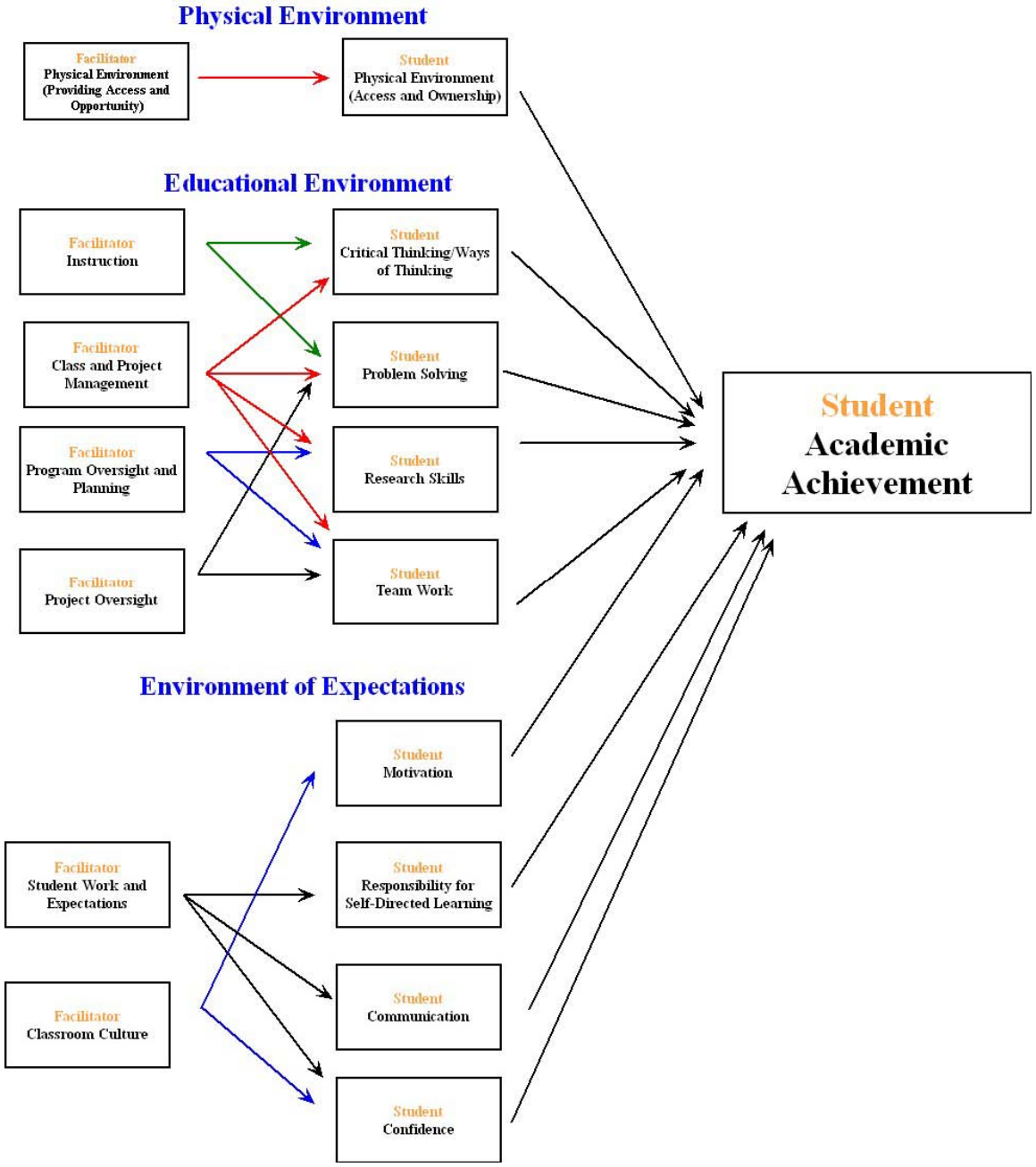
Appendix I:
EAST Logic Map and Detailed Logic Model

EAST Facilitator Roles (Program Components)	Student Outcomes
EAST happens in three environments: 1) a physical environment, 2) an educational environment, and 3) an environment of expectations.	"students use strengths to develop their weaker areas"



EAST Program Components	Student Outcomes	Outcome Variables	Measurement Instruments
I. Physical Environment			
• Conducive to team work and accommodating of technological needs (e.g. pods instead of rows of computers). **I.1,3** • Clear location for the placement of resources **I.1,2,3** • Students are aware of the placement of materials **I.1,2,3** • There is an inventory of all materials **I.2,3** • All students can access the network and other digital resources (internet/intranet, etc.) **I.2** • The lab is fully networked **I.2** • Technology licensing is current and hardware is in working condition **I.2,3**	1. Students understand the basic functionality of the technology in the EAST classroom 2. Students access materials in the network, the internet, and the intranet 3. Students demonstrate/articulate responsibility for the maintenance and operation of the local EAST network	1. Technology Skills 2. Alternative Generation 3. Motivated to help others	1. Student Surveys 2. SPSI-A Problem Solving scale 3. ISM Social Concern scale

EAST Program Components	Student Outcomes	Outcome Variables	Measurement Instruments
II. Educational Environment			
Instruction The Facilitator… • Models effective EAST learning and all qualities students are developing: **II. A.1,2; B.1-13** o utilizes print and electronic resources o utilizes the EAST website o asks for help from peers o dresses appropriately to the situation o is respectful of others o demonstrates effective conflict resolution techniques • Is able to articulate the vision of the EAST program and their lab **II. A.1,2; B.1-13**	**A. Critical thinking** 1. Students are able to articulate… a. constructive criticism of their own and others' plans b. Strengths and weaknesses of various approaches/strategies. c. Potential problems/challenges in their plans/strategies d. Contingency/Alternate plans for project completion e. Why they developed plans, what advantages exist in their plan, and where and why revision was necessary in their completed projects 2. Students demonstrate the integration of core-subject area skills in their projects through artifacts and explanation of the use of curricular skills to achieve project goals.	1. a. Evaluation b. Alternative Generation c. Consequence Prediction d. Reorganization e. Evaluation 2. Academic performance	1. SPSI-A – Problem-Solving Skills scale 2. ITBS Math, Reading Comprehension

East Program Components	Student Outcomes	Outcome Variables	Measurement Istruments
Instruction (continued) The Facilitator… • Uses "facilitation tools" to help students by guiding them or "pointing them in the right direction" without "giving" answers directly: **II. A.1.2; B.1-13** o asks leading questions o suggestions for people to ask o ideas on where to look o feedback that allows students to refocus or question their conclusions or strategies in an empowering manner rather than merely giving positive or negative criticism" • Uses "facilitation tools" for specific reasons, for specific students. When asked, facilitators are able to describe why they used each technique for each scenario. **II. A.2; B.1-13** • Serves as a resource on problem-solving methods and processes **II.A.1; B.1-13** • Focuses on developing real world skills by encouraging the development of application, analysis, synthesis, and evaluation skills for learning and planning [assume knowledge and comprehension will *follow* from these] **II. A.1,2; B.1-13**			

East Program Components	Student Outcomes	Outcome Variables	Measurement Istruments
Class/Project Management The Facilitator… • Acts in an entrepreneurial manner in obtaining resources and partnerships for the local program **II.A.1d,e; B.1,2,4,5,8,10; C.1,3,5; D.1,2,4,6,7** • Balances flexibility and structure in the classroom by providing guidance and direction that is goal oriented, not time oriented **II.A.1.2; B.1-13; C.1-6; D.1-8** • Has clearly defined classroom procedures. **II.A.2; B.1,5,6,7,10-13; C.1,2,5; D.4,5,7** • Confronts non-productive behavior and violations of ground rules **II.A.2, B.1,6,11; C.1,3,6; D.1-8** • Capitalizes on different learning styles and the diversity of student aptitude and experience. **II.A.1,2; B.2,4-8; C.3,6; D.1-8** • Places students in groups which use their perceived strengths (educationally and otherwise) as a strategy to develop their abilities. **II.A.1a,b,2; B.5,8,10; C.3,5; D.1-8** • Can articulate why they chose to place students in their groups. • Structures and manages the group process and activities **II.A.1; B.1-13; C.1-6; D. 1-8**	**B. Problem solving** Students develop solutions to community-based problems using emerging technology within the context of service learning projects. In these projects, students can: 1. ethically apply resources and strategies to solving real-world problems 2. Identify [community] problems 3. Collect data and explain the problem accurately and concisely. 4. Describe resources/strategies to address specific problems 5. Apply a variety of resources 6. Select the appropriate software for the job 7. Interpret and use relevant data and technologies to construct a solution. 8. Compare and illustrate multiple solutions using various technologies. 9. Design original solutions using increasingly complex technologies. 10. Analyze the situation and apply strategies without violating laws or others' needs 11. Address problems with ethical standards 12. Evaluate appropriateness of actions 13. Evaluate and recommend the best solution.	**1. Consequence Prediction** **2. Problem Identification** **3. Problem Identification** **4. Alternative Generation** **5. Alternative Generation** **6. Alternative Generation** **7. Alternative Generation** **8. Alternative Generation, Evaluation** **9. Implementation** **10. Consequence Prediction** **11. Consequence Prediction** **12. Evaluation** **13. Evaluation**	**SPSI-A – Problem-Solving Skills scale**

East Program Components	Student Outcomes	Outcome Variables	Measurement Istruments
Class/Project Management (continued) The Facilitator… • Observes student actions and intervenes when appropriate/necessary to develop project and personal goals. **II.B.1-13; C.2,4-6; D.1-8** • Is able to articulate why they do/don't intervene in each situation • Places responsibility for learning and projects on students while providing guidance and monitoring oversight **II.A.1; B.1-13; C.1-6; D.1-8** • Keeps group attention and energy focused on goals/tasks **II.A.1b,c,d; B.1-13; C.1,3-6; D.1-8** • Encourages participation and controls the flow of the contributors **II.A.1a, e; B.2,3,4,6-13; C.2-6; D.1-8** • Serves as a liaison between the project groups and the outside world; **II.B,2,10,11,13; C.3; D.2,7,8** • Cultivates community relationships (within and outside of the school). **II.B.2,10,11,13; C.3; D.2,7,8** • Demonstrates good public relations strategies in the school and community. **II.B.2,10,11,13; C.3; D.2,7,8** • Helps groups reach consensus when needed **II.A.1; B.1-13; C.4,5; D.1-8** • Becomes "invisible" when groups are facilitating themselves **II.A.1,2; B.1-13; C.1-6; D.1-8** • Assumes students make good decisions until there is evidence to the contrary **II.A.1,2; II.B.1-13; C.1-6; D.1-8**			

East Program Components	Student Outcomes	Outcome Variables	Measurement Istruments
Nature of Projects • All group project work is focused on the four pillars of EAST learning:**II.C.1-6; D.1,4** o Self-directed, student-centered learning o Community service project, service learning, o The use of advanced applications, o Team work and peer mentoring • Project work is designed to encourage learning that extends the learner's view, understanding and/or skills **II.C.2,3,6; D.2,3,7** • The approach to teaching and learning is practical (i.e. focused on how new knowledge will be applied in the real world), not just focused on mastery of facts and techniques for the sole sake of fact or technique mastery **II.C.4,5; D.5,7,8** • Current learning is related to previous and subsequent learning (spiral curriculum) **II.C.1,2,6; D.8** • The Facilitator/nature of the project helps student see purpose in the activity itself **II.C.5,6; D.1,4,8** • The Facilitator helps students to define projects and strategies that are attainable in the short term, the long term, and the ideal term **II.C.3,6; D.3, 6, 8**	**C. Research skills** Students research and evaluate resources to determine their validity and relevance. In the context of exploring and developing community-service projects, students: 1. Understand the importance of valid and relevant resources. 2. Describe the research process, including how to determine validity and relevance. 3. Use a variety and multitude of research sources 4. Analyze resources to determine their validity and relevance. 5. Use research to address real-world problems with original solutions without plagiarizing. 6. Evaluate the effectiveness, validity, and relevance of their research.	1. Problem Identification 2. 3. Alternative Generation 4. 5. Alternative Generation 6. Evaluation	SPSI-A – Problem Solving Skills scale

East Program Components	Student Outcomes	Outcome Variables	Measurement Istruments
Nature of Projects (continued) • The instructor facilitates the development of projects that: **II.C.6; II.D.4,8** o Provide opportunities for students to practice planning o Provide opportunities for students to practice executing o Provide opportunities for students to practice judging • The instructor facilitates the development of projects with the following features: **II.C.3,5; D.1, 8** o Student planned and organized activities and learning o Self-selected, community service projects o Provide access to advanced software applications [drives need to trust students] o User friendly software applications [encourages intuitive thinking] o Ambiguity – not pre-defined [encourages intuitive thinking] o Encompass multiple subject areas (ELA, Math, SS, Science) o A variety of needs [encourages different intelligences, value of teaming] • The Facilitator can articulate reasons for any exceptions to the above project features **II.C.6; D.3,6,8**			

East Program Components	Student Outcomes	Outcome Variables	Measurement Istruments
	D. Team work Students collaborate as productive team members. In the context of exploring and developing comm8nity-service projects, students:		
	1. Recognize the value of team work	1. Motivated by group work	1. ISM – General Social scale
	2. Understand/appreciate skills of diverse team members	2. Motivated by group work	2. ISM – General Social scale
	3. Demonstrate the ability to take a leadership role in group activities when necessary and appropriate	3. Self-directed learning style	3. Student Survey
	4. Participate in teams in various, situationally appropriate roles	4. Motivated by group work	4. ISM – General Social scale
	5. Articulate their projects and their individual role in a project clearly	5. Self-directed learning style	5. Self-directed learning style
	6. Analyze the group process and draw from team members to better use their skills	6. Motivated by group work	6. ISM – General Social scale
	7. Actively support the creation of an environment that values collaboration and interdependency and respects the contributions of others, and demonstrates respect for ideas and individuals and tolerance	7. Motivated by group work	7. ISM – General Social scale
	8. Judge their contribution to the progress and accomplishments of the team and adjust their behavior accordingly.	8. Reorganization	8. SPSI-A Problem Solving scale

EAST Program Components	Student Outcomes	Outcome Variables	Measurement Instruments
III. Environment of Expectations			
Classroom Culture **The Facilitator…** • Focuses on student development rather than content delivery **III A 1-4; D 1,2,5** • Focuses on process over product **III A 1,4; D 2,5** • Encourages experimentation; allows exploration even of unlikely solutions **III A 2; D 4,5** • Contributes through allowing students to think through ideas and evaluate them. **III A 1,4; D 5,6** • Provides a safety net by: * Protecting ideas from attack through the enforcement of intellectual codes of conduct * Providing an environment where it is "safe to fail or make mistakes"; expect and encourage mistakes if they contribute to learning * Protecting students from failure outside classroom (e.g. readiness for presentations) **III A 3,4; D 3,5,6** • Encourages and models learning from mistakes **III A 2,4; D 5,6** • Takes advantage of "teachable moments" when appropriate **III A 1,2; D 2,6** • Values intuitive thinking [reflects innate analytical abilities] **III A 2,4; D 4,5,6** • Models flexibility, candidness and positive attitude **III A 3,4; D 3,4**	**A. Motivation** **Students…** 1. Demonstrate/articulate interest in learning that meets personal growth goals as well as project goals 2. Students self-select projects and join project teams through independent choice to contribute to the goals of the project 3. Students can articulate a desire to improve their schools and communities through their projects 4. Students can articulate personal growth goals of the EAST class and their projects (curricular, social, vocational, avocational, etc.).	1. Motivated by success/improvement 2. Motivated by group work 3. Motivated to help others 4. Motivated by success/improvement	1. ISM – General Mastery scale 2. ISM – General Social scale 3. ISM – Social Concern scale 4. ISM – General Mastery scale

EAST Program Components	Student Outcomes	Outcome Variables	Measurement Instruments
Classroom Culture (continued) **The Facilitator…** • Approaches learning by believing that no learning is "too difficult"; "any subject can be taught to any child at any stage of development in an appropriate manner" [makes accomplishment more valid] **III A 2,3; D 1,2,5** • Celebrates students' small and major accomplishments **III A 1,4; D 1,4,6**			
Outlook for Overall Program Achievement The Facilitator maintains a positive and visionary perspective: o Focuses on strengths of community and students as building blocks to program success; **III B 1,5-7; C 1-6; D 2-4, 6** o Understands that "rebuilding"/ fluidity is a normal part of the learning environment in the school setting **III B 2,3,5,6; C 4,6; D 4-6** Places value in student growth and project development, not on simply following arbitrary procedures. **III B 1,2,5,6; C 4-6; D 1,2, 4-6**	**B. Responsibility for self-directed learning** Students assume the responsibility for their own learning and development. They demonstrate this by: 1. Articulating the vision of the EAST program and of their lab 2. Understanding and being able to explain that they are responsible 3. Explaining the steps needed to complete tasks 4. Accessing s variety of resources and apply new knowledge 5. Analyzing situations and redefining strategies 6. Designing original creative approaches by developing additional strategies/skills 7. Approaching community members for assistance, to present their projects, or to offer their own help	1. 2. Motivated by external praise 3. Problem Identification 4. Alternative Generation 5. Reorganization 6. Implementation 7. Motivated to help others	1. 2. ISM – Praise scale 3. SPSI-A – Problem Solving scale 4. SPSI-A –Problem Solving scale 5. SPSI-A –Problem Solving scale 6. SPSI-A –Problem Solving scale 7. ISM – Social Concern scale

EAST Program Components	Student Outcomes	Outcome Variables	Measurement Instruments
Student Work • Students work in teams on projects of their own choosing that conform to EAST's goal of service learning using advanced applications **III B 4,6; C 1,2; D 2,4,5** • Students may, for a time, work independently for specific project related tasks **III B 1,2,5,6; C 3,5,6; D 1,2,4-6** • Students may, for a time, work independently on skills acquisition as they are exploring potential projects **III B 1,2,5,6; C 3,5,6; D 1,2, 4-6** • Students use technology as a tool to solve problems, NOT merely with the goal of gaining skill in specific technologies. **III B 1,4,6,7; D 2-6** • Students may explore specific technologies without codified project goals, for a time, but the environment is such that exploration is encouraged as a vehicle to consider service projects. **III B 1,4,6,7; D 2-6** • Students communicate their progress to the facilitator and the rest of the class on a regular basis in an organized format that is understood by all parties. **III B 1,2; C 1-6; D 1,2,4-6** • Students utilize time effectively **III B 2,3,5; C 6; D 3,6**	**C. Communicate with a variety of audiences using multiple modes** In the context of their experience in the EAST classroom, students: 1. Identify appropriate communication modes based on the audience. 2. Explain the communication issues accurately for the specific audience. 3. Communicate with the specific audience using appropriate technology. 4. Modify communication based upon feedback from various audiences. 5. Design and create original responses based upon the goals of the communication. 6. Evaluate the effectiveness of the communication and determine if modifications are needed.	1. Alternative Generation **2.** 3. Implementation 4. Reorganization 5. Implementation 6. Evaluation, Reorganization	SPSI-A Problem Solving scale

EAST Program Components	Student Outcomes	Outcome Variables	Measurement Instruments
	D. Confidence in abilities to meet the challenges of the 21st century In the context of their experience in the EAST classroom, students: 1. Recognize their abilities. 2. Demonstrate/articulate confidence in their perceived ability to contribute to challenges. 3. Contribute to the community without regard to personal gain. 4. Demonstrate confidence in their ability to meet challenges in an ambiguous environment. 5. Demonstrate a willingness to accept risks for personal improvement. **6.** Reflect on their abilities and set new goals for continuous personal improvement and contributions to society.	1. 2. Motivated to work hard 3. Motivated to help others 4. Motivated to work hard 5. Motivated by external praise 6. Motivation to continue learning after high school	1. 2. ISM – Effort scale 3. ISM – Social Concern scale 4. ISM – Effort scale 5. ISM – Praise scale 6. Student Survey

Appendix II:
Facilitator and Student Focus Group Interview Protocols

Metis Associates , Inc.

