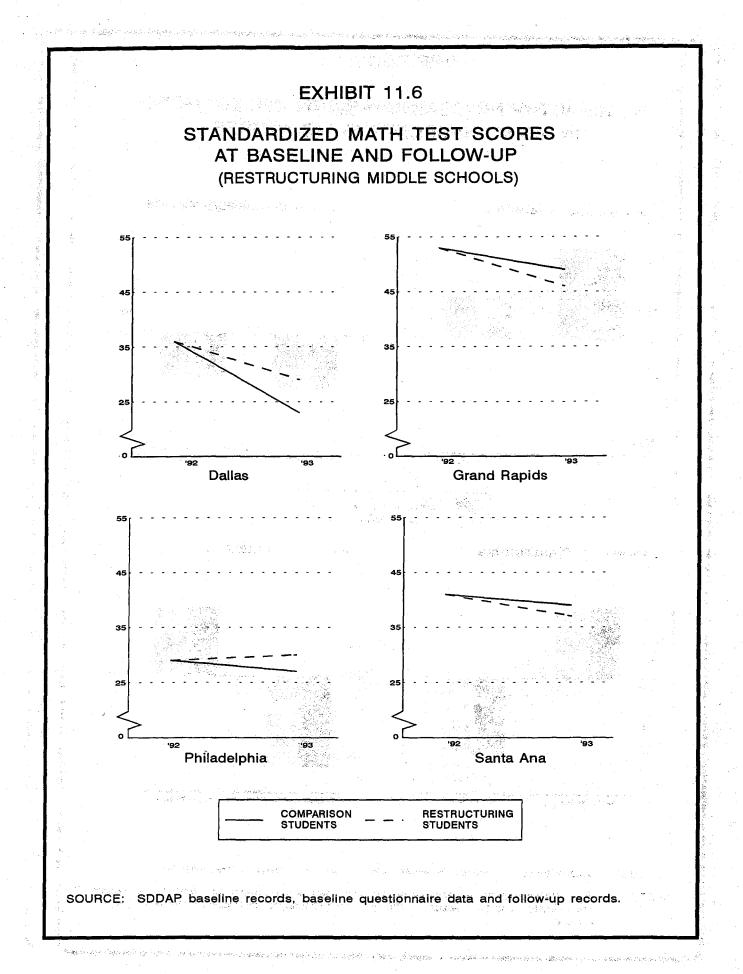
SUMMARY OF STUDENT OUTCOME DIFFERENCES IN RESTRUCTURING PROJECTS

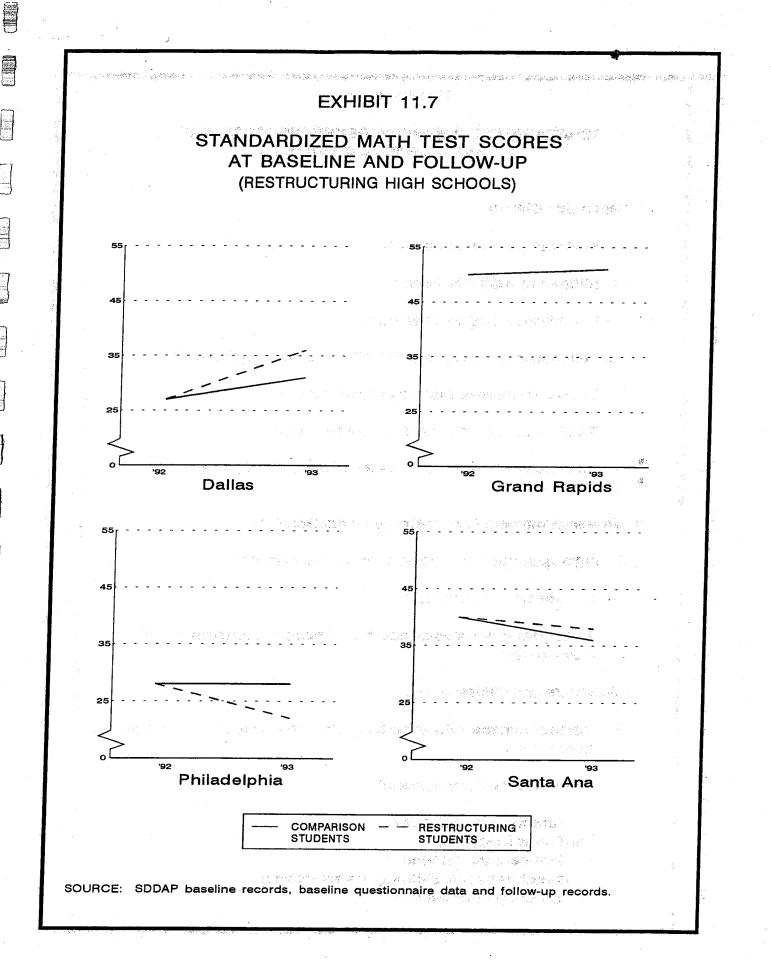
District and School Level	Negative Outcome Difference	No Outcome Difference	Positive Outcome Difference	Not Available
Santa Ana				
Middle School	Reading scores Reading gains	GPA Math scores Math gains Absenteeism	Fewer dropouts Credits earned	Math grade English grade
ligh School	More dropouts	GPA credits earned Math scores Reading and math gains	Reading scores Absenteeism	Math grade English grade
Frand 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	
'hiladelphia				
Aiddle School	Reading grade	Math grade Enroliment 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
ligh School		GPA Reading and math grade Credits earned Reading and math scores Reading and math gains Absenteeism		Enrollment