90 BROAD STREET, SUITE 1200, NEW YORK, NY 10004 TEL: (212) 425-8833 FAX: (212) 480-2176 WEBSITE: HTTP://WWW.METISASSOC.COM

Project EAST

Arkansas Department of Education
2003-2004 Middle and High School EAST Facilitator
Focus Group Protocol

Introductory script: Thank you so much for taking the time to meet with me today. My name is_____ and I am from Metis Associates, an evaluation and consulting firm based in New York City. Metis has been contracted by the Arkansas Department of Education to evaluate Project EAST. We invited you to participate in this focus group because of your experience with EAST.

I would like to tape record this discussion because I do not want to miss any of your comments. Only Metis staff will have access to its content, and it will not be shared with EAST, Arkansas Department of Education, District, or School staff. If anyone feels uncomfortable or if taping would inhibit your opinions from being expressed freely, I will not to use it.

Introductions (ask everyone to introduce themselves as follows:)
Please state:

- your name
- # of years serving experience in EAST
- # of years teaching before EAST
- grade(s) taught
- subject(s) taught (if any other than EAST labs)
- What are the first three words that come to mind when I ask you about your experience with EAST?

Introduction to EAST

1. How were you chosen to participate in the EAST Project? Is your participation required? [*PROBE– who makes the selections, who requires participation (principal, district office, etc)]*
    a. If not, what attracted you to participate in this project?

It is our understanding that the following Professional Development sessions have taken place over the last year:

a. Phase 1 (5 days last summer); Phase 2 (2 days last October); Phase 3 (2 days last December)
b. Summer Seminar (3 days at DeGray State Park last July)
c. Update Sessions last fall of Technology training, conference, web, site health and support.

2. Can you please tell us if you missed any of the above trainings? Of the sessions you attended what aspects of this PD did you find most useful? Why?

3. What aspects of this PD were the least useful? Why?

4. In what ways has the PD provided through EAST **improved/changed,** since your participation:
    a. your knowledge and skills?
    b. your instructional practices?
    c. your classroom management?

5. How do you think your training could be improved?

EAST Instructional Practices

6. In order to help us understand EAST better, I would like you reflect on the nature of EAST instructional practices. How do they differ from a traditional classroom setting? [*PROBE-role of the facilitator compared to traditional classroom teacher*]

7. In what ways have you been most successful at implementing and facilitating the EAST program? Have any aspects of the program presented a challenge?

EAST Administrative Support

8. What types of support have you received from [*PROBE- planning help, tech support, instructional support*.]:
    a. Your school
    b. District administration
    c. EAST program staff
9. In what ways could the support be improved by:
    a. Your school
    b. District administration
    c. EAST program staff
10. Are there any school or District policies or practices that may limit your ability to implement the EAST program?

EAST Partnerships and Parental Support (INTERVIEWER NOTE: BE SURE TO LEAVE AT LEAST 10 MINUTES FOR '"STRENGTHS AND CHALLENGES, SKIP THIS SECTION IF NECESSARY)

11. Can you tell me a little bit about the partnerships that your EAST program maintains with local industry and community organizations? What types of support do they provide? [*PROBES- technology companies provide hardware, software, training*].
    a. What factors are needed to make the partnerships possible? What gets in the way?
    b. In what ways have these partnerships supported you in your role as an EAST facilitator?
    c. Can you provide examples of ways that these partnerships have helped to facilitate student learning

Strengths and Challenges

12. What do you see as the strengths of the program? In your opinion, which aspects of the project seem to be working best?

13. What do you see as the biggest challenges of the program? How have you dealt with those challenges?

Closing

14. Is there anything else you would like to share?

15. Do you have any questions for me?

Thank you for your participation in this focus group!

Project EAST

Arkansas Department of Education

Middle and High School Facilitator Focus Group Protocol, March 2005

Introduction

- Metis – evaluation and consulting firm based in NYC
- Metis contracted by ADE to evaluate EAST
- Appreciation for cooperation with classroom observations
    - purpose is to help us attain a better understanding of the effectiveness of the EAST model
    - Important to see a normal classroom session, not a presentation
    - Information reported anonymously, in summary form

Focus group: Last year we conducted focus groups with Facilitators and students representing EAST programs throughout Arkansas. This year we are conducting focus groups with Facilitators and students from all eight schools that are participating in this evaluation, so that we can get a better understanding of your experiences with EAST.

Specifically, I would like to have a conversation today about the successes and challenges that you have encountered so far in your first year implementing an EAST program at this school.

- Reiterate purpose, anonymity
- Questions?
- If anyone has additional questions about the evaluation that were not answered during the breakout session, I would be more than happy to answer them after this interview. Please feel free to come find me during the conference, or to call or email me at any time.

I would like to tape record this discussion because I do not want to miss any of your comments. Only Metis staff will have access to its content, and it will not be shared with EAST, Arkansas Department of Education, District, or School staff. Strict anonymity will be maintained, and your comments today will be reported only in summary form with no identifiable attribution to individual people or schools. If anyone feels uncomfortable with this I will not to use it.

- Please shut off cell phones

Introductions - Please state:

- your name, school and grade(s) taught
- Any prior experience with EAST?
- What are the first three words that come to mind when thinking about your experience with EAST?

1) "Let's start by discussing successes and challenges in the process of…"
Student Recruitment and Selection

a. Who is the program good for? Who is good for the program?

- Proactive recruitment vs. open-ended invitation
- Importance prior to enrollment
- Screening criteria
- Skills developed by the program

b. Benefits/challenges of different grade configurations, mixes of students

2) **Physical set-up of the lab [Omit if short on time]**

- Funding
- Obtaining hardware, software
- Licenses

Training and Administrative Support

a. Adequacy of training in preparing you for your role

- Phase 1 (5 days last summer); Phase 2 (2 days last October); Phase 3 (2 days last December)
- Update Sessions last fall of Technology training, conference, web, site health and support.
- Site Health visits
- ListServ

b. Adequacy of administrative support, policies and practices

- Internal – principal/school administration
- External –
  District administration
  EAST, Inc.
  ADE

3) **EAST Instructional Methods**

- Facilitation/guiding
- Adapting for different students
- Capitalizing on students' strengths/addressing students' needs
- Goal oriented (global concepts vs. task completion; process vs. product)

4) **Overall Strengths and Challenges**

5) **Closing**

Is there anything else you would like to share?

Do you have any questions for me?

Thank you for your input! Please feel free to contact me at any time with any questions or concerns about the evaluation.

Project EAST

Arkansas Department of Education

Middle and High School Facilitator Focus Group Protocol, March 2006

Introduction

- Metis – evaluation and consulting firm based in NYC
- Metis contracted by ADE to evaluate EAST

Focus group: Welcome to our EAST Facilitator focus group. Like last year, we are conducting focus groups with Facilitators and students from all eight schools that are participating in this evaluation, so that we can get a better understanding of your experiences with EAST.

Specifically, we would like to have a conversation today about what kinds of students benefit most from EAST, and how students wind up in EAST classes.

Before we start, I want to remind you that the purpose of this evaluation and these focus groups is *not* to evaluate you or your schools, but to help us get a better understanding of the effectiveness of the EAST model.

Reiterate anonymity

- If anyone has additional questions about the evaluation that were not answered during the breakout session, I would be more than happy to answer them after this interview. Please feel free to come find me during the conference, or to call or email me at any time.

I would like to tape record this discussion because I do not want to miss any of your comments. Only Metis staff will have access to its content, and it will not be shared with EAST, Arkansas Department of Education, District, or School staff. Strict anonymity will be maintained, and your comments today will be reported only in summary form with no identifiable attribution to individual people or schools. If anyone feels uncomfortable with this I will not to use it.

- Please shut off cell phones

Introductions - Please state:

- your name, school and grade(s) taught
- experience with EAST prior to last year?

Let's start by discussing the appropriateness of the EAST program for different kinds of students.

a. What kinds of students are most attracted to EAST?

Probes (per surveys):
Self-Directed learning style
awareness and use of technologies
Effort (willing to work hard)
Praise (external)
"general mastery" (motivated by improving and succeeding in school)

also… academic orientation/achievement, social, work ethic, responsibility, cultural, etc.

b. Are there students who might be less attracted to EAST who the program might nevertheless be good for?
Probe: Program self-selecting because some students drop, vs. encouraging them to stick it out.

c. Who is good for the program? What student characteristics help improve the EAST experience for the whole class? Are there any student characteristics that are minimal requirements for EAST?
Probe:
Willing to take on responsibility
Willing to seek opportunity
Previous experience with EAST

d. What kinds of students might not be appropriate for EAST? What student characteristics might hinder the success of the program?
Probe:
Don't want to be there
Severe obstacles at home
Physical disability
Non-verbal

Student Recruitment and Selection

- Mechanisms for recruitment. Do you conduct proactive recruitment vs. open-ended invitation? If proactive, who is responsible for recruitment? [principal, facilitator, counselors, teachers, parents – or]

- Who is responsible for screening/selection of EAST students in your school? **Probe:** Facilitator, Principal, Counselors, 3rd parties (scheduler), combination…

- Does your school use any screening criteria for admission? What types of characteristics do you look for in students if you use screening criteria?

  Probes:
  clarify screening in, screening out, screening for diversity
  clarify high priority characteristics vs. those that are helpful/slight obstacles but not critical

- Differences between Principals and Facilitators re recruitment and screening criteria were not uncommon. Speculate?

- Mechanisms used to screen and select/assign students to EAST

- What strategies (if any) do you use to obtain a mix of students demographically, socially, and academically?

  How do you address self-selection (if at all)?

  Is there an effort to obtain diversity in affective characteristics? (motivation, work ethic, responsibility, self directed learning, etc.)

  Are these strategies methodical?

Closing

Is there anything else you would like to share?

Do you have any questions for me?

Thank you for your input!
Please feel free to contact me at any time with any questions or concerns about the evaluation.

Metis Associates, Inc.
90 BROAD STREET, SUITE 1200, NEW YORK, NY 10004 TEL: (212) 425-8833 FAX: (212) 480-2176 WEBSITE: HTTP://WWW.METISASSOC.COM

Project EAST
Arkansas State Department of Education
2003-2004 Middle and High School
Student Focus Group Protocol

Introductory script: Thank you so much for taking the time to meet with me today. My name is_____ and I am from Metis Associates, an evaluation and consulting firm based in New York City. Metis has been hired by the Arkansas Department of Education to evaluate Project EAST. We invited you to participate in this focus group because of your experience with EAST.

There are some basic rules to this discussion:

- I would like to hear from everyone (that is why we kept the group small).
- There are no right or wrong answers.
- Please share your opinion, even if it's different from what others have said.

I would like to tape record this discussion because I do not want to miss any of your comments. Only Metis staff will have access to its content and it will not be shared with staff from EAST, Arkansas Department of Education, your School District, or your School, and no names will be used in any reports. If anyone feels uncomfortable or if taping would prevent your opinions from being expressed freely, I will not to use it.

Introductions (ask everyone to introduce themselves as follows:)
We would like to ask you to introduce yourselves to help our conversation along, but please remember that this information is only to help us remember the conversation better, and will not be used in any reports. Please state:

- your first name
- current grade in school
- the school you attend
- What are the first three words that come to mind when I ask you about your experience with EAST?

Introduction to EAST

16. How were you chosen to participate in the EAST Project? Is your participation required? [*PROBES– who makes the selections, who requires participation (principal, teacher, counselor, etc)]*. If not, why did you choose to participate in this project?

I would like to learn more about students who participate in EAST, the next few questions focus on helping me to understand EAST students.

1. Do you think that there is such a thing as a 'typical' EAST student?

2. What personal characteristics do you think are needed for a student to be successful in an EAST Lab? *[PROBES**:** attitudes, behaviors, skills, knowledge, habits]*

<u>Now we would like to learn a little bit about the teaching methods used in your EAST lab, and about your EAST facilitator.</u>

3. What do you think is the role of your EAST facilitator? What does he or she do to help you reach your project goals?

4. How are your EAST facilitator's teaching methods similar to or different from your other teachers?

5. In what ways, if any, do you use what you are learning from your other classes at school in your EAST project? What ideas of skills that you learned in EAST do you use in your other classes?

6. In what ways do you think you benefit from your participation in EAST? How does your participation in the EAST lab help you to develop the characteristics of an EAST student that we talked about earlier? [*PROBES**:** academic benefits, including help in other classes; personal benefits; review student characteristics if necessary*]

    a. *[**If differences in facilitators' approach were described***:] In what ways, if any, does your facilitator's approach make it easier for you to develop these characteristics?

Strengths and Challenges

7. What do you see as the biggest strengths of the EAST program? In your opinion, which aspects of the project seem to be working best? [*PROBES-training, technology, facilitators, project activities*]

8. What do you see as the biggest challenges of the program? Can you think of any ways that the program could be improved?

Closing

9. Is there anything else you would like to share?

10. Do you have any questions for me?

Thank you for your participation in this focus group!

EAST Initiative
Arkansas State Department of Education
Middle and High School Student Focus Group Protocol
March 2005

Introduction:

- My name is_____
- Metis – evaluation and consulting firm based in NYC
- Metis hired by ADE to evaluate EAST

Last year we conducted focus groups with Facilitators and students representing EAST programs throughout Arkansas. This year we are conducting focus groups with Facilitators and students from all eight schools that are participating in this evaluation, so that we can get a better understanding of your experiences with EAST.

Specifically, I would like to talk to you today about what you see as the program's greatest strengths and challenges: what are the best things about your EAST classes, and what you think could be done better.

Before we start, I want to remind you that the purpose of this evaluation and these focus groups is *not* to evaluate you or your schools, but to help us get a better understanding of the effectiveness of the EAST model.

Also, there are some basic rules to this discussion:

- I would like to hear from everyone. That is why we kept the group small.
- Everyone's opinion is important, so please let me hear from you, even if your opinion is different from what others have said.
- There are no right or wrong answers.

- Questions?

- If anyone has additional questions about the evaluation that were not answered during the breakout session, I would be more than happy to answer them after this interview. Please feel free to come find me during the conference, or to call or email me at any time.

I would like to tape record this discussion because I do not want to miss any of your comments. Only Metis staff will have access to its content, and it will not be shared with staff from EAST, Arkansas Department of Education, your District or your School. No names will be used in any report. If anyone feels uncomfortable with this I will not to use it.

- Please shut off cell phones

Introductions:
We would like to ask you to introduce yourselves to help our conversation along, but please remember that this information is only to help us remember the conversation better, and will not be used in any reports. Please tell us:

- your first name
- current grade in school
- the school you attend
- What are the first three words that come to mind when thinking about your experience with EAST?

2) Let's start by talking about strengths and challenges you've encountered in the **Training** you've received so far, including **technology training** and **breakout sessions at this conference**.

   i. Hardware

   ii. Software

   iii. Operating systems

   iv. Web server

   v. Windows network server

3) Working in teams with other students

Mixed vs. same-group in terms of …

- Grade levels
- Interests and skills
- Backgrounds
- Girls and boys

4) Your Facilitator's teaching methods

Compare with other teachers

- Helping you solve problems
- Working with different students
- Helping you use your strengths
- Helping you learn new things

5) Other teachers' attitudes towards EAST [Omit if short on time]

- Overall academic importance
- Relevance to other subjects
- Flexibility about missing classes

6) Helping you meet your personal goals

a. Identify goals

b. Compare with other classes

7) Overall Strengths and Challenges

8) Closing

Is there anything else you would like to share?

Do you have any questions for me?

Thank you for your input! Please feel free to contact me at any time with any questions or concerns about the evaluation.

EAST Initiative
Arkansas State Department of Education
Middle and High School Student Focus Group Protocol
March 2006

Introduction:

- My name is_____
- Metis – evaluation and consulting firm based in NYC
- Metis hired by ADE to evaluate EAST

Welcome to our EAST focus group. Like last year, we are conducting focus groups with Facilitators and students from all eight schools that are participating in this evaluation, so that we can get a better understanding of your experiences with EAST.

Specifically, I would like to talk to you today about _____

_____

Before we start, I want to remind you that the purpose of this evaluation and these focus groups is *not* to evaluate you or your schools, but to help us get a better understanding of the effectiveness of the EAST model.

Reiterate anonymity

Also, there are some basic rules to this discussion:

- I would like to hear from everyone. That is why we kept the group small.
- Everyone's opinion is important, so please let me hear from you, even if your opinion is different from what others have said.
- There are no right or wrong answers.

- If anyone has additional questions about the evaluation that were not answered during the breakout session, I would be more than happy to answer them after this interview. Please feel free to come find me during the conference, or to call or email me at any time.

I would like to tape record this discussion because I do not want to miss any of your comments. Only Metis staff will have access to its content, and it will not be shared with staff from EAST, Arkansas Department of Education, your District or your School. No names will be used in any report. If anyone feels uncomfortable with this I will not to use it.

- Please shut off cell phones

Introductions:
We would like to ask you to introduce yourselves to help our conversation along, but please remember that this information is only to help us remember the conversation better, and will not be used in any reports. Please tell us:

- your first name
- current grade in school
- the school you attend
- [show hands:] how long have you been an EAST student

1) Your Facilitator's teaching methods

Compare with other teachers

- Helping you solve your *own* problems
- Feel comfortable working with different students
- Helping you discover and use your strengths
- Helping you learn new things
- Believing in you: encouraging your success, challenging you, setting high standards

2) Compare yourself to other students not in EAST, *before* you started EAST

Probes:

- Problem Solving Skills
- Effort (willingness to work hard)
- Praise (motivated by external praise)
- Mastery (motivated by doing well in school)
- Self-direction/independence
- Plans for after HS

3) Motivation

- What motivates you in school? What kinds of things make you more willing to do your school work or to work harder?
- Are there things that reduce/make you less motivated?

4) **Speculate about changes – what do you think about how EAST is effecting others in your class?**

   - Praise (low, slight increase approaching NOT SURE)

   - Effort (slight decline in both groups; E = 4.11-4.08)

5) **What are you thinking of doing after HS/studying in college/grad school.**

6) **Anything else to share? Any questions for us?**

Thank you for your input! Please feel free to contact us at any time if you have any questions about the evaluation.

Appendix III:
Spring 2004 Administrator Interview Protocol

Project EAST
2003-2004 Administrator Interview

Facilitator _____ **Date: _____**
Time Start: _____ **Time End:_____**

Participating Staff

Name	Title	Affiliation

[Please insert an introductory statement into the document]

Recruitment

- In what ways, if any, does EAST currently recruit participation from Arkansas schools? Does EAST provide information to all schools currently? *Probes: passive advertising/active distribution of information/inviting or recommending for particular schools; who is* responsible (ADE staff, EAST staff)
- In what ways, if any, does EAST recruit students within schools? Does EAST provide information to all students in EAST schools? [*PROBES: official policies vs. what's left to the schools; policies re: who is responsible at state level (if applicable.)/at school level.]*

Characteristics

- I would like to learn more about the ideal characteristics of EAST schools, can you tell me about an "ideal ":
    a. EAST School
    b. EAST Facilitator
    c. EAST Student
    d. In what way do you think implementation conditions (including facilitation techniques, and classroom practices) at EAST sites affect student outcomes. Are there any other factors that may affect student outcomes that are out of the control of EAST? (e.g. student demographics)

Partnerships and Parental Involvement

- What types of community and industry partnerships are in place?
    a. What are their functions, or what types of support do they provide (e.g. technology companies provide hardware, software, training) rather than names of specific partners].
    b. Can you provide examples of ways that these partnerships have helped to facilitate training and student learning
    c. How important are these partnerships to EAST?
    d. What support does EAST provide to its sites to help them make partnerships? [PROBE– *who is responsible (ADE/EAST)?]*
- In what ways has parental involvement helped in the implementation of EAST?
    a. What has been necessary to make help parental involvement succeed? What have been the barriers to success?? How important is parental involvement to the success of EAST?
    b. In what ways (if any) does EAST operationalize parental involvement? [*PROBES: activities/opportunities facilitated/provided by ADE and/or EAST vs. Schools; Is parental involvement a required part of EAST?*]

Support

- What types of support exist for EAST schools from EAST and ADE staff? [*PROBES: budget/supplies/materials, policies concerning instructional practice/class structure, opportunities for PD, providing time needed for planning/prep, expectations/priorities re student performance, official emphasis/support of EAST philosophies, etc.]*
- What kinds of administrative support from the school are necessary to the successful implementation of EAST in a school?

Strengths and Challenges

- What do you see as the strengths of the program? In your opinion, which aspects of the project seem to be working best?
- What do you see as the biggest challenges of the program? How do you think you have dealt with those challenges?

May Ask These Questions if Time is Available

Professional Development

- I would like to know more about the professional development EAST provides for its facilitators. I know it is ongoing and comprehensive, but I would like to learn more. Can you give me an overview of the PD EAST offers?
  a. In what ways you think the PD provided by EAST is helpful to facilitators?
  b. In way ways do you think it can be improved?
  c. What affect do you think the PD has on classroom practices and student outcomes?

Dissemination and Capacity Building

- What types of dissemination activities are already in place to help spread the idea of EAST further?
- In what types of capacity building activities does EAST participate?
  a. In what ways does EAST try to build its own capacity to implement EAST effectively?
  b. In what ways has EAST changed over the years to increase its effectiveness?

Project Costs

- I would like to know more about EAST program costs and how it obtains funding. Can you tell me:
  a. how EAST funds its sites, and typically how much it costs to start a site?
  b. how EAST funds its program office, and typically how much it costs to maintain the office and staff?
  c. in what ways EAST pursues funding from public and private sources?

Future Directions and Closing

- What direction do you foresee EAST taking during the grant? Where would you like to see EAST go?
- Is there anything else you would like to share?
- Do you have any questions for me?

Thank you very much for taking the time to speak with me today!

Appendix IV:
Year 1 Classroom Observation Protocol & Procedure

EAST Lab Observation Procedure

To facilitate identifying aspects of teacher performance during instruction, observers use a narrative-based observation protocol in which the observer writes what is happening during their time in the EAST lab. During the narrative creations, observers attend to what facilitator and students are doing. The procedure focuses on:

- the facilitator's activities and how they organize the class;
- the classroom organizational scheme and grouping patterns;
- the major focus of activities and materials used;
- the facilitator interaction style(s) with students;
- the facilitator response(s) to students;
- the facilitator response(s) to the teacher.

From the narratives, a summary of instruction in each sampled classroom is created with attention to:

- classroom environment and management techniques;
- facilitator's techniques;
- the facilitator's management of instructional time and grouping practices;
- facilitator monitoring of student progress;
- materials used and manner in which used;
- student participation and engagement;
- other pertinent information.

In addition, using information from the summary, the Likert scale form,
"**EAST Lab Observation Procedure: Functions and Practices"** is completed.

Following observations, a post-observation interview seeks facilitator impressions of the EAST lab. During these interviews, observers clarify concerns or questions about what they observe. Questions include

- Did the day's activity go as you expected?
- Were there any "surprises" that cause you to make changes in your plans/your students' plans?
- How effectively do you think the students worked today?
- How comfortable do you think the students were interacting with you and each other?
- How did you feel generally about the observation?
- Are there any questions or concerns you would like to ask me (us)?

Observers also meet with the building principal to discuss their perceptions of facilitator implementation of EAST.

EAST Lab Observation Protocol

Observer:_____ Date:_____

School: _____ Grades:_____

Start Time:_____ End Time:_____

I. Classroom Physical Characteristics

What evidence is there that …	Comments
1. The room is organized to accommodate students working on projects?	
2. Resource materials are available?	
3. Students are grouped appropriately to the project?	
4. The facilitator is positioned so all students have the opportunity to have access?	
5. The environment encourages peer communication, collaboration and problem solving?	

II. Facilitator's Behavior

How did the teacher …	Comments
1. Encourage self-directed learning by students (e.g. made suggestions to find answers to questions and issues independently, work with other students).	
2. Encourage students to make and keep to a timeline, and adjust timeline for deliverables as needed.	
3. Encourage students to use all available resources to solve problems.	

4. Help students to problem-solve.	
5. Encourage students to work in groups effectively.	
6. Encourage students to collaborate with others in the class.	
7. Help students to utilize all resources and technology available to help address the real-world problem/issue they identified.	
8. Encourage student choice and planning to solve problems?	
9. Provide students with opportunities to demonstrate learning outcomes using technology.	
10. Meet the needs of students who required additional support.	
11. Assess students' understanding of their problem and task directions?	
12. Encourage peer interactions in pairs or small groups?	

III. Students' Behaviors

How did students …	Comment
1. Demonstrate understanding of classroom procedures?	
2. Demonstrate self-directed learning (by initiating activities for the day, articulating goals, and working in groups)?	
3. Show their understanding of project goals?	
4. Articulate the community-based goal of the project?	
5. Utilize all resources available to them to solve problems?	
6. Collaborate with peers to solve problems or meet project goals?	
7. Mentor each other to help solve problems?	
8. Use technology to demonstrate project outcomes and learning?	
9. Practice communication with peers to polish (also check for quality)?	
10. Interpret and utilize data gathered	

to help craft a solution to the real-world problem? 11. Demonstrate an increase in knowledge about technology and knowledge about how it can be used to solve real-world problems? 12. Describe how they are solving problems? 13. Make choices and plan to solve problems?	

Appendix V:
On-line Principal Surveys

EAST Principal Survey

Instructions:

Please allow 25 minutes to complete the survey. Since you can not return to the survey once you have closed your browser, it must be completed in one sitting. ·
Please do not use the "Back" and "Forward" browser buttons on the menu bar when completing the survey. Instead, please use the buttons at the bottom of each survey page to navigate among pages. This will ensure that your responses for each page are saved. ·
Be certain to click the "SAVE AND COMPLETE THE SURVEY" button at the end of the survey before closing the survey window in order to insure that your responses are saved.

This survey is intended to gather feedback from principals about the implementation of EAST in Arkansas. The information you provide is a vital part of Arkansas's goal to successfully implement EAST and to respond to a statewide evaluation that is being funded by the US Department of Education. This evaluation is helping EAST, Inc. and the Arkansas Department of Education (ADE) to advance their goal of continually improving the program.

Be assured that your responses will be kept strictly confidential. We have requested that you identify your school only to help us follow up with principals who have not responded; your comments will be reported only in summary form in combination with responses from other schools. Your contribution to the evaluation is greatly appreciated.

School Background

School Name: ☐ **Your Title:** >>PLEASE CHOOSE<<

1) This school includes the following grade levels (check all that apply)**:**

6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

2) This school serves the following grade levels in its EAST labs (check all that apply)**:**

6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

3) Including this year, how many years:

a. has EAST been in your school? ☐
b. have you been a principal? ☐
c. have you been a principal in this school? ☐
d. have you been a principal at any school with an EAST program? ☐

Program Costs

4) In the table below, please indicate how your school supported the implementation of EAST during the ***first year*** of implementation (***original setup*** of lab):
* In Column A, indicate which sources of funds were used (Check all that apply)
* In Column B, indicate how those funds were allocated (Check all that apply)

Funding Source	**Check resources used** (check all that	**How were these funds allocated?** (check all that apply)

	apply)	Hardware and Software	Facilitator Salary	Travel for off-site training, conferences	Subs for off-site training, conferences
a. Funds from ADE	☐	☐	☐	☐	☐
b. Funds from EAST, Inc.	☐	☐	☐	☐	☐
c. Funds from local school district	☐	☐	☐	☐	☐
d. Grant from external agency	☐	☐	☐	☐	☐
(Please list agency):					
e. Grant from community organization.	☐	☐	☐	☐	☐
f. Parental contributions.	☐	☐	☐	☐	☐
g. Other	☐	☐	☐	☐	☐
(Specify other) :					

5) In the table below, please indicate how your school supported the implementation of EAST during the subsequent years of implementation (maintenance of lab):
* In Column A, indicate which sources of funds were used (Check all that apply)
* In Column B, indicate how those funds were allocated (Check all that apply)

Funding Source	**Check resources used** (check all that apply)	**How were these funds allocated?** (check all that apply) Hardware and Software	Facilitator Salary	Travel for off-site training, conferences	Subs for off-site training, conferences
a. Funds from ADE	☐	☐	☐	☐	☐
b. Funds from EAST, Inc.	☐	☐	☐	☐	☐
c. Funds from local school district	☐	☐	☐	☐	☐
d. Grant from external agency	☐	☐	☐	☐	☐
(Please list agency):					
e. Grant from community organization.	☐	☐	☐	☐	☐
f. Parental contributions.	☐	☐	☐	☐	☐
g. Other	☐	☐	☐	☐	☐
(Specify other) :					

Student and Facilitator Characteristics and Recruitment

6) In what ways are students recruited to participate in EAST at your school? (Check all that apply)

- ☐ a) Letter to parents
- ☐ b) School-wide announcements (e.g. during assemblies)
- ☐ c) Posters and bulletin boards
- ☐ d) School newspaper or newsletter
- ☐ e) Advertised at feeder school(s)
- ☐ f) Recommended to particular students by classroom teachers
- ☐ g) Recommended to particular students by principal or guidance counselor
- ☐ h) Participation is required of certain students
- ☐ i) Other (specify):
- ☐ j) Don't know

7) Among students who indicate interest, which of the following methods are used to determine which students can enroll in EAST? (Check all that apply)

- ☐ a) First come, first served
- ☐ b) Random selection
- ☐ c) Written application
- ☐ d) Effort is made to obtain enrollments that reflect the range of academic abilities in our school
- ☐ e) Effort is made to obtain enrollments that reflect the ethnic makeup of our school
- ☐ f) Preference is given to students who have participated in EAST in previous years.
- ☐ g) Preference is given to students for other reasons (please specify): ☐
- ☐ h) Other (specify): ☐
- ☐ i) None of the above - the program is open to all students and there is no waiting list

For each of the characteristics listed below:
* In Column A., rate how important you feel it is that a student possess that characteristic ***prior*** to enrolling in EAST, in order to be successful in an EAST lab.

* In Column B., check whether that characteristic is ever used as a ***screening criterion*** for enrolling students in an EAST lab.

8) Student characteristics prior to enrollment in EAST:	**A. Not Important / Somewhat Important / Very Important**	**B. Screening Criterion for participation in EAST**
a. desire to change the community	☐	☐
b. ability to collaborate and participate in teamwork	☐	☐
c. ability to work independently and be self-driven	☐	☐
d. comfort in a non-traditional, hands-on setting	☐	☐
e. comfort with technology	☐	☐
f. willing to work hard	☐	☐
g. ambition	☐	☐
h. self-assurance	☐	☐
i. satisfactory academic performance in other classes	☐	☐
j. few disciplinary problems	☐	☐
k. academically advanced or gifted	☐	☐
l. strong problem solving skills	☐	☐
m. Other ☐	☐	☐

Please answer the following questions in reference to your primary EAST facilitator (not back-up facilitators).

9) In what ways was your EAST facilitator recruited for their role? (Check all that apply)

- ☐ a) He/she was recommended by staff of EAST, Inc.
- ☐ b) He/she was recommended by ADE staff.
- ☐ c) He/she was recommended by district staff.
- ☐ d) He/she requested to be a facilitator.

- ☐ e) He/she was the only teacher interested.
- ☐ f) He/she was an EAST facilitator at another school.
- ☐ g) Other (specify): ☐
- ☐ h) Don't know

10) For each of the characteristics listed below:
* In Column A., rate how important you feel it is that a candidate possess that characteristic prior to serving as an EAST facilitator, in order to be successful in that role.

* In Column B., check whether that characteristic was used as a criterion for hiring your current EAST facilitator.

Facilitator candidate characteristics prior to serving as EAST Facilitator	**A. Importance Not Important (NI)/ Somewhat Important (SI) / Very Important (VI)**	**B. Criterion for hiring?**
a. able to work without lesson plans	☐	☐
b. highly dedicated	☐	☐
c. work in non-traditional settings	☐	☐
d. basic technology skills	☐	☐
e. expert technology skills	☐	☐
f. good motivational skills	☐	☐
g. Other ☐	☐	☐

Integration of EAST with other academic programs

11) In what ways is EAST integrated with other courses/programs in your school?
(Check all that apply)

- ☐ a) EAST students contribute to other school activities.
- ☐ b) EAST develops students' general academic habits and attitudes (e.g. persistence, study habits, etc.).
- ☐ c) EAST develops specific academic skills in the content areas that are applicable to other classes.
- ☐ d) EAST projects incorporate specific content knowledge (besides technology) that is covered in other courses.
- ☐ e) Skills learned in other subjects help students succeed in EAST.
- ☐ f) Papers or projects for other classes may be based on topics from EAST projects.
- ☐ g) EAST projects evolve from projects in other classes.
- ☐ h) Other (specify): ☐
- ☐ i) Don't know

Program Support

12) We are interested in learning more about community/industry partnerships that have formed to support local EAST programs
(other than through collaboration on EAST projects). Have any such partnerships formed at your school? ☐

If YES, please give one example of such a partnership.

External Support

13) Please rate the effect of each of the following on EAST implementation in your school.	Inhibits effective implementation		Neutral or Mixed		Encourages effective implementation
a. State mandated curriculum frameworks.	○	○	○	○	○
b. State mandated testing policies and practices.	○	○	○	○	○
c. State mandated grading policies and practices.	○	○	○	○	○
d. State mandated rules pertaining to course credit and approval of courses.	○	○	○	○	○
e. Availability of funding for hardware.	○	○	○	○	○
f. Availability of funding for software.	○	○	○	○	○
g. Availability of funding for program related personnel (facilitator, back-up facilitator, substitute teachers, etc.)	○	○	○	○	○
h. EAST conferences and competitions	○	○	○	○	○
i. Staff training sponsored by EAST, Inc.	○	○	○	○	○
j. Student training sponsored by EAST, Inc.	○	○	○	○	○
k. Availability of funding to support participation in EAST trainings and activities.	○	○	○	○	○
l. Availability of support in identifying and applying for grants	○	○	○	○	○
m. Access to appropriate support resources for implementation.	○	○	○	○	○
n. Availability of technology support.	○	○	○	○	○
o. Availability of support on logistics of program implementation	○	○	○	○	○

p. Level of parental involvement in EAST	○	○	○	○	○
q. Degree of program support and involvement from the community.	○	○	○	○	○
r. Other [ ]	○	○	○	○	○

Internal Support

14) Please provide your opinion about each of the following statements about implementation of the EAST program at your school.	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Not Sure**
a. EAST classes depend on giving students the flexibility to make up missed classes in other subjects.	○	○	○	○	○
b. The program benefits from having school supervisors visit EAST classrooms periodically.	○	○	○	○	○
c. The program benefits from facilitators attending EAST training.	○	○	○	○	○
d. The program benefits from the principal attending EAST training.	○	○	○	○	○
e. The program benefits from students attending EAST training.	○	○	○	○	○
f. Students benefit from working in groups to solve problems.	○	○	○	○	○
g. EAST classes require giving students the freedom to go off-campus when necessary.	○	○	○	○	○
h. The program benefits from the school participating in EAST annual conferences.	○	○	○	○	○
i. Encouraging students to solve their own problems is ultimately more important than making sure they find the right answers.	○	○	○	○	○
j. Using academic skills in real-world contexts is important to student learning.	○	○	○	○	○
k. Students generally learn best from student-centered instruction.	○	○	○	○	○
l. The program depends upon parent involvement.	○	○	○	○	○
m. The program depends upon community involvement.	○	○	○	○	○
n. Students generally learn best in classes with students of similar abilities.	○	○	○	○	○
o. Students generally learn best with access to high-tech environments.	○	○	○	○	○

15) Please rate the extent to which you believe the following statements are true for EAST in your school...	Very true			Not at all true
a. Students benefit from their participation in EAST.	○	○	○	○
b. EAST is an essential component of the educational initiatives in my school.	○	○	○	○
c. EAST is an asset to my school.	○	○	○	○

16) Compared to the first year of implementation, which best describes the achievement of EAST students in this school? (SKIP FOR FIRST YEAR SCHOOLS) [ ]

17) How would you describe your school's progress in moving toward an effective EAST program? [ ]

18) Please describe the biggest barrier to EAST implementation in your school.