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.

^aThese items were adjusted only for differences in student characteristics. Baseline values were not available.







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CHARACTERISTICS AND PERCEPTIONS OF TEACHERS (RESTRUCTURING SCHOOLS)

"能力的是"教育学校"的问题,在自己的"中国"的问题。

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)

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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

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Middle SchoolMiddle SchoolHigh SchoolCity High SchoolMiddle SchoolMiddle SchoolHigh SchoolH				tan Mari	e in Ope		4- 	Philade	lphia				Grand]	Rapids		Pł	noenix
tementchers Plan the Curriculum Collaboratively in this School chers Agree About the Instructional Goals of this School chers and the School are Effective Teaching Activation33.3 23.843.6 63.226.034.739.139.034.339.649.561.7Activation ActivationGalas of this School (hers in this School are Interested in More Effective Teaching as from Various Community Groups are Sought to Help Solve as from Various Community Groups are Sought to Help Solve 						Mi	idie	Middle	High	City High		Middle	Middle	Hills High	High	High	
chers Agree About the Instructional Goals of this School chers in this School are Interested in More Effective Teaching (ethods as from Various Community Groups are Sought to Help Solve 'roblems in this School Support the Goals for School mprovement 22.8 63.2 26.0 34.7 39.1 39.0 34.3 39.6 49.5 61.7 Streachers in this School are Interested in More Effective Teaching troblems in this School Support the Goals for School mprovement 72.7 86.8 56.9 66.2 46.7 69.1 68.6 70.8 80.2 58.5 st Teachers in this School Support the Goals for School mprovement 63.6 73.7 62.8 50.7 56.5 64.3 77.1 60.4 69.2 69.2 69.2 chers Frequently Share Ideas with Other Teachers at Teachers and the Principal or School Administrators in this chool 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 mber of Teachers Responding 22 39 51 77 48 42 35 48 91 94	rcent of Teachers itement	s Who Agr	ee or Stron	gly Agree with	the											ang	
dethods 72.7 86.8 56.9 66.2 46.7 69.1 68.6 70.8 80.2 58.5 as from Various Community Groups are Sought to Help Solve 31.8 29.0 35.3 29.3 34.8 26.2 51.4 41.7 55.0 55.3 st Teachers in this School 31.8 29.0 35.3 29.3 34.8 26.2 51.4 41.7 55.0 55.3 st Teachers in this School Support the Goals for School 63.6 73.7 62.8 50.7 56.5 64.3 77.1 60.4 69.2 69.2 69.2 69.2 69.2 69.2 69.2 69.2 69.2 69.2 69.2 69.2 69.2 69.2 69.3 42.2 61.0 55.9 53.2 68.1 73.4 st Teachers and the Principal or School Administrators in this 54.6 52.6 37.3 20.0 50.0 46.3 57.1 41.3 56.7 68.1 mber of Teachers Responding 22 39 51 77 48 42 35 48 91 94	achers Agree Ab	out the In	tructional	Goals of this S	chool	2 74	76.5					. 2			39.6		
st Teachers in this School Support the Goals for School mprovement. cherts Frequently Share Ideas with Other Teachers 63.6 73.7 62.8 50.7 56.5 64.3 77.1 60.4 69.2 69.2 chers 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 14.0 55.9 55.9 55.0 14.0 55.9 55.9 55.0 14.0 55.9 55.9 55.0 14.0 55.0 14.0 55.0 14.0 55.0 14.0 14.0 14.0 14.0 14.0 14.0 14.0 14	Methods as from Various Problems in this	Communi School	ty Groups a	are Sought to I	Help Solve							n st Saint			70.8		
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 mber of Teachers Responding 22 39 51 77 48 42 35 48 91 94	Improvement achers Frequentl	ly Share Id	eas with Ot	her Teachers		63	3.6	86.8		50.7				77.1	60.4	69.2	69.2
						54	- 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 199 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997		37.3	20.0		50.0	46.3	57.1		56.7	68.1
	mber of Teacher	rs Respon				1997 - 19			51	77		48	42	35	48	91	94
						a sector a s	和"资源"的"和"资源"。 化二氯化物 化乙烯基苯基乙烯基苯基乙烯基基 化乙烯基苯基乙烯基苯基乙烯				,是我们们就能找了的考虑了了。""你说是,这些话题。" "我们就是我们就是我们就是我们的人,就是我们						