19) Please list the biggest success for EAST in your school.

Submit

–

Spring 2005 EAST Principal Survey

Instructions:

- Please allow 25 minutes to complete the survey.
- Please do not use the "Back" and "Forward" browser buttons on the menu bar when completing the survey. Instead, please use the buttons at the top and bottom of each survey page to navigate among pages. This will ensure that your responses for each page are saved.
- If you wish to stop the survey in the middle and complete it later, *please be sure to click on "**LOG OUT AND FINISH LATER**"* before closing your browser. Remember that you will need to provide your School Name and Password in order to regain access to your survey.
- Be certain to click the "***SUBMIT COMPLETED SURVEY*** " button at the end of the survey before closing the survey window in order to insure that your responses are saved.

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Your Title:

School Background

1) This school includes the following grade levels (check all that apply):

6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

2) This school serves the following grade levels in its EAST labs (check all that apply):

6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

3) Including this year, how many years:

a. has EAST been in your school?

b. have you been a principal?

c. have you been a principal in this school?

d. have you been a principal at any school with an EAST program?

Program Costs

4) In the table below, please indicate how your school supported the implementation of EAST during the ***first year*** of implementation (***original setup*** of lab):
* In Column A, indicate which sources of funds were used (Check all that apply)
* In Column B, indicate how those funds were allocated (Check all that apply)

Funding Source – First Year	Column A	Column B			
		How were these funds allocated? (check all that apply)			
	Check resources used (check all that apply)	Hardware and Software	Facilitator Salary	Travel for off-site training, conferences	Subs for off-site training, conferences
a. Funds from ADE	☐	☐	☐	☐	☐
b. Funds from EAST, Inc.	☐	☐	☐	☐	☐
c. Funds from local school district	☐	☐	☐	☐	☐
d. Federal funds (e.g. Title I)					
e. Grant from external agency	☐	☐	☐	☐	☐

	Check resources used (check all that apply)	Hardware and Software	Facilitator Salary	Travel for off-site training, conferences	Subs for off-site training, conferences
a. Funds from ADE	☐	☐	☐	☐	☐
b. Funds from EAST, Inc.	☐	☐	☐	☐	☐
c. Funds from local school district	☐	☐	☐	☐	☐
d. Federal funds (e.g. Title I)					
e. Grant from external agency	☐	☐	☐	☐	☐
(Please list agency):					
f. Grant or donation from community organization.	☐	☐	☐	☐	☐
g. Parental contributions.	☐	☐	☐	☐	☐
h. Other	☐	☐	☐	☐	☐

(Specify other) :

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Spring 2005 EAST Principal Survey

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Student and Facilitator Characteristics and Recruitment

6) In what ways are students recruited to participate in EAST at your school? (Check all that apply)

- ☐ a) Letter to parents
- ☐ b) School-wide announcements (e.g. during assemblies)
- ☐ c) Posters and bulletin boards
- ☐ d) School newspaper or newsletter
- ☐ e) Advertised at feeder school(s)
- ☐ f) Recommended to particular students by classroom teachers
- ☐ g) Recommended to particular students by principal or guidance counselor
- ☐ h) Career Days/Career Orientation
- ☐ i) Demonstrations/presentations by EAST students
- ☐ j) Parent meetings
- ☐ k) Open house for incoming grades
- ☐ l) "Peer recruitment" (word of mouth)
- m) Facilitator recruitment
- ☐ n) Participation is required of certain students
- ☐ o) Other (specify): _____
- ☐ p) Don't know

7) Among students who indicate interest, which of the following methods are used to determine which students can enroll in EAST? (Check all that apply)

- ☐ a) First come, first served
- ☐ b) Random selection

- ☐ c) Written application
- ☐ d) Interviewed by Facilitator or other faculty
- ☐ e) Effort is made to obtain enrollments that reflect the range of academic abilities in our school
- ☐ f) Effort is made to obtain enrollments that reflect the ethnic makeup of our school
- ☐ g) Preference is given to students who have participated in EAST in previous years.
- ☐ h) Preference is given to students based on the request or recommendation of parents, teachers or school couns
- ☐ i) Preference is given to resource, ~~or~~ special needs or low performing students
- ☐ j) Preference is given to students for other reasons (please specify): _____
- ☐ k) Other (specify): _____
- ☐ l) None of the above – the program is open to (or required for) all students and there is no waiting list
- ☐ m) Don't know

8.1) Does your school apply any additional screening criteria to determine who can enroll in EAST, based on studen abilities, characteristics or personality?

If YES, please indicate which screening criteria are used in Column B when completing the table for Question 8.2 be If NO, please *skip* Column B in the table for Question 8.2 below, but complete Column A.

8.2**)** For each of the student characteristics listed below:

- In Column A., rate how ***important*** you feel it is that a student possess that characteristic ***prior to*** enrolling in EAST, in order to be successful in an EAST lab.
- In Column B., check whether that characteristic is ever used as a ***screening criterion*** for enrolling students in an EAST lab. (If you checked "None of the above" in Question 7 above or selected NO in Question 8.1 above, plea skip this column.)

Student characteristics:	A. Important for students to possess characteristic *prior to enrolling* in EAST?	B. *Screening Criterion* for participation in EAST?
a. desire to change the community		
b. ability to collaborate and participate in teamwork		

c. ability to work independently		
d. comfort in a hands-on setting		
e. comfort with technology		
f. willingness to work hard		
g. ambition		
h. self-assurance		
i. satisfactory academic performance in other classes		
j. few disciplinary problems		
k. academically advanced or gifted		
l. strong problem solving skills		
m. strong verbal communication skills		
n. strong written communication skills		
o. Other (specify):		

Please answer questions 9 and 10 in reference to your primary EAST facilitator (not back-up facilitators).

9) In what ways was your EAST facilitator recruited for their role? (Check all that apply)

- ☐ a) He/she was recommended by staff of EAST, Inc.
- ☐ b) He/she was recommended by ADE staff.

- ☐ c) He/she was recommended by district staff.
- ☐ d) He/she was recommended/selected by principal or school administration.
- ☐ e) He/she responded to a job posting.
- ☐ f) He/she requested to be a facilitator.
- ☐ g) He/she was the only teacher interested or available.
- ☐ h) He/she was an EAST facilitator at another school.
- ☐ i) Other (specify): _____
- ☐ j) Don't know

10) For each of the characteristics listed below:

- In Column A., rate how important you feel it is that a candidate possess that characteristic ***prior*** to serving as an EAST facilitator, in order to be successful in that role.
- In Column B., check whether that characteristic was used as a ***criterion*** for hiring your current EAST facilitator.

Facilitator characteristics	A. Important for candidates to possess characteristic *prior to serving* as an EAST facilitator?	B. *Criterion* for hiring?
a. able to work without lesson plans		
b. highly dedicated		
c. able to work in non-traditional settings		
d. basic technology skills		
e. skills with the specific technologies and applications used in the EAST classroom		
f. good motivational skills		
g. Other (specify) _____		

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Spring 2005 EAST Principal Survey

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Integration of EAST with other academic programs

11) In what ways is EAST integrated with other courses/programs in your school? (Check all that apply)

- ☐ a) EAST students contribute to other school activities.
- ☐ b) EAST develops students' general academic habits and attitudes (e.g. persistence, study habits, etc.).
- ☐ c) EAST develops specific academic skills in the content areas that are applicable to other classes.
- ☐ d) EAST projects incorporate specific content knowledge (besides technology) that is covered in other courses.
- ☐ e) Skills learned in other subjects help students succeed in EAST.
- ☐ f) Papers or projects for other classes may be based on topics from EAST projects.
- ☐ g) EAST projects evolve from projects in other classes.
- ☐ h) Other (specify): _____
- ☐ i) Don't know

Program Support

12) We are interested in learning more about partnerships that have formed at the school level to support EAST programs, *other than through collaboration on EAST projects*. (For example, with organizations that provide additional training to students or staff, contribute materials or resources to your lab, etc.) Has your program formed any such partnerships with local community or industry groups? _____

If YES, please give one example of such a partnership.

External Support

13) Please rate the effect of each of the following on EAST implementation in	Inhibits effective		Neutral or		Encourages effective

your school.	implementation		Mixed		implementation
a. State mandated curriculum frameworks	☐	☐	☐	☐	☐
b. State mandated testing policies and practices	☐	☐	☐	☐	☐
c. State mandated grading policies and practices	☐	☐	☐	☐	☐
d. State mandated rules pertaining to course credit and approval of courses	☐	☐	☐	☐	☐
e. Availability of funding for hardware or software	☐	☐	☐	☐	☐
f. Availability of funding for program related personnel (facilitator, back-up facilitator, substitute teachers, etc.)	☐	☐	☐	☐	☐
g. EAST conferences and competitions	☐	☐	☐	☐	☐
h. Staff training sponsored by EAST, Inc.	☐	☐	☐	☐	☐
i. Student training sponsored by EAST, Inc.	☐	☐	☐	☐	☐
j. Availability of funding to support participation in EAST trainings and activities.	☐	☐	☐	☐	☐
k. Availability of support in identifying and applying for grants	☐	☐	☐	☐	☐
l. Availability of technology support	☐	☐	☐	☐	☐
m. Availability of support on logistics of program implementation	☐	☐	☐	☐	☐
n. Time for our Facilitator(s) to plan and prepare	☐	☐	☐	☐	☐
o. Time for our Facilitator(s) to reflect on what they have learned					
p. Opportunities for our Facilitator(s) to work with other EAST teachers	☐	☐	☐	☐	☐
q. Consistency of EAST philosophy with other school/district reforms	☐	☐	☐	☐	☐
r. Attitudes of other teachers in your school toward EAST	☐	☐	☐	☐	☐
s. Level of parental involvement in EAST					
t. Degree of program support and involvement from the community	☐	☐	☐	☐	☐

u. Distance from training events

v. Other (please specify)

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Implementing The EAST Program At Your School

14) Please provide your opinion about each of the following statements about implementation of the EAST program at your school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
a. I am willing to support giving EAST students the flexibility to make up missed classes in other subjects.	☐	☐	☐	☐	☐
b. I am willing to facilitate class scheduling in order to involve as many interested students as possible in EAST.					
c. I am willing to facilitate class scheduling in order to place experienced EAST students in the labs to act as mentors.					
d. It is important to the success of our EAST program for school supervisors to visit EAST classrooms periodically.	☐	☐	☐	☐	☐
e. Most students benefit from working in groups to solve problems.	☐	☐	☐	☐	☐
f. EAST classes require giving students the freedom to go off-campus when necessary.	☐	☐	☐	☐	☐
g. It is important to the success of our EAST program for the school to participate in EAST annual conferences.	☐	☐	☐	☐	☐
h. Encouraging students to solve their own problems is just as important as making sure they find the right answers.	☐	☐	☐	☐	☐
i. Using academic skills in real-world contexts is important to student learning.	☐	☐	☐	☐	☐
j. Most students learn best from student-centered instruction.	☐	☐	☐	☐	☐
k. Parent involvement is important to the success of our EAST program.	☐	☐	☐	☐	☐
l. Community involvement is important to the success of our EAST program.	☐	☐	☐	☐	☐

m. Most students learn best in classes with students of similar abilities.	☐	☐	☐	☐	☐
n. Most students learn best with access to high-tech environments.	☐	☐	☐	☐	☐

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Spring 2005 EAST Principal Survey

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15) For each of the staff and community members listed below, please indicate which EAST orientation activities these individuals have attended by selecting the appropriate response in each column. Please reply for staff who are *currently* in your school.

Current staff and community members	**A. New Administrators' Workshop** (generally held in the fall of each year)	**B. Pre-Implementation Workshop** (generally held in July before first year in EAST)	**C. Vision Building Workshop** (generally held in spring for schools considering adoption of EAST for the following school year)	**D. EAST Partnership Conference(s)** (generally held in February or March of each year)
a. School Principal	<<please choose>> Yes, attended No, did not attend Not sure	<<please choose>> Yes, attended No, did not attend Not sure	<<please choose>> Yes, attended No, did not attend Not sure	<<please choose>> Has/have attended at least one Has/have not yet attended any Not sure
b. Assistant Principal(s)	<<please choose>>	<<please choose>>	<<please choose>>	<<please choose>>
c. Guidance Counselor(s) or Registrar	<<please choose>>	<<please choose>>	<<please choose>>	<<please choose>>
d. Other school administrator(s)	<<please choose>>	<<please choose>>	<<please choose>>	<<please choose>>
e. District level administrator(s)	<<please choose>>	<<please choose>>	<<please choose>>	<<please choose>>
f. EAST Facilitator(s)	N/A	<<please choose>>	<<please choose>>	<<please choose>>
g. Back-up Facilitator(s)	N/A	<<please choose>>	<<please choose>>	<<please choose>>
h. Non-EAST Teachers	N/A	<<please choose>>	<<please choose>>	<<please choose>>
i. Parent(s)	N/A	N/A	<<please choose>>	<<please choose>>

j. School Board member(s)	N/A	N/A	<<please choose>>	<<please choose>>
k. Representative(s) of local business community	N/A	N/A	<<please choose>>	<<please choose>>
l. Other ____	N/A	N/A	<<please choose>>	<<please choose>>

16) Please rate the extent to which you believe the following statements are true for EAST in your school...	**Very true**			**Not at all true**
a. Students benefit from their participation in EAST.	☐	☐	☐	☐
b. EAST is an essential component of the educational initiatives in my school.	☐	☐	☐	☐
c. EAST is an asset to my school.	☐	☐	☐	☐

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EAST Evaluation 2006 Principal Survey

Instructions:

- Please allow 25 minutes to complete the survey
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Your Title: >>PLEASE CHOOSE<

School Background

1) This school includes the following grade levels (check all that apply):

6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

2) This school serves the following grade levels in its EAST labs (check all that apply):

6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

3) Including this year, how many years:

a. has EAST been in your school? >>PLEASE CHOOSE<<

b. have you been a principal? >>PLEASE CHOOSE<<

c. have you been a principal in this school? >>PLEASE CHOOSE<<

d. have you been a principal at any school with an EAST program? >>PLEASE CHOOSE<<

Program Costs

4) In the table below, please indicate how your school supported the implementation of EAST during the ***first year*** of implementation (***original setup*** of lab):
* In Column A, indicate which sources of funds were used (Check all that apply)
* In Column B, indicate how those funds were allocated (Check all that apply)

Funding Source – First Year	**Column A** **Check resources used** (check all that apply)	**Column B** **How were these funds allocated?** (check all that apply)			
		Hardware and Software	Facilitator Salary	Travel for off-site training, conferences	Subs for off-site training, conferences
a. Funds from ADE	☐	☐	☐	☐	☐
b. Funds from EAST, Inc.	☐	☐	☐	☐	☐
c. Funds from local school district	☐	☐	☐	☐	☐
d. Federal funds (e.g. Title I)	☐	☐	☐	☐	☐
e. Grant from external agency	☐	☐	☐	☐	☐
(Please list agency):					
f. Grant or donation from community organization	☐	☐	☐	☐	☐
g. Parental contributions	☐	☐	☐	☐	☐
h. Other	☐	☐	☐	☐	☐
(Specify other):					

5) In the table below, please indicate how your school supported the implementation of EAST during the ***subsequent years*** of implementation (***maintenance*** of lab):
* In Column A, indicate which sources of funds were used (Check all that apply)
* In Column B, indicate how those funds were allocated (Check all that apply)

Funding Source – Subsequent Years	**Column A** **Check resources used** (check all that apply)	**Column B** **How were these funds allocated?** (check all that apply)			
		Hardware and Software	Facilitator Salary	Travel for off-site training, conferences	Subs for off-site training, conferences
a. Funds from ADE	☐	☐	☐	☐	☐
b. Funds from EAST, Inc.	☐	☐	☐	☐	☐
c. Funds from local school district	☐	☐	☐	☐	☐
d. Federal funds (e.g. Title I)	☐	☐	☐	☐	☐
e. Grant from external agency	☐	☐	☐	☐	☐
(Please list agency):					
f. Grant or donation from community organization.	☐	☐	☐	☐	☐
g. Parental contributions.	☐	☐	☐	☐	☐
h. Other	☐	☐	☐	☐	☐
(Specify other) :					

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EAST Evaluation 2006 Principal Survey

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Student and Facilitator Characteristics and Recruitment

6) In what ways are students recruited to participate in EAST at your school? (Check all that apply):

- ☐ a) Letter to parents
- ☐ b) School-wide announcements (e.g. during assemblies)
- ☐ c) Posters and bulletin boards
- ☐ d) School newspaper or newsletter
- ☐ e) Advertised at feeder school(s)
- ☐ f) Recommended to particular students by classroom teachers
- ☐ g) Recommended to particular students by principal or guidance counselor
- ☐ h) Career Days/Career Orientation
- ☐ i) Demonstrations/presentations by EAST students
- ☐ j) Parent meetings
- ☐ k) Open house for incoming grades
- ☐ l) "Peer recruitment" (word of mouth)
- ☐ m) Facilitator recruitment
- ☐ n) Participation is required of certain students
- ☐ o) Other (specify): _____
- ☐ p) Don't know

7) Among students who indicate interest, which of the following methods are used to determine which students can enroll in EAST? (Check all that apply):

- ☐ a) First come, first serve
- ☐ b) Random selection
- ☐ c) Written application
- ☐ d) Interviewed by Facilitator or other faculty
- ☐ e) Effort is made to obtain enrollments that reflect the range of academic abilities in our school
- ☐ f) Effort is made to obtain enrollments that reflect the ethnic makeup of our school
- ☐ g) Preference is given to students who have participated in EAST in previous years
- ☐ h) Preference is given to students based on the request or recommendation of parents, teachers or school counselors
- ☐ i) Preference is given to resource, special needs or low performing students
- ☐ j) Preference is given to students for other reasons (please specify): _____
- ☐ k) Other (specify): _____
- ☐ l) None of the above – the program is open to (or required for) all students and there is no waiting list
- ☐ m) Don't know

8.1) Who in your school is responsible for recruiting students and/or advertising for the EAST program? (Check all that apply):

- ☐ a) Principal
- ☐ b) Other school administrative staff (specify): _____
- ☐ c) EAST Facilitator
- ☐ d) Counselor(s)
- ☐ e) Teachers
- ☐ f) Other (specify): _____

8.2) Who in your school is responsible for selection and/or placement of students into EAST classes? (Check all that apply):

- ☐ a) Principal
- ☐ b) Other school administrative staff (specify): _____
- ☐ c) EAST Facilitator
- ☐ d) Counselor(s)
- ☐ e) Teachers
- ☐ f) Placement is performed randomly by computer program
- ☐ g) Other (specify): _____

8.3) If there is disagreement over which students should be admitted, who makes the final decision about placing students into EAST classes? (Check only one):

- ○ a) Principal
- ○ b) Other school administrative staff (specify): _____
- ○ c) EAST Facilitator
- ○ d) Counselor(s)
- ○ e) Teachers
- ○ f) Placement is performed randomly by computer program
- ○ g) Other (specify): _____

Please answer questions 9 and 10 in reference to your primary EAST facilitator (not back-up facilitators).

9) In what ways was your EAST facilitator recruited for their role? (Check all that apply):

- ☐ a) He/she was recommended by staff of EAST, Inc.
- ☐ b) He/she was recommended by ADE staff.
- ☐ c) He/she was recommended by district staff.
- ☐ d) He/she was recommended/selected by principal or school administration.
- ☐ e) He/she responded to a job posting.
- ☐ f) He/she requested to be a facilitator.
- ☐ g) He/she was the only teacher interested or available.
- ☐ h) He/she was an EAST facilitator at another school.
- ☐ i) Other (specify): _____

☐ j) Don't know

10) For each of the characteristics listed below:
* In Column A., rate how important you feel it is that a candidate possess that characteristic ***prior*** to serving as an EAST facilitator, in order to be successful in that role.
* In Column B., check whether that characteristic was used as a ***criterion*** for hiring your current EAST facilitator.

Facilitator characteristics	**A. Important for candidates to possess characteristic *prior to serving* as an EAST facilitator?**	**B. *Criterion* for hiring?**
a. able to work without lesson plans	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
b. highly dedicated	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
c. able to work in non-traditional settings	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
d. basic technology skills	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
e. skills with the specific technologies and applications used in the EAST classroom	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
f. good motivational skills	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
g. Other (specify)	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<

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Integration of EAST with other academic programs

11) In what ways is EAST integrated with other courses/programs in your school?
(Check all that apply):

- ☐ a) EAST students contribute to other school activities.
- ☐ b) EAST develops students' general academic habits and attitudes (e.g. persistence, study habits, etc.).
- ☐ c) EAST develops specific academic skills in the content areas that are applicable to other classes.
- ☐ d) EAST projects incorporate specific content knowledge (besides technology) that is covered in other courses.
- ☐ e) Skills learned in other subjects help students succeed in EAST.
- ☐ f) Papers or projects for other classes may be based on topics from EAST projects.
- ☐ g) EAST projects evolve from projects in other classes.
- ☐ h) Other (specify): [ ]
- ☐ i) Don't know

Program Support

12) We are interested in learning more about partnerships that have formed at the school level to support EAST programs, *other than through collaboration on EAST projects*. (For example, with organizations that provide additional training to students or staff, contribute materials or resources to your lab, etc.) Has your program formed any such partnerships with local community or industry groups? [>>PLEASE CHOOSE<]

If YES, please give one example of such a partnership.

[ ]

External Support

13) Please rate the effect of each of the following on EAST implementation in your school	Inhibits effective implementation		Neutral or Mixed		Encourages effective implementation
a. State mandated curriculum frameworks	○	○	○	○	○
b. State mandated testing policies and practices	○	○	○	○	○

c. State mandated grading policies and practices	○	○	○	○	○
d. State mandated rules pertaining to course credit and approval of courses	○	○	○	○	○
e. Availability of funding for hardware or software	○	○	○	○	○
f. Availability of funding for program related personnel (facilitator, back-up facilitator, substitute teachers, etc.)	○	○	○	○	○
g. EAST conferences and competitions	○	○	○	○	○
h. Staff training sponsored by EAST, Inc.	○	○	○	○	○
i. Student training sponsored by EAST, Inc.	○	○	○	○	○
	Inhibits effective implementation		Neutral or Mixed		Encourages effective implementation
j. Availability of funding to support participation in EAST trainings and activities	○	○	○	○	○
k. Availability of support in identifying and applying for grants	○	○	○	○	○
l. Availability of technology support.	○	○	○	○	○
m. Availability of support on logistics of program implementation	○	○	○	○	○
n. Time for our Facilitator(s) to plan and prepare	○	○	○	○	○
o. Time for our Facilitator(s) to reflect on what they have learned	○	○	○	○	○
p. Opportunities for our Facilitator(s) to work with other EAST teachers	○	○	○	○	○
q. Consistency of EAST philosophy with other school/ district reforms	○	○	○	○	○
r. Attitudes of other teachers in your school toward EAST	○	○	○	○	○
s. Level of parental involvement in EAST	○	○	○	○	○
t. Degree of program support and involvement from the community	○	○	○	○	○

u. Distance from training events	○	○	○	○	○
v. Other [ ]	○	○	○	○	○

Implementing the EAST Program At Your School

14) Please provide your opinion about each of the following statements about implementation of the EAST program at your school	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
a. I am willing to support giving EAST students the flexibility to make up missed classes in other subjects	○	○	○	○	○
b. I am willing to facilitate class scheduling in order to involve as many interested students as possible in EAST	○	○	○	○	○
c. I am willing to facilitate class scheduling in order to place experienced EAST students in the labs to act as mentors	○	○	○	○	○
d. It is important to the success of our EAST program for school supervisors to visit EAST classrooms periodically	○	○	○	○	○
e. Most students benefit from working in groups to solve problems	○	○	○	○	○
f. EAST classes require giving students the freedom to go off-campus when necessary	○	○	○	○	○
g. It is important to the success of our EAST program for the school to participate in EAST annual conferences	○	○	○	○	○
h. Encouraging students to solve their own problems is just as important as making sure they find the right answers	○	○	○	○	○
i. Using academic skills in real-world contexts is important to student learning	○	○	○	○	○
j. Most students learn best from student-centered instruction	○	○	○	○	○
k. Parent involvement is important to the success of our EAST program	○	○	○	○	○
l. Community involvement is important to the success of our EAST program	○	○	○	○	○
m. Most students learn best in classes with students of similar abilities	○	○	○	○	○
n. Most students learn best with access to high-tech environments	○	○	○	○	○

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Metis Associates ...making a meaningful difference

EAST Evaluation 2006 Principal Survey

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15) For each of the staff and community members listed below, please indicate which EAST orientation activities these individuals have attended by selecting the appropriate response in each column. Please reply for staff who are *currently* in your school.

Current staff and community members	**A. New Administrators' Workshop** (generally held in the fall of each year)	**B. Pre-Implementation Workshop** (generally held in July before first year in EAST)	**C. Vision Building Workshop** (generally held in spring for schools considering adoption of EAST for the following school year)	**D. EAST Partnership Conference(s)** (generally held in February or March of each year)
a. School Principal	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
b. Assistant Principal(s)	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
c. Guidance Counselor(s) or Registrar	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
d. Other school administrator (s)	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
e. District level administrator (s)	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
f. EAST Facilitator(s)	N/A	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
g. Back-up Facilitator(s)	N/A	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
h. Non-EAST Teachers	N/A	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
i. Parent(s)	N/A	N/A	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
j. School Board member(s)	N/A	N/A	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<

k. Representative(s) of local business community	N/A	N/A	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<
l. Other	N/A	N/A	>>PLEASE CHOOSE<<	>>PLEASE CHOOSE<<

16) Please rate the extent to which you believe the following statements are true for EAST in your school...	**Very true**			**Not at all true**
a. Students benefit from their participation in EAST.	○	○	○	○
b. EAST is an essential component of the educational initiatives in my school.	○	○	○	○
c. EAST is an asset to my school.	○	○	○	○

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Appendix VI:
On-line Facilitator Surveys

Metis Associates ...making a meaningful difference

Spring 2004 EAST Facilitator Survey

This survey is intended to gather feedback from facilitators about the implementation of EAST in Arkansas. The information you provide is a vital part of a statewide evaluation that is being conducted by the Arkansas Department of Education (ADE) through funding from the US Department of Education. This evaluation is helping EAST, Inc. and ADE to advance their goal of continually improving the program.

Be assured that your responses will be kept strictly confidential. We have requested that you identify your school only to help us follow up with facilitators who have not responded; your comments will be reported only in summary form in combination with responses from other schools. Your contribution to the evaluation is greatly appreciated.

This survey is being pilot tested in spring 2004 with current EAST facilitators. Your perceptions of the survey process are also essential to helping us insure that we obtain an accurate record of facilitators' opinions and experiences. As you are completing this survey, please consider whether you think it is well constructed (for example, is it easy to complete? does it make sense?); at the end of the survey, we will invite you to comment on your opinions about the survey itself

Instructions:

- · Please allow 35 minutes to complete the survey. Since you can not return to the survey once you have closed your browser, it must be completed in one sitting. ·
- · Please do not use the "Back" and "Forward" browser buttons on the menu bar when completing the survey. Instead, use the buttons at the bottom of each survey page to navigate among pages. This will ensure that your responses for each page are saved. ·
- · Be certain to click the "SAVE AND COMPLETE THE SURVEY" button at the end of the survey before closing the survey window in order to insure that your responses are saved.

SAVE AND GO TO NEXT PAGE

School Background

1) School Name: >>PLEASE CHOOSE<< SchoolName (Other value: 9999)

If your school is not listed, please type your school name here:

Other School: SchoolOther

2) This school includes the following grade levels (check all that apply)**:**

6 ☐ Q2a6 7 ☐ Q2a7 8 ☐ Q2a8 9 ☐ Q2a9 10 ☐ Q2a10 11 ☐ Q2a11 12 ☐ Q2a12

3) What type of scheduling structure does your school use? (please check one):

>>PLEASE CHOOSE<< Q3**If Other:** Q3Other

(1) standard 7 period day (2)A/B Block (3)4 by 4 Block (4)other (specify):

4) How long does each section (class period) last? **minutes** Q4

5) How many of each of the following staff do you have in your school?

a) assistant principals	Q5A
b) special education supervisors	Q5B
c) guidance counselors	Q5C
d) d) technology coordinators	Q5D

Structure of EAST Program in Your School

6) Including this year, how many years:	
a. has EAST been in your school?	>>PLEASE CHOOSE<< Q6afac
b. have you been an EAST facilitator at any school with an EAST program?	>>PLEASE CHOOSE<< Q6bfac
c. have you been a teacher?	>>PLEASE CHOOSE<< Q6cfac
value:1 2 3 4 5 6-10 11-15 16-20 More than 20	

7) How many times does each EAST class meet per week? Q7

8) How many EAST classes does your school currently have? Q8

9)In total, about how many students were enrolled in EAST in your school this year? Q9

10) This school serves the following grade levels in its EAST labs (check all that apply)**:**

6 ☐ Q10a6 7 ☐ Q10a7 8 ☐ Q10a8 9 ☐ Q10a9 10 ☐ Q10a10 11 ☐ Q10a11 12 ☐ Q10a12

[If this is your school's first year implementing EAST, please skip to the next question.]

11) For each of the EAST classes that you taught this school year, please use the table below to indicate approximately how many of the students in each class had ever enrolled in EAST in previous years.

	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
# of experienced students:	Q11C1	Q11C2	Q11C3	Q11C4	Q11C5	Q11C6

12) In total, how many sections (class periods) in each week do you spend teaching non-EAST classes? Q12

13) What other subject areas do you currently teach in addition to EAST?

Q13

Student Characteristics and Recruitment

14) In what ways are students recruited to participate in EAST at your school? (Check all that apply)

- ☐ a) Letter to parents Q14afac
- ☐ b) School-wide announcements (e.g. during assemblies) Q14b
- ☐ c) Posters and bulletin boards Q14c
- ☐ d) School newspaper or newsletter Q14dfac
- ☐ e) Advertised at feeder school(s) Q14efac
- ☐ f) Recommended to particular students by classroom teachers Q14ffac
- ☐ g) Recommended to particular students by principal or guidance counselor Q14gfac
- ☐ h) "peer recruitment" (word of mouth)Q14hfac
- ☐ i) Participation is required of certain students Q14ifac
- ☐ j) Other (specify):Q14jfac Q14Other
- ☐ k) Don't know Q14kfac

15) Among students who indicate interest, which of the following methods are used to determine which students can enroll in EAST? (Check all that apply)

- ☐ a) First come, first served Q15afac
- ☐ b) Random selection Q15b
- ☐ c) Written application Q15c
- ☐ d) Effort is made to obtain enrollments that reflect the range of academic abilities in our school Q15dfac
- ☐ e) Effort is made to obtain enrollments that reflect the ethnic makeup of our school Q15efac
- ☐ f) Preference is given to students who have participated in EAST in previous years. Q15ffac
- ☐ g) Preference is given to students for other reasons (please specify): Q15gfac Q15gOther
- ☐ h) Other (specify):Q15hfac Q15hOther
- ☐ i) None of the above – the program is open to all students and there is no waiting list Q15ifac
- ☐ j) Don't know Q15jfac

16) For each of the student characteristics listed below:

- In Column A., rate how ***important*** you feel it is that a student possess that characteristic ***prior to*** enrolling in EAST, in order to be successful in an EAST lab.
- In Column B., check whether that characteristic is ever used as a ***screening criterion*** for enrolling students in an EAST lab.
- In Column C., rate the extent to which EAST ***develops this characteristic*** in students

Student characteristics:	A.Important for students to possess characteristic prior to enrolling in EAST?	B.Screening Criterion for participation in EAST?	C.Extent that EAST develops this characteristic
a. desire to change the community	☐ Q16Aa	☐ Q16Ba	☐ Q16Ca
b. ability to collaborate and participate in teamwork	☐ Q16Ab	☐ Q16Bb	☐ Q16Cb
c. ability to work independently	☐ Q16Ac	☐ Q16Bc	☐ Q16Cc
d. comfort in a hands-on setting	☐ Q16Ad	☐ Q16Bd	☐ Q16Cd
e. comfort with technology	☐ Q16Ae	☐ Q16Be	☐ Q16Ce
f. willingness to work hard	☐ Q16Af	☐ Q16Bf	☐ Q16Cf
g. ambition	☐ Q16Ag	☐ Q16Bg	☐ Q16Cg
h. self-assurance	☐ Q16Ah	☐ Q16Bh	☐ Q16Ch
i. satisfactory academic performance in other classes	☐ Q16Ai	☐ Q16Bi	☐ Q16Ci
j. few disciplinary problems	☐ Q16Aj	☐ Q16Bj	☐ Q16Cj
k. academically advanced or gifted	☐ Q16Ak	☐ Q16Bk	☐ Q16Ck
l. strong problem solving skills	☐ Q16Al	☐ Q16Bl	☐ Q16Cl
m. strong verbal communication skills	☐ Q16Am	☐ Q16Bm	☐ Q16Cm
n. strong written communication skills	☐ Q16An	☐ Q16Bn	☐ Q16Cn
o. Other:	☐ Q16Ao	☐ Q16Bo	☐ Q16Co
☐	Q16Oother		
	Not Important/ Somewhat Important/ Very Important	Yes/ No/ Don't Know	1 Very little 2 3 Somewhat 4 5 A great deal

Program Support

17) We are interested in learning more about community/industry partnerships that have formed to support local EAST programs, other than through collaboration on EAST projects. (For example, with organizations that provide additional training to students or staff, contribute resources, etc.) Have any such partnerships formed at your school? ☐ Q17: Yes No

If YES, please give one example of such a partnership.
Q17Memo

☐

Administrative Support

18) Please rate the effect of each of the following on EAST implementation in your school.	Inhibits effective implementation		Neutral or Mixed		Encourages effective implementation
a. State mandated curriculum frameworks. Q18a	○ 1	○ 2	○ 3	○ 4	○ 5
b. State mandated testing policies and practices.Q18b	○ 1	○ 2	○ 3	○ 4	○ 5
c. State mandated grading policies and practices. Q18c	○ 1	○ 2	○ 3	○ 4	○ 5
d. State mandated rules pertaining to course credit and approval of courses. Q18d	○ 1	○ 2	○ 3	○ 4	○ 5
e. Availability of funding for hardware or software. Q18e	○ 1	○ 2	○ 3	○ 4	○ 5
f. Availability of funding for program related personnel (facilitator, back-up facilitator, substitute teachers, etc.) Q18f	○ 1	○ 2	○ 3	○ 4	○ 5
g. EAST conferences and competitions Q18g	○ 1	○ 2	○ 3	○ 4	○ 5
h. Staff training sponsored by EAST, Inc. Q18h	○ 1	○ 2	○ 3	○ 4	○ 5
i. Student training sponsored by EAST, Inc. Q18i	○ 1	○ 2	○ 3	○ 4	○ 5
j. Availability of funding to support participation in EAST trainings and activities. Travel Q18j	○ 1	○ 2	○ 3	○ 4	○ 5
k. Availability of support in identifying and applying for grants Q18k	○ 1	○ 2	○ 3	○ 4	○ 5
l. Availability of technology support. Q18l	○ 1	○ 2	○ 3	○ 4	○ 5
m. Availability of support on logistics of program implementation Q18m	○ 1	○ 2	○ 3	○ 4	○ 5
n. Time to plan and prepare. Q18an	○ 1	○ 2	○ 3	○ 4	○ 5
o. Opportunities to work with other EAST teachers Q18ao	○ 1	○ 2	○ 3	○ 4	○ 5
p. Opportunities to attend EAST events Q18p	○ 1	○ 2	○ 3	○ 4	○ 5
q. Consistency of EAST philosophy with other school/district reforms. Q18q	○ 1	○ 2	○ 3	○ 4	○ 5
r. Attitudes of other teachers in your school toward EAST. Q18r	○ 1	○ 2	○ 3	○ 4	○ 5
s. Degree of program support and involvement from parents and the community. Q18s	○ 1	○ 2	○ 3	○ 4	○ 5
t. Other18t [ ] Q18tOther	○ 1	○ 2	○ 3	○ 4	○ 5

[ ] Q18tOther

19) Please provide your opinion about each of the following statements about implementation of the EAST program at your school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
a. I am able to obtain permission for my EAST students to work off-campus when necessary. Q19a	○ 1	○ 2	○ 3	○ 4	○ 5
b. My principal facilitates class scheduling in order to involve as many interested students as possible in EAST. Q19b	○ 1	○ 2	○ 3	○ 4	○ 5
c. My principal facilitates class scheduling in order to place experienced EAST students in the labs to act as mentors.Q19c	○ 1	○ 2	○ 3	○ 4	○ 5
d. My principal encourages teachers to be flexible so that EAST students can make up missed classes in other subjects. Q19d	○ 1	○ 2	○ 3	○ 4	○ 5
e. My principal supports the creation of classes with students of mixed abilities. Q19e	○ 1	○ 2	○ 3	○ 4	○ 5
f. Parent involvement is important to the success of the EAST program in my school.Q19f	○ 1	○ 2	○ 3	○ 4	○ 5

AST Training and Support

20) How many visits from EAST, Inc. staff (e.g. technology staff, team leaders) have been made to your school so far during the current school year? [ ] Q20

21) About how many times have you called the EAST staff for support so far during the current school year?