EXHIBIT 12.2

EXHIBIT 12.2 (continued)

		Dallas		n an		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								
						•	77.0	47.1
Teachers Plan the Curriculum Collaboratively in this School	51.1	41.4	15.3	45.7	49.4	61.1	//.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	05.2		07.0		00.7	01.0	25.1	
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	10.2	, ,, ,	~	1 40.40	71.0			5010
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.

J 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.

·····				·	· · · · ·	· · · · · · · · · · · · · · · · · · ·			
		Full S	ample	Phoenix	Grand	l Rapids	Philadelphia	Dallas	Santa Ana
	Full Sample	Middle School	High School	High School	Middle School	High School	Middle Hig School Scho		Middle High School School
Collaborative Climate		e al la companya de l No companya de la comp							
Unadjusted Difference ^b	08	.02	15 *	47 **	.44 **	.57 **	21 ** .45	** .36 ** -1.08 **	1704
Adjusted Difference	13	03	23 **	50 **	.34 *	.37 *	85 ** .45		1614
•		1. A.							
Academic Climate									
Unadjusted Difference	02	05	.01	.13	.14	.22	23 ** .13	.1788 **	09 .23
Adjusted Difference ^b	04	05	05	.16	01	08	-1.02 ** .16	.2265 **	07 .09
Staff Consensus	•	·							
Unadjusted Difference	07	07	.10	12	04	.20	63 ** .48	** .0689 **	.01 .57 **
Adjusted Difference ^b	.02 .01	10	.10	12	19	28	88 * .67		.07 .60 **
Augusted Difference	.01	10	.00	-,15	-,17		00 .07		.07 .00
School Management			••••						
Activities	as das sur de	a and	a e gran	and the second	a ser a contraction		1		
Unadjusted Difference	.08	.05	.10	.18	.12	03	2534	.1320	.06 .30 *
Adjusted Difference ^b	.08	.03	.14	.21	.07	.04	11 .33	05 .08	.13 .18
		and and an area							
Outside-Classroom	A Constant of the second s					•			
Activities	and the second secon			i a a a					
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			e substances and						de la construcción de la
Restructuring Schools	643	232	338	90	35	34	39 48	45 86	120 87
Comparison Schools	043 568	232 302	336 346	90 94	48	48	39 48 22 72	70 36	152 102
Comparison Schools		502	340	74	40	40		70 30	154 102

IMPACTS OF RESTRUCTURING ON STAFF OUTCOME MEASURES^a

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

^aOutcomes are scaled to have an overall mean of zero and a standard deviation of one.

^bDifferences 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.