[ ] Q21

22) During the current school year, about how often have you accessed the EAST listserv for support? Q22

[ ] (1)Never (2)Occasionally (e.g. a few times a year) (3)Sometimes (e.g. once or twice a month) (4) Frequently (e.g. once or twice a week) (5) Very frequently (three times or more a week)

23) In which of the following EAST training activities have you participated? (Check all that apply)
☐ a) Phase 1 (generally held in June and July before first year in EAST) Q23a
☐ b) Phase 2 (generally held in October of first year in EAST) Q23b
☐ c) Phase 3 (generally held in December of first year in EAST) Q23c

24) How many annual EAST partnership conferences have you attended since you became a facilitator? [ ] Q24

25) How many Summer Seminars (not including Phase I training) have you attended since you became a facilitator?

Q25

26) How many times have you brought your students to training since you became a facilitator? Q26

27) Please provide your opinion about each of the following statements about EAST training activities.	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Not Sure**
a. My school's EAST program benefits from the principal attending EAST training Q27a	○ 1	○ 2	○ 3	○ 4	○ 5
b. My school's EAST program benefits from students attending EAST training. Q27b	○ 1	○ 2	○ 3	○ 4	○ 5
c. My school's EAST program benefits from the school participating in EAST Annual Q27c	○ 1	○ 2	○ 3	○ 4	○ 5
d. The time and opportunities to network with other EAST facilitators have been sufficient for my needs.Q27d	○ 1	○ 2	○ 3	○ 4	○ 5
e. The time available to reflect on what I have learned has been sufficient for my needs Q27e	○ 1	○ 2	○ 3	○ 4	○ 5
f. The level of on-going support available to me as I implement what I have learned from training has been sufficient for my needs. Q27f	○ 1	○ 2	○ 3	○ 4	○ 5

28) Considering all of your EAST training to date, please rate the adequacy of that training in bringing each of the following skills to the level that you need as a facilitator:	**More than Adequate**	**Adequate**	**Somewhat Adequate**	**Somewhat Inadequate**	**Inadequate**
a. Basic technology skills Q28a	○ 1	○ 2	○ 3	○ 4	○ 5
b. Specific technology applications used in the lab Q28b	○ 1	○ 2	○ 3	○ 4	○ 5
c. c. Instructional methods advocated by EAST Q28c	○ 1	○ 2	○ 3	○ 4	○ 5

d. d. Assessing my own progress in facilitating EAST **Q28d**	○ 1	○ 2	○ 3	○ 4	○ 5

	Poor						Excellent
29) How would you rate the overall quality of EAST professional development? Q29	1	2	3	4	5	6	7
	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6	○ 7

Characteristics of EAST projects

Please describe the projects that your EAST students have undertaken this year by answering the following questions.

30) Considering all student projects conducted in all of your EAST classes combined during this school year, approximately what proportion of these projects:	**None**	**A few**		**About half**		**All or almost all**
a. …were intended primarily to help students develop their skills with technology applications? **Q30a**	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
b. …were intended to solve problems in hypothetical situations? **Q30b**	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
c. …were intended to solve problems in real situations in the school? **Q30c**	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
d. …were intended to solve problems in real situations in the community beyond the school? **Q30d**	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
e. …were conducted in collaboration with other EAST schools? **Q30e**	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
f. …lasted a month or less? **Q30f**	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
g. …lasted one semester? **Q30g**	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
h. …lasted a full school year? **Q30h**	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
i. …were carried over from the prior school year, or will be carried over into next school year? **Q30i**	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
j. …were carried out primarily by one student? **Q30j**	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
k. …were carried out primarily by a team of two students? **Q30k**	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
l. …were carried out primarily by a team of three or more students? **Q30l**	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
m. …included on the team at least one student who has been in EAST for more than one year? **Q30m**	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6

31) Please provide your opinion about each of the following statements.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
a. EAST projects are most likely to be successful when students are given some flexibility to make up missed classes in other subjects. Q31a	○ 1	○ 2	○ 3	○ 4	○ 5
b. There will always be at least a few students who are likely to struggle in any academic environment.Q31b	○ 1	○ 2	○ 3	○ 4	○ 5
c. All students are capable of learning, although they often thrive under very different learning conditions.Q31c	○ 1	○ 2	○ 3	○ 4	○ 5
d. Giving students the freedom to explore their interests increases the likelihood that they will learn in all subject areas. Q31d	○ 1	○ 2	○ 3	○ 4	○ 5
e. Skills learned in other subjects help students succeed in EAST.Q31e	○ 1	○ 2	○ 3	○ 4	○ 5
f. The EAST program is most effective for students who are doing well in other academic subjects.Q31f	○ 1	○ 2	○ 3	○ 4	○ 5
g. It is important to have basic technology skills in order to be an effective EAST facilitator. Q31g	○ 1	○ 2	○ 3	○ 4	○ 5
h. It helps to be a technology expert in order to be effective as an EAST facilitator. Q31h	○ 1	○ 2	○ 3	○ 4	○ 5
i. It is important for students to take responsibility for their own learning, even if it means that they make more mistakes. Q31i	○ 1	○ 2	○ 3	○ 4	○ 5
j. It is often necessary for a teacher to exert his/her authority in order to insure that students stay on task. Q31j	○ 1	○ 2	○ 3	○ 4	○ 5
k. It is generally harmful to a student's learning for him or her to experience failure. Q31k	○ 1	○ 2	○ 3	○ 4	○ 5
l. It is important for an EAST facilitator to intervene if a project is falling behind schedule. Q31l	○ 1	○ 2	○ 3	○ 4	○ 5
m. Facilitating an EAST lab requires more time and commitment than teaching most other courses. Q31m	○ 1	○ 2	○ 3	○ 4	○ 5
n. It is important for an EAST facilitator to intervene when a team is unable to reach consensus. Q31n	○ 1	○ 2	○ 3	○ 4	○ 5
o. EAST teams ultimately function better if they are allowed to resolve problems on their own. Q31o	○ 1	○ 2	○ 3	○ 4	○ 5

p. Many students respond more to external rewards and acknowledgement of their accomplishments than to internal motivation.Q31p	○ 1	○ 2	○ 3	○ 4	○ 5
q. It is important for an EAST facilitator to discipline students when they do not follow ground rules Q31q	○ 1	○ 2	○ 3	○ 4	○ 5
r. EAST teams generally function best when students are allowed to pick their own teammates. Q31r	○ 1	○ 2	○ 3	○ 4	○ 5
s. The advantage to a student of working in a team with peers who are comfortable with each other outweighs any benefits of the experience of working with students who are different from themselves. Q31s	○ 1	○ 2	○ 3	○ 4	○ 5
t. When forming teams in EAST, it is important that students assume roles that are appropriate to their particular talents. Q31t	○ 1	○ 2	○ 3	○ 4	○ 5
u. When forming teams in EAST, it is important that students assume roles that are appropriate to their ability levels. Q31u	○ 1	○ 2	○ 3	○ 4	○ 5
v. When forming teams in EAST, it is sometimes necessary for the facilitator to step in to insure that students assume roles that challenge them to strengthen their skills.Q31v	○ 1	○ 2	○ 3	○ 4	○ 5

32) For each of the instructional goals and strategies listed below:

· In Column A., rate how important you feel it is for effective instruction in an EAST lab.

· In Column B., indicate how prepared you feel to use each goal or strategy in your EAST lab.

Instructional goals and strategies	**A. Importance**				**B. Preparation**			
	Not Important			**Very Important**	**Not Adequately Prepared**			**Very Well Prepared**
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**
a. Providing initial orientation about students' responsibility for completing projects	○ Q32Aa	○	○	○	○ Q32Ba	○	○	○
b. Discussing expectations about behavioral ground rules	○ Q32Ab	○	○	○	○ Q32Bb	○	○	○
c. Confronting violations of behavioral ground rules	○ Q32Ac	○	○	○	○ Q32Bc	○	○	○
d. Monitoring student progress towards project milestones	○ Q32Ad	○	○	○	○ Q32Bd	○	○	○

e. Keeping students on task	Q32Ae				Q32Be			
f. Explicitly teaching presentation skills	Q32Af				Q32Bf			
g. Supporting struggling students while maintaining expectation of self-direction	Q32Ag				Q32Bg			
h. Providing encouragement to less motivated students	Q32Ah				Q32Bh			
i. Guiding student projects without using lesson plans	Q32Ai				Q32Bi			
j. Providing students with opportunities to learn from each other	Q32Aj				Q32Bj			
k. Identifying problems with the functioning of project teams	Q32Ak				Q32Bk			
l. Developing students' interpersonal skills	Q32Al				Q32Bl			
m. Modeling collaboration skills	Q32Am				Q32Bm			
n. Explicitly teaching collaboration skills	Q32An				Q32Bn			
o. Modeling leadership skills	Q32Ao				Q32Bo			
p. Explicitly teaching leadership skills	Q32Ap				Q32Bp			
q. Explicitly teaching planning skills	Q32Aq				Q32Bq			
r. Providing feedback on student assessments	Q32Ar				Q32Br			
s. Using student assessments to inform instruction	Q32As				Q32Bs			
t. Helping students see how their projects can benefit the community	Q32At				Q32Bt			
u. Helping students see connections between skills and concepts developed through their EAST projects and skills and concepts developed in other courses	Q32Au				Q32Bu			
v. Making explicit connections between students' EAST projects and assignments from other classes	Q32Av				Q32Bv			

Each of the tables below lists a major goal of instruction in the EAST program. Considering all of your EAST labs, please use these tables to describe your instructional strategies for attaining each goal. For each of the strategies

listed in each table:
· In Column A., rate the importance of each strategy, in terms of how much you think it contributes to the listed goal.
· In Column B., check whether you have used each strategy this year.

(Note that it is not expected that you will always use all of those and only those strategies that you consider important. There may be times when you use a strategy primarily because it is expected of you by others, or when you may not have the opportunity or the preparation to use a strategy as much as you would like to.)

33) To meet the goal of *developing students' technology skills*	**A. Importance**				**B. Check if used this year**
	Not Important			**Very Important**	
Strategies:	**1**	**2**	**3**	**4**	
a. Send students to training from EAST, Inc. Q33Aa	○	○	○	○	☐ Q33Ba
b. Arrange for mentoring from other EAST students Q33Ab	○	○	○	○	☐ Q33Bb
c. Provide your own technology expertise Q33Ac	○	○	○	○	☐ Q33Bc
d. Allow students to practice using new software before they start a project Q33Ad	○	○	○	○	☐ Q33Bd
e. Have students learn new software as part of a project Q33Ae	○	○	○	○	☐ Q33Be
f. Other (specify): Q33Af	○	○	○	○	☐ Q33Bf
Q34AhOther					

34) To meet the goal of *developing students' planning skills*	**A. Importance**				**B. Check if used this year**
	Not Important			**Very Important**	
Strategies:	**1**	**2**	**3**	**4**	
a. Request logs, progress reports or journals Q34Aa	○	○	○	○	Q34Ba ☐
b. Hold periodic meetings with project teams Q34Ab	○	○	○	○	Q34Bb ☐
c. Hold periodic meetings with individual students Q34Ac	○	○	○	○	Q34Bc ☐
d. Provide verbal feedback on progress reports Q34Ad	○	○	○	○	Q34Bd ☐

e. Provide written feedback on progress reports Q34Ae	○	○	○	○	Q34Be ☐
f. Explicitly teach planning skills Q34Af	○	○	○	○	Q34Bf ☐
g. Allow students to self monitor Q34Ag	○	○	○	○	Q34Bg ☐
h. Other (specify):Q34Ah	○	○	○	○	Q34Bh ☐

Q34AhOther

35) If you checked "Explicitly teach planning skills" above, please briefly list which skills you teach:

[SKIP IF f. NOT CHECKED ABOVE]

36) To meet the goal of *helping students solve problems or challenges in their projects*	**A. Importance**				**B. Check if used this year**
	Not Important			**Very Important**	
Strategies:	**1**	**2**	**3**	**4**	
a. Post an outline of problem-solving steps in the classroom Q36Aa	○	○	○	○	Q36Ba ☐
b. Participate in brainstorming solutions with studentsQ36Ab	○	○	○	○	Q36Bb ☐
c. Ask probing questionsQ36Ac	○	○	○	○	36Bc ☐
d. Show students the solution when necessaryQ36Ad	○	○	○	○	Q36Bd ☐
e. Help students who need extra support Q36Ae	○	○	○	○	Q36Be ☐
f. Encourage students to use of a variety of research sources (e.g. books, CDs, internet, people) Q36Af	○	○	○	○	Q36Bf ☐

g. Make print resources (e.g. user manuals, reference materials) available in the room Q36Ag	○	○	○	○	Q36Bg ☐
h. Help put students in contact with people resources (e.g. keep list of phone numbers; suggest staff, community member or other students who can help) Q36Ah	○	○	○	○	Q36Bh ☐
i. Explicitly teach problem solving skills Q36Ai	○	○	○	○	Q36Bi ☐
j. other (specify): Q36Aj	○	○	○	○	Q36Bj ☐
Q36AjOther					

37) If you checked "Explicitly teach problem solving skills" above, please briefly list which skills you teach:

[SKIP IF i. NOT CHECKED ABOVE]

38) To meet the goal of *helping students identify projects*	**A. Importance**				**B. Check if used this year**
	Not Important			**Very Important**	
Strategies:	**1**	**2**	**3**	**4**	
a. Provide information about other students' projects Q38Aa	○	○	○	○	Q38Ba ☐
b. Have students provide information about their projects to each other Q38Ab	○	○	○	○	Q38Bb ☐
c. Suggest project ideas Q38Ac	○	○	○	○	Q38Bc ☐
d. Encourage students to develop projects from assignments/projects in other classes Q38Ad	○	○	○	○	Q38Bd ☐
e. Assign projects Q38Ae	○	○	○	○	Q38Be ☐
f. other (specify): Q38Af	○	○	○	○	Q38Bf ☐
Q38AfOther					

39) Which of the following do you use to assess students' learning?(Check all that apply)

- ☐ Q39a a. Review student logs or progress reports
- ☐ Q39b b. Student presentations
- ☐ Q39c c. Day to day observation
- ☐ Q39d d. Periodic meetings with individual students
- ☐ Q39e e. Periodic meetings with project teams
- ☐ Q39f f. other (specify): [ ] Q39fOther

40) On which of the following skills and/or behaviors do you grade students in your EAST labs? (Check all that apply)

- ☐ Q40a a. basic technology skills
- ☐ Q40b b. appropriate use of technology as a tool for various purposes
- ☐ Q40c c. appropriate use of technology for various audiences
- ☐ Q40d d. problem solving skills
- ☐ Q40e e. higher order thinking skills
- ☐ Q40f f. interpersonal skills
- ☐ Q40g g. teamwork
- ☐ Q40h h. initiative
- ☐ Q40i i. verbal communication skills
- ☐ Q40j j. written communication skills
- ☐ Q40k k. independence/responsibility
- ☐ Q40l l. study skills
- ☐ Q40m m. research skills
- ☐ Q40n n. demerits for lateness or negative behavior
- ☐ Q40o o. other (specify): [ ] Q40oOther
- ☐ Q40p p. none of the above – EAST students in our school are not formally graded

41) How would you describe your school's progress in moving toward an effective EAST program?

[>>PLEASE CHOOSE<<]

Q41:(1)Quite far from Ideal(2)Beginning to Improve(3)Moving along in the process(4)Well along in improving(5) Approaching Ideal

42) Please describe the biggest barrier to EAST implementation in your school.

[ ] Q42

43) Please list the biggest success for EAST in your school.

Q43

Survey Feedback

In order to help us pilot-test this survey, we would appreciate any comments you might have on the questionnaire itself.

44) About how long did the survey take you to complete? **minutes** Q44

45) Was the survey easy to complete? Did it make sense? Were there any items that you felt did not enable you to provide the answer that you wanted to, or that you thought were ambiguous, leading, confusing, etc.?

Q45

46) In order to get a better understanding of respondents' perceptions of the survey, we will also be contacting a sample of respondents this summer to discuss their experience further. If you would be willing to have us contact you for a brief (15 minute) interview, please provide a phone number where you can be reached over the summer. Please remember that all of your comments, including survey responses and comments about the survey, will remain strictly confidential.

Q46

SAVE AND GO TO NEXT PAGE

Portions of this survey were adapted from the 2003 Local Systemic Change Teacher and Principal Questionnaires developed by Horizon Research, Inc.

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<% rsQ3.Close(); %><% rsMain.Close(); %>

Metis Associates
...making a meaningful difference
90 Broad Street, Suite 1200, New York, NY 10004 Tel: (212) 425-8833 Fax: (212) 480-2176 Website: www.MetisAssoc.com

EAST Evaluation
2005 Facilitator Survey

This survey is intended to gather feedback from principals about the implementation of EAST in Arkansas. The information you provide is a vital part of Arkansas's goal to successfully implement EAST and to respond to a statewide evaluation that is being funded by the US Department of Education. This evaluation is helping EAST, Inc. and the Arkansas Department of Education (ADE) to advance their goal of continually improving the program.

Be assured that your responses will be kept strictly confidential. *We have requested that you identify your school only to help us follow up with principals who have not responded; your comments will be reported only in summary form in combination with responses from other schools. Your contribution to the evaluation is greatly appreciated.*

Note: ***Only one survey can be submitted by each school. If your school has more than one Facilitator, please designate one Facilitator to respond for your school.***

In order to access the survey, you will need to select your school from the drop-down list below. This will allow you to come back to the survey in case you do not wish to complete it in one sitting.

If you have any difficulty logging in please email Jonathan Dawson-Tunik at jtunik@metisassoc.com.

School Name

(All schools are listed by the school name used on the EAST website. If you do not find your school, please make sure you are looking under that name.)

Login

Spring 2005 EAST Facilitator Survey

Instructions:

- Please allow 30 minutes to complete the survey.
- Please do not use the "Back" and "Forward" browser buttons on the menu bar when completing the survey. Instead, use the buttons at the top and bottom of each survey page to navigate among pages. This will ensure that your responses for each page are saved.
- If you wish to stop the survey in the middle and complete it later, *please be sure to click* the "***LOG OUT AND FINISH LATER***" button before closing your browser. Remember that you will need to provide your School Name and Password in order to regain access to your survey.
- Be certain to click the "***SUBMIT COMPLETED SURVEY***" button at the end of the survey before closing the survey window in order to insure that your responses are saved.

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LOG OUT AND FINISH LATER

School Background

1) This school includes the following grade levels (check all that apply):

6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

2) What type of scheduling structure does your school use?: >>PLEASE CHOOSE

If Other:

3) How long does each section (class period) last? minutes

4) How many of each of the following staff do you have in your school?

a) assistant principals	
b) special education supervisors	
c) guidance counselors	
d) technology coordinators	

Structure of EAST Program in Your School

5) Including this year, how many years:	
a. has EAST been in your school?	
b. have you been an EAST facilitator at any school with an EAST program?	
c. have you been a teacher?	

6) How many times does each EAST class meet per week?

7) How many EAST classes does your school currently have?

8)In total, about how many students were enrolled in EAST in your school this year**?**

9) Which grade levels are enrolled in your school's EAST program?: (check all that apply)

6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

10) For each of the EAST classes that you taught this school year, please use the table below to indicate approximately how many of the students in each class had ever enrolled in EAST in previous years.

Since you are a first year school, please skip Question 10.

	Class 1:	Class 2:	Class 3:	Class 4:	Class 5:	Class 6:
# of experienced students:						

11) In total, how many sections (class periods) in each week do you spend teaching *non*-EAST classes?

12) What other subject areas do you currently teach in addition to EAST?

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Spring 2005 EAST Facilitator Survey

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Student Characteristics and Recruitment

13) In what ways are students recruited to participate in EAST at your school? (Check all that apply)

- ☐ a) Letter to parents
- ☐ b) School-wide announcements (e.g. during assemblies)
- ☐ c) Posters and bulletin boards
- ☐ d) School newspaper or newsletter
- ☐ e) Advertised at feeder school(s)
- ☐ f) Recommended to particular students by classroom teachers
- ☐ g) Recommended to particular students by principal or guidance counselor
- ☐ h) Career Days/Career Orientation
- ☐ i) Demonstrations/presentations by EAST students
- ☐ j) Parent meetings
- ☐ k) Open house for incoming grades
- ☐ l) "Peer recruitment" (word of mouth)
- m) Facilitator recruitment
- ☐ n) Participation is required of certain students
- ☐ o) Other (specify): _____
- ☐ p) Don't know

14) Among students who indicate interest, which of the following methods are used to determine which students can enroll in EAST? (Check all that apply)

- ☐ a) First come, first served
- ☐ b) Random selection

- ☐ c) Written application
- ☐ d) Interviewed by Facilitator or other faculty
- ☐ e) Effort is made to obtain enrollments that reflect the range of academic abilities in our school
- ☐ f) Effort is made to obtain enrollments that reflect the ethnic makeup of our school
- ☐ g) Preference is given to students who have participated in EAST in previous years.
- ☐ h) Preference is given to students based on the request or recommendation of parents, teachers or school counselors.
- ☐ i) Preference is given to resource, ~~or~~ special needs or low performing students.
- ☐ j) Preference is given to students for other reasons (please specify): _____
- ☐ k) Other (specify): _____
- ☐ l) None of the above – the program is open to (or required for) all students and there is no waiting list
- ☐ m) Don't know

15) Does your school apply any additional screening criteria to determine who can enroll in EAST, based on students' abilities, characteristics or personality?

If YES, please indicate which screening criteria are used in Column B when completing the table for Question 16 below.
If NO, please *skip* Column B in the table for Question 16 below, but complete Columns A and C.
16) For each of the student characteristics listed below:

- In Column A., rate how ***important*** you feel it is that a student possess that characteristic ***prior to*** enrolling in EAS to be successful in an EAST lab.
- In Column B., check whether that characteristic is ever used as a ***screening criterion*** for enrolling students in an (If you checked "None of the above" in Question 14 above or selected NO in Question 15 above, please skip this col
- In Column C., rate the extent to which EAST ***develops this characteristic*** in students

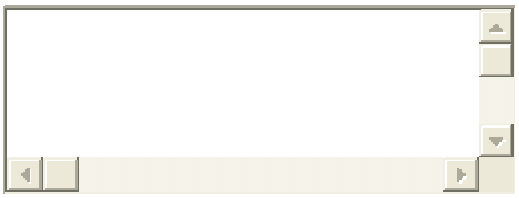
Student characteristics:	A. Important for students to possess characteristic *prior to enrolling* in EAST?	B. *Screening Criterion* for participation in EAST?	C. Extent that EAST *develops* this characteristic
a. desire to change the community			
b. ability to collaborate and participate in teamwork			
c. ability to work			

independently			
d. comfort in a hands-on setting			
e. comfort with technology			
f. willingness to work hard			
g. ambition			
h. self-assurance			
i. satisfactory academic performance in other classes			
j. few disciplinary problems			
k. academically advanced or gifted			
l. strong problem solving skills			
m. strong verbal communication skills			
n. strong written communication skills			
o. Other (specify):			

Program Support

17) We are interested in learning more about partnerships that have formed at the school level to support EAST prog
than through collaboration on EAST projects. (For example, with organizations that provide additional training to st
staff, contribute materials or resources to your lab, etc.) Has your program formed any such partnerships with local c
industry groups?

If YES, please give one example of such a partnership.



18) Please rate the effect of each of the following on EAST implementation in your school.	Inhibits effective implementation		Neutral or Mixed		Encourages effective implementation
a. State mandated curriculum frameworks	☐	☐	☐	☐	☐
b. State mandated testing policies and practices	☐	☐	☐	☐	☐
c. State mandated grading policies and practices	☐	☐	☐	☐	☐
d. State mandated rules pertaining to course credit and approval of courses	☐	☐	☐	☐	☐
e. Availability of funding for hardware or software	☐	☐	☐	☐	☐
f. Availability of funding for program related personnel (facilitator, back-up facilitator, substitute teachers, etc.)	☐	☐	☐	☐	☐
g. EAST conferences and competitions	☐	☐	☐	☐	☐
h. Staff training sponsored by EAST, Inc.	☐	☐	☐	☐	☐
i. Student training sponsored by EAST, Inc.	☐	☐	☐	☐	☐
j. Availability of funding to support participation in EAST trainings and activities.	☐	☐	☐	☐	☐
k. Availability of support in identifying and applying for grants	☐	☐	☐	☐	☐
l. Availability of technology support	☐	☐	☐	☐	☐
m. Availability of support on logistics of program implementation	☐	☐	☐	☐	☐
n. Time to plan and prepare	☐	☐	☐	☐	☐
o. Time to reflect on what I have learned					
p. Opportunities to work with other EAST teachers	☐	☐	☐	☐	☐

q. Consistency of EAST philosophy with other school/district reforms	☐	☐	☐	☐	☐
r. Attitudes of other teachers in your school toward EAST	☐	☐	☐	☐	☐
s. Level of parental involvement in EAST					
t. Degree of program support and involvement from the community	☐	☐	☐	☐	☐
u. Distance from training events					
v. Other(please specify)	☐	☐	☐	☐	☐

19) Please provide your opinion about each of the following statements about implementation of the EAST program at your school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
a. I am able to obtain permission for my EAST students to work off-campus when necessary.	☐	☐	☐	☐	☐
b. My principal facilitates class scheduling in order to involve as many interested students as possible in EAST.	☐	☐	☐	☐	☐
c. My principal facilitates class scheduling in order to place experienced EAST students in the labs to act as mentors.	☐	☐	☐	☐	☐
d. My principal encourages teachers to be flexible so that EAST students can make up missed classes in other subjects.	☐	☐	☐	☐	☐
e. My principal supports the creation of classes with students of mixed abilities.	☐	☐	☐	☐	☐

f. Parent involvement is important to the success of the EAST program in my school.	○	○	○	○	○

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Spring 2005 EAST Facilitator Survey

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EAST Training and Support

20) How many visits from EAST, Inc. staff (e.g. technology staff, team leaders) have been made to your school for the purpose of technical assistance or site health support so far *during the current school year*?

21) About how many times have you called the EAST staff for support so far *during the current school year*?

22) During the current school year, about how often have you accessed the EAST listserv for support?

23) In which of the following EAST training activities have you participated? (Check all that apply)
a) Phase 1 (generally held in June and July before first year in EAST)
b) Phase 2 (generally held in October of first year in EAST)
c) Phase 3 (generally held in December of first year in EAST)

24) How many annual EAST partnership conferences have you attended *since you became a facilitator*?

25) How many Summer Seminars (not including Phase 1 training) have you attended *since you became a facilitator*?

26) How many times have you brought your students to training *since you became a facilitator*?

27) Considering all of your EAST training to date, please rate the *adequacy* of that training					

in bringing each of the following skills to the level that you need as a facilitator:					
a. Basic technology skills	☐	☐	☐	☐	☐
b. Specific technology applications used in the lab	☐	☐	☐	☐	☐
c. Instructional methods advocated by EAST	☐	☐	☐	☐	☐
d. Assessing my own progress in facilitating EAST	☐	☐	☐	☐	☐

	Poor						Excellent
28) How would you rate the overall quality of EAST professional development?	1	2	3	4	5	6	7
	☐	☐	☐	☐	☐	☐	☐

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Spring 2005 EAST Facilitator Survey

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29) Which of the following methods do you use to assess students' learning? (Check all that apply)	
☐	a. Review student logs or progress reports
☐	b. Student presentations
☐	c. Day to day observation
☐	d. Periodic meetings with individual students
☐	e. Periodic meetings with project teams
☐	f. Quizzes or tests
☐	g. Informal self-assessments
☐	h. Formal, rubric-based self-assessments
☐	f. other (specify):

30) On which of the following skills and/or behaviors do you assess students' learning? (Check all that apply)	
☐	a. basic technology skills
☐	b. appropriate use of technology as a tool for various purposes
☐	c. appropriate use of technology for various audiences
☐	d. problem solving skills
☐	e. higher order thinking skills
☐	f. interpersonal skills
☐	g. teamwork
☐	h. initiative
☐	i. verbal communication skills

- ☐ j. written communication skills
- ☐ k. independence/responsibility
- ☐ l. study skills
- ☐ m. research skills
- ☐ n. demerits for lateness or negative behavior
- ☐ o. other (specify): _____

RETURN TO PREVIOUS PAGE | LOG OUT AND FINISH LATER | COMPLETE THE SURVEY AND LOG OUT

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EAST Evaluation 2006 Facilitator Survey

Instructions:

- Please allow 30 minutes to complete the survey.
- *Please do not use the "Back" and "Forward" buttons on your web browser when completing the survey*. Instead, use the buttons at the top and bottom of each survey page to navigate among pages. This will ensure that your responses for each page are saved.
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- Be certain to click the "***COMPLETE THE SURVEY AND LOG OUT***" button at the end of the survey before closing the survey window in order to insure that your responses are saved. (You should see a confirmation page appear on your screen.)

LOG OUT AND FINISH LATER | GO TO NEXT PAGE ➔

School Background

1) This school includes the following grade levels (check all that apply)**:**

6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

2) What type of scheduling structure does your school use?: >>PLEASE CHOOSE<<

If Other:

3) How long does each section (class period) last? minutes

4) How many of each of the following staff do you have in your school?

a) assistant principals	
b) special education supervisors	
c) guidance counselors	
d) technology coordinators	

Structure of EAST Program in Your School

5) Including this year, how many years:

a. has EAST been in your school?	>>PLEASE CHOOSE<<
b. have you been an EAST facilitator at any school with an EAST program?	>>PLEASE CHOOSE<<
c. have you been a teacher?	>>PLEASE CHOOSE<<

6) How many times does each EAST class meet per week?

7) How many EAST classes does your school currently have?

8) In total, about how many students were enrolled in EAST in your school this year?

9) Which grade levels are enrolled in your school's EAST program? (check all that apply):

6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

10) For each of the EAST classes that you taught this school year, please use the table below to indicate approximately how many of the students in each class had ever enrolled in EAST in previous years.

	Class 1:	**Class 2:**	**Class 3:**	**Class 4:**	**Class 5:**	**Class 6:**
# of experienced students:						

11) In total, how many sections (class periods) in each week do you spend teaching *non*-EAST classes?

12) What other subject areas do you currently teach in addition to EAST?

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EAST Evaluation 2006 Facilitator Survey

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Student Characteristics and Recruitment

13) In what ways are students recruited to participate in EAST at your school? (Check all that apply)

- ☐ a) Letter to parents
- ☐ b) School-wide announcements (e.g. during assemblies)
- ☐ c) Posters and bulletin boards
- ☐ d) School newspaper or newsletter
- ☐ e) Advertised at feeder school(s)
- ☐ f) Recommended to particular students by classroom teachers
- ☐ g) Recommended to particular students by principal or guidance counselor
- ☐ h) Career Days/Career Orientation
- ☐ i) Demonstrations/presentations by EAST students
- ☐ j) Parent meetings
- ☐ k) Open house for incoming grades
- ☐ l) “Peer recruitment” (word of mouth)
- ☐ m) Facilitator recruitment
- ☐ n) Participation is required of certain students
- ☐ o) Other (specify): _____
- ☐ p) Don't know

14) Among students who indicate interest, which of the following methods are used to determine which students can enroll in EAST? (Check all that apply):

- ☐ a) First come, first serve
- ☐ b) Random selection
- ☐ c) Written application
- ☐ d) Interviewed by Facilitator or other faculty
- ☐ e) Effort is made to obtain enrollments that reflect the range of academic abilities in our school
- ☐ f) Effort is made to obtain enrollments that reflect the ethnic makeup of our school
- ☐ g) Preference is given to students who have participated in EAST in previous years
- ☐ h) Preference is given to students based on the request or recommendation of parents, teachers or school counselors
- ☐ i) Preference is given to resource, special needs or low performing students
- ☐ j) Preference is given to students for other reasons (please specify): _____

☐ k) Other (specify): [ ]

☐ l) None of the above - the program is open to (or required for) all students and there is no waiting list

☐ m) Don't know

15) Who in your school is responsible for recruiting students and/or advertising for the EAST program? (Check all that apply):

☐ a) Principal

☐ b) Other school administrative staff (specify): [ ]

☐ c) EAST Facilitator

☐ d) Counselor(s)

☐ e) Teachers

☐ f) Other (specify): [ ]

16.1) Who in your school is responsible for selection and/or placement of students into EAST classes? (Check all that apply):

☐ a) Principal

☐ b) Other school administrative staff (specify): [ ]

☐ c) EAST Facilitator

☐ d) Counselor(s)

☐ e) Teachers

☐ f) Placement is performed randomly by computer program

☐ g) Other (specify): [ ]

16.2) If there is disagreement over which students should be admitted, who makes the final decision about placing students into EAST classes? (Check only one):

○ a) Principal

○ b) Other school administrative staff (specify): [ ]

○ c) EAST Facilitator

○ d) Counselor(s)

○ e) Teachers

○ f) Placement is performed randomly by computer program

○ g) Other (specify): [ ]

Program Support

17) We are interested in learning more about partnerships that have formed at the school level to support EAST programs, *other than through collaboration on EAST projects* (for example, with organizations that provide additional training to students or staff, contribute materials or resources to your lab, etc.). Has your program formed any such partnerships with local community or industry groups? [>>PLEASE CHOOSE<]

If YES, please give one example of such a partnership.

18) Please rate the effect of each of the following on EAST implementation in your school.	Inhibits effective implementation		Neutral or Mixed		Encourages effective implementation
a. State mandated curriculum frameworks	○	○	○	○	○
b. State mandated testing policies and practices	○	○	○	○	○
c. State mandated grading policies and practices	○	○	○	○	○
d. State mandated rules pertaining to course credit and approval of courses	○	○	○	○	○
e. Availability of funding for hardware or software	○	○	○	○	○
f. Availability of funding for program related personnel (facilitator, back-up facilitator, substitute teachers, etc.)	○	○	○	○	○
g. EAST conferences and competitions	○	○	○	○	○
h. Staff training sponsored by EAST, Inc.	○	○	○	○	○
i. Student training sponsored by EAST, Inc.	○	○	○	○	○
j. Availability of funding to support participation in EAST trainings and activities.	○	○	○	○	○
	Inhibits effective implementation		Neutral or Mixed		Encourages effective implementation
k. Availability of support in identifying and applying for grants	○	○	○	○	○
l. Availability of technology support	○	○	○	○	○
m. Availability of support on logistics of program implementation	○	○	○	○	○
n. Time to plan and prepare	○	○	○	○	○
o. Time to reflect on what I have learned	○	○	○	○	○
p. Opportunities to work with other EAST teachers	○	○	○	○	○
q. Consistency of EAST philosophy with other school/ district reforms	○	○	○	○	○

r. Attitudes of other teachers in your school toward EAST	○	○	○	○	○
s. Level of parental involvement in EAST	○	○	○	○	○
t. Degree of program support and involvement from the community	○	○	○	○	○
u. Distance from training events	○	○	○	○	○
v. Other (please specify) [ ]	○	○	○	○	○

19) Please provide your opinion about each of the following statements about implementation of the EAST program at your school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
a. I am able to obtain permission for my EAST students to work off-campus when necessary.	○	○	○	○	○
b. My principal facilitates class scheduling in order to involve as many interested students as possible in EAST.	○	○	○	○	○
c. My principal facilitates class scheduling in order to place experienced EAST students in the labs to act as mentors.	○	○	○	○	○
d. My principal encourages teachers to be flexible so that EAST students can make up missed classes in other subjects.	○	○	○	○	○
e. My principal supports the creation of classes with students of mixed abilities.	○	○	○	○	○
f. Parent involvement is important to the success of the EAST program in my school.	○	○	○	○	○

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Metis Associates ...making a meaningful difference

EAST Evaluation 2006 Facilitator Survey

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EAST Training and Support

20) How many visits from EAST, Inc. staff (e.g. technology staff, team leaders) have been made to your school for the purpose of technical assistance or site health support so far *during the current school year*?