	Negative Difference	No Difference	Positive Difference
SANTA ANA			
Middle School		Collaborative climate	
• •	с 26 с	Academic climate Staff consensus	
		School management	а. Ала
		Outside activities	an di si si an anna an a
High School	en e	Collaborative climate Academic climate	Staff consensus
		School management Outside activities	
GRAND RAPIDS			
Middle School		Academic climate Staff consensus	Collaborative climate
		School management Outside activities	
High Cabaal		Academic climate	Collaborative climate
High School		Staff consensus School	Conaporative cinnate
		management Outside activities	
PHILADELPHIA			
Middle School	Collaborative climate	School management	· · · · · · · · · · · · · · · · · · ·
	Academic climate Staff consensus	Outside activities	
ligh School		Academic climate	Collaborative climate
* • .		School management Outside activities	Staff consensus
ALLAS			
liddle School	Outside activities	Collaborative climate	:
		Academic climate Staff consensus	$e^{-\frac{2\pi i}{2}} e^{-\frac{2\pi i}{$
		School management	
igh School	Collaborative climate	School management	
-	Academic climate Staff consensus	Outside activities	n, · · ·
HOENIX			
igh School	Collaborative climate	Academic climate Staff consensus	Outside activities

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CHARACTERISTICS AND PERCEPTIONS OF PARENTS (RESTRUCTURING SCHOOLS)

Parent Involvement in Education

Involved in school-related activities

- Antonia - The Martin State

antegge Carlotta and Starta Sangta Starta Starta an

Talks with son/daughter about school activities

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- 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

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Attends PTA meetings

Impressions of School Climate

Feels their son/daughter

1.20

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

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• 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

		Phila	delphia	_		Grand	Rapids		12 <u>-</u>	Ph	oenix
		Gillespie Middle School	Sulzberger Middle School		Iroquois Middle School	Northeast Middle School	Ottawa Hills High School	Creston High School		Central High School	Camelbacl High School
ent of Respondents who Agree/Strongly Agree that	f	- 2014 - 18 Å - 19 - 17 - 17 - 1					· · ·	· · · · · · · · · · · · · · · · · · ·	-	100 100 100 100 100 100 100 100 100 100	
eople at the school think learning is important hild works hard on homework		81.8 71.4 72.7	96.9 77.0 89.7		96.1 75.0 91.0	96.8 79.2 83.0	93.1 75.0 78.9	89.0 61.6 74.7		95.5 74.4 88.9	90.2 76.2 81.0
hild likes school hild is bored at school chool keeps me well-informed		85.3 33.3 67.7	83.1 27.2 74.9		81.3 44.2 66.3	80.7 26.1 64.2	80.0 35.3 69.6	78.1 36.1 58.8		88.1 22.4 62.2	82.5 17.1 65.9
chool seems interested in the child chool is teaching students a lot chool is preparing students well for jobs		63.6 62.9	81.3 84.8		77.8 77.2	65.3 83.0	67.1 70.0	62.7 65,5		64.8 73.9	70.0 82.1
chool is a safe place chool offers kind of courses/programs I want for cl arents have enough say about how the school is ru		58.8 39.4 56.7 40.6	68.2 63.6 79.5 55.0		68.4 69.6 80.8 56.6	58.2 67.0 86.2 60.2	60.9 74.3 77.5 52.9	53.3 65.0 75.9 53.8		70.8 69.8 80.9 66.7	77.5 47.5 86.8 63.2
arents work together to help school		• 53.3	69.9		70.3	69.3	70.0	66.2		66.3	70.3
iple Size		35	168	6.8	81	99	73	88		92	44
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PARENT IMPRESSIONS OF SCHOOL CLIMATE

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EXHIBIT 13.2 (continued)

	-	·	Dall	as			Santa A	ma	
	an Bargara Arte	Comstock Middle School	Edison Middle Learning Center	Spruce High School	Pinkston High School	Restructur- ing 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	1.30	56	145	143	159	122

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

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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.

IMPACTS OF RESTRUCTURING ON PARENT OUTCOMES

		Full Sa	mple	Phoenix	Grand	Rapids	Philadelphia	Da	llas	Santa	a 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	1949 - 1949 - 204 194	a series estado				1			· .		
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						Čţ.			en de la companya de La companya de la comp		
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	en de la companya de La companya de la comp	ana ang sang sang sang sang sang sang sa		* 							
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				А. А. А. А.							
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.

^aOutcomes are scaled to have an overall mean of zero and a standard deviation of one.

^bDifferences 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.

DIFFERENCES IN PARENT RESPONSES IN RESTRUCTURING AND COMPARISON SCHOOLS

		PARENT RESPONSES IN D COMPARISON SCHOOLS	· · · · · · · · · · · · · · · · · · ·
District and Schoo	bl 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	

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