21) About how many times have you called the EAST staff for support so far *during the current school year*?

22) During the current school year, about how often have you accessed the EAST listserv for support?
>>PLEASE CHOOSE<<

23) In which of the following EAST training activities have you participated? (Check all that apply)

- ☐ a) Phase 1 (generally held in June and July before first year in EAST)
- ☐ b) Phase 2 (generally held in October of first year in EAST)
- ☐ c) Phase 3 (generally held in December of first year in EAST)

24) How many annual EAST partnership conferences have you attended *since you became a facilitator*?

25) How many Summer Seminars (not including Phase 1 training) have you attended *since you became a facilitator*?

26) How many times have you brought your students to training *since you became a facilitator*?

27) Considering all of your EAST training to date, please rate the *adequacy* of that training in bringing each of the following skills to the level that you need as a facilitator:	More than Adequate	Adequate	Somewhat Adequate	Somewhat Inadequate	Inadequate
a. Basic technology skills	○	○	○	○	○

b. Specific technology applications used in the lab	○	○	○	○	○
c. Instructional methods advocated by EAST	○	○	○	○	○
d. Assessing my own progress in facilitating EAST	○	○	○	○	○

	Poor						Excellent
28) How would you rate the overall quality of EAST professional development?	1	2	3	4	5	6	7
	○	○	○	○	○	○	○

29) Please rate your own comfort and skills in the use of technology by answering the following questions.	Novice	Beginner	Intermed	Advance
a. On average, how would you rate your comfort and skills in the use of basic technologies?	○	○	○	○
b. On average, how would you rate your comfort and skills in the use of the specific technology applications used in the EAST lab?	○	○	○	○

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Metis Associates ...making a meaningful difference

EAST Evaluation 2006 Facilitator Survey

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30) Which of the following methods do you use to assess students' learning? (Check all that apply)

- ☐ a. Review student logs or progress reports
- ☐ b. Student presentations
- ☐ c. Day to day observation
- ☐ d. Periodic meetings with individual students
- ☐ e. Periodic meetings with project teams
- ☐ f. Quizzes or tests
- ☐ g. Informal self-assessments
- ☐ h. Formal, rubric-based self-assessments
- ☐ i. other (specify): [ ]

31) On which of the following skills and/or behaviors do you assess students' learning? (Check all that apply)

- ☐ a. basic technology skills
- ☐ b. appropriate use of technology as a tool for various purposes
- ☐ c. appropriate use of technology for various audiences
- ☐ d. problem solving skills
- ☐ e. higher order thinking skills
- ☐ f. interpersonal skills
- ☐ g. teamwork
- ☐ h. initiative
- ☐ i. verbal communication skills

- ☐ j. written communication skills
- ☐ k. independence/responsibility
- ☐ l. study skills
- ☐ m. research skills
- ☐ n. demerits for lateness or negative behavior
- ☐ o. other (specify): [ ]

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Appendix VII:
Principal and Facilitator Surveys of Non-Study Schools:
Student Recruitment and Selection

Spring 2004 Principal Survey
Student Recruitment and Selection

Recruitment Methods	N (%) Used	Selection Procedures	N (%) Used
Letter to parents	28 (45.9%)	First come, first served	25 (39.7%)
School-wide announcements	44 (72.1%)	Random selection	9 (14.3%)
Posters and bulletin boards	37 (60.7%)	Written application	15 (23.8%)
School newspaper or newsletter	27 (44.3%)	Efforts that reflect the range of academic abilities in the school	32 (50.8%)
Advertised at feeder school(s)	19 (31.1%)	Efforts that reflect the ethnic makeup of the school	26 (41.3%)
Recommended by classroom teachers	51 (83.6%)	Preference given to previous years EAST students	36 (57.1%)
Recommended by principal or guidance counselor	56 (91.8%)	Preference given to student for other reasons	5 (7.9%)
Participation is required of certain students	2 (3.3%)	None of the above (open to all students)	15 (23.8%)
Total N Responding	**61**	**Total N Responding**	**63**

Spring 2004 Principal Survey
Student Characteristics prior to enrollment in EAST

Student Characteristics	Total N	Importance			Used as Screening criterion? Total N (%) Yes
		Not Important	Somewhat Important	Very Important	
Desire to change the community	61	11.5%	65.6%	23.0%	47 (27.7%)
Ability to collaborate and participate in teamwork	60	1.7%	35.0%	63.3%	46 (52.2%)
Ability to work independently and be self-driven	59	5.1%	37.3%	57.6%	47 (46.8%)
Comfort in a non-traditional, hand-on setting	60	8.3%	65.0%	26.7%	46 (28.3%)
Comfort with technology	61	11.5%	65.6%	23.0%	46 (26.1%)
Willing to work hard	61	1.6%	36.1%	62.3%	47 (53.2%)
Ambition	59	13.6%	64.4%	22.0%	44 (31.8%)
Self-assurance	60	21.7%	71.7%	6.7%	45 (17.8%)
Satisfactory academic performance in other classes	59	35.6%	49.2%	15.3%	44 (29.5%)
Few disciplinary problems	59	32.2%	49.2%	18.6%	43 (27.9%)
Academically advanced or gifted	58	74.1%	24.1%	1.7%	44 (6.8%)
Strong problem solving skills	59	13.6%	67.8%	18.6%	43 (16.3%)

Spring 2004 Facilitator Survey
Student Recruitment and Selection

Recruitment Methods	N (%) Used	Selection Procedures	N (%) Used
Letter to parents	6 (8.2%)	First come, first served	24 (33.3%)
School-wide announcements	45 (61.6%)	Random selection	12 (16.7%)
Posters and bulletin boards	34 (46.6%)	Written application	17 (23.6%)
School newspaper or newsletter	12 (16.4%)	Efforts that reflect the range of academic abilities in the school	30 (41.7%)
Advertised at feeder school(s)	23 (31.5%)	Efforts that reflect the ethnic makeup of the school	27 (37.5%)
Recommended by classroom teachers	52 (71.2%)	Preference given to previous years EAST students	43 (59.7%)
Recommended by principal or guidance counselor	57 (78.1%)	Preference given to student for other reasons	4 (5.6%)
"Peer recruitment" (word of mouth)	66 (90.4%)	None of the above (open to all students)	14 (19.4%)
Participation is required of certain students	2 (2.7%)		
Total N Responding	**73**	**Total N Responding**	**72**

Spring 2004 Facilitator Survey
Student Characteristics prior to enrollment in EAST

Student Characteristics	Total N	Importance			Used as Screening criterion? Total N (%) Yes
		Not Important	Somewhat Important	Very Important	
Desire to change the community	73	23.3%	64.4%	12.3%	59 (22.0%)
Ability to collaborate and participate in teamwork	73	24.7%	46.6%	28.8%	59 (28.8%)
Ability to work independently and be self-driven	73	28.8%	43.8%	27.4%	59 (27.1%)
Comfort in a non-traditional, hand-on setting	73	32.9%	39.7%	27.4%	59 (30.5%)
Comfort with technology	73	67.1%	30.1%	2.7%	59 (16.9%)
Willing to work hard	73	4.1%	45.2%	50.7%	59 (45.8%)
Ambition	72	20.8%	52.8%	26.4%	57 (22.8%)
Self-assurance	70	47.1%	45.7%	7.1%	57 (14.0%)
Satisfactory academic performance in other classes	72	58.3%	38.9%	2.8%	58 (17.2%)
Few disciplinary problems	73	26.0%	52.1%	21.9%	59 (33.9%)
Academically advanced or gifted	72	90.3%	9.7%	0.0%	60 (3.3%)
Strong problem solving skills	72	48.6%	37.5%	13.9%	59 (22.0%)
Strong verbal communication skills	73	58.9%	35.6%	5.5%	59 (8.5%)
Strong written communication skills	73	52.1%	45.2%	2.7%	60 (10.0%)

Spring 2005 Principal Survey
Student Recruitment and Selection

Recruitment Methods	N (%) Used	Selection Procedures	N (%) Used
Letter to parents	52 (40.0%)	First come, first served	54 (41.9%)
School-wide announcements	88 (67.7%)	Random selection	20 (15.5%)
Posters and bulletin boards	60 (46.2%)	Written application	24 (18.6%)
School newspaper or newsletter	33 (25.4%)	Interviewed by Facilitator or other faculty	41 (31.8%)
Advertised at feeder school(s)	32 (24.6%)	Efforts that reflect the range of academic abilities in the school	63 (48.8%)
Recommended by classroom teachers	100 (76.9%)	Efforts that reflect the ethnic makeup of the school	46 (35.7%)
Recommended by principal or guidance counselor	101 (77.7%)	Preference given to students who have participated in EAST in previous years	76 (58.9%)
Career Days/Career Orientation	39 (30.0%)	Preference given to students based on request of parents, teachers, school counselors	56 (43.4%)
Demonstrations/presentations by EAST students	82 (63.1%)	Preference given to resource, special needs or low performing students	10 (7.8%)
Parent meetings	53 (40.8%)	Preference given to students for other reasons	3 (2.3%)
Open house for incoming grades	59 (45.4%)	Other	2 (1.6%)
"Peer recruitment" (word of mouth)	101 (77.7%)	None of the above (open to all students)	24 (18.6%)
Facilitator recruitment	92 (70.3%)		
Participation is required of certain students	5 (3.8%)		
Other	2 (1.5%)		
Total N Responding	**130**	**Total N Responding**	**129**

Spring 2005 Principal Survey
Student Characteristics prior to Enrollment in EAST

Student Characteristics	Total N	Importance			Used as Screening criterion? Total N (%*) Yes
		Not Important	Somewhat Important	Very Important	
Desire to change the community	120	16.7%	60.8%	22.5%	8 (5.9%)
Ability to collaborate and participate in teamwork	122	2.5%	20.5%	77.0%	10 (7.4%)
Ability to work independently	121	3.3%	28.9%	67.8%	13 (9.6%)
Comfort in a hands-on setting	120	5.0%	39.2%	55.8%	10 (7.4%)
Comfort with technology	123	14.6%	50.4%	35.0%	12 (8.9%)
Willing to work hard	122	1.6%	22.1%	76.2%	14 (10.4%)
Ambition	121	5.0%	55.4%	39.7%	7 (5.2%)
Self-assurance	119	16.0%	59.7%	24.4%	5 (3.7%)
Satisfactory academic performance in other classes	122	33.6%	51.6%	14.8%	10 (7.4%)
Few disciplinary problems	120	23.3%	49.2%	27.5%	10 (7.4%)
Academically advanced or gifted	118	75.4%	20.3%	4.2%	2 (1.5%)
Strong problem solving skills	122	9.0%	63.1%	27.9%	7 (5.2%)
Strong verbal communications skills	122	23.8%	65.6%	10.7%	2 (1.5%)
Strong written communications skills	118	19.5%	67.8%	12.7%	2 (1.5%)

*Percents in this column are calculated based on the total number of survey respondents (N=135)

Spring 2005 Facilitator Survey
Student Recruitment and Selection

Recruitment Methods	N (%) Used	Selection Procedures	N (%) Used
Letter to parents	11 (9.9%)	First come, first served	47 (43.5%)
School-wide announcements	59 (53.2%)	Random selection	9 (8.3%)
Posters and bulletin boards	45 (40.5%)	Written application	29 (26.9%)
School newspaper or newsletter	18 (16.2%)	Interviewed by Facilitator or other faculty	19 (17.6%)
Advertised at feeder school(s)	26 (23.4%)	Efforts that reflect the range of academic abilities in the school	29 (26.9%)
Recommended by classroom teachers	71 (64.0%)	Efforts that reflect the ethnic makeup of the school	29 (26.9%)
Recommended by principal or guidance counselor	82 (73.9%)	Preference given to previous years EAST students	48 (44.4%)
Careers days/orientation	20 (18.0%)	Preference based on request of parents, teachers, school counselors	29 (26.9%)
Demonstrations/presentations by EAST students	62 (55.9%)	Preference to resorce, special needs, or low-performing students	8 (7.4%)
Parent meetings	19 (17.1%)	Preference given to student for other reasons	4 (3.7%)
Open house for incoming grades	41 (36.9%)	Other	6 (5.6%)
"Peer recruitment" (word of mouth)	96 (86.5%)	None of the above (open to all students)	25 (23.1%)
Faciliatator recruitment	85 (76.6%)	Don't know	3 (2.8%)
Participation is required of certain students	5 (4.5%)		
Other	9 (8.1%)		
Total N Responding	**111**	**Total N Responding**	**108**

Spring 2005 Facilitator Survey
Student Characteristics prior to enrollment in EAST

Student Characteristics	Total N	Importance			Used as Screening criterion?
		Not Important	Somewhat Important	Very Important	Total N (%) Yes
Desire to change the community	99	23.2%	50.5%	26.3%	14 (57.1%)
Ability to collaborate and participate in teamwork	98	20.4%	40.8%	38.8%	14 (57.1%)
Ability to work independently and be self-driven	99	19.2%	52.5%	28.3%	13 (61.5%)
Comfort in a non-traditional, hand-on setting	97	25.8%	49.5%	24.7%	13 (53.8%)
Comfort with technology	99	53.5%	40.4%	6.1%	13 (30.8%)
Willing to work hard	99	9.1%	31.3%	59.6%	14 (78.6%)
Ambition	97	20.6%	47.4%	32.0%	13 (46.2%)
Self-assurance	97	48.5%	41.2%	10.3%	13 (30.8%)
Satisfactory academic performance in other classes	98	68.4%	27.6%	4.1%	13 (46.2%)
Few disciplinary problems	97	30.9%	50.5%	18.6%	13 (61.5%)
Academically advanced or gifted	98	93.9%	6.1%	0.0%	13 (15.4%)
Strong problem solving skills	97	41.2%	44.3%	14.4%	13 (38.5%)
Strong verbal communication skills	97	58.8%	37.1%	4.1%	13 (23.1%)
Strong written communication skills	98	49.0%	46.9%	4.1%	13 (30.8%)

Spring 2006 Principal Survey
Student Recruitment and Selection

Recruitment Methods	N (%) Used	Selection Procedures	N (%) Used
Letter to parents	48 (42.9%)	First come, first served	63 (56.3%)
School-wide announcements	83 (74.1%)	Random selection	14 (12.5%)
Posters and bulletin boards	50 (44.6%)	Written application	26 (23.2%)
School newspaper or newsletter	37 (33.0%)	Interviewed by Facilitator or other faculty	36 (32.1%)
Advertised at feeder school(s)	26 (23.2%)	Efforts that reflect the range of academic abilities in the school	52 (46.4%)
Recommended by classroom teachers	82 (73.2%)	Efforts that reflect the ethnic makeup of the school	49 (43.8%)
Recommended by principal or guidance counselor	90 (80.4%)	Preference given to students who have participated in EAST in previous years	68 (60.7%)
Career Days/Career Orientation	41 (36.6%)	Preference given to students based on request of parents, teachers, school counselors	40 (35.7%)
Demonstrations/presentations by EAST students	61 (54.5%)	Preference given to resource, special needs or low performing students	8 (7.1%)
Parent meetings	49 (43.8%)	Preference given to students for other reasons	2 (1.8%)
Open house for incoming grades	58 (51.8%)	Other	2 (1.8%)
"Peer recruitment" (word of mouth)	95 (84.8%)	None of the above (open to all students)	19 (17.0%)
Facilitator recruitment	90 (80.4%)		
Participation is required of certain students	8 (7.1%)		
Other	5 (4.5%)		
Total N Responding	**112**	**Total N Responding**	**112**

Spring 2006 Principal Survey
Responsibilities for Recruitment, Selection and Placement

Staff Responsible	Recruiting Students and/or Advertising for EAST		Selection and/or Placement of Students in EAST		Final Decision about Student Placement	
	N	%	N	%	N	%
EAST facilitator	56	50.0%	66	58.9%	77	68.8%
Other school administrative staff	3	2.7%	5	4.5%	0	0.0%
Principal	104	92.9%	84	75.0%	27	24.1%
Counselor(s)	97	86.6%	97	86.6%	6	5.4%
Teachers	49	43.8%	22	19.6%	0	0.0%
Placement is performed randomly by computer program	--	--	5	4.5%	0	0.0%
Other	--	--	--	--	2	1.8%
Total N Responding	**112**	**--**	**112**	**--**	**112**	**100%**

Spring 2006 Facilitator Survey
Student Recruitment and Selection

Recruitment Methods	N (%) Used	Selection Procedures	N (%) Used
Letter to parents	9 (8.6%)	First come, first served	38 (35.8%)
School-wide announcements	49 (46.7%)	Random selection	12 (11.3%)
Posters and bulletin boards	34 (32.4%)	Written application	27 (25.5%)
School newspaper or newsletter	16 (15.2%)	Interviewed by Facilitator or other faculty	18 (17.0%)
Advertised at feeder school(s)	21 (20.0%)	Efforts that reflect the range of academic abilities in the school	22 (20.8%)
Recommended by classroom teachers	63 (60.0%)	Efforts that reflect the ethnic makeup of the school	21 (19.8%)
Recommended by principal or guidance counselor	72 (68.6%)	Preference given to students who have participated in EAST in previous years	41 (38.7%)
Career Days/Career Orientation	18 (17.1%)	Preference given to students based on request of parents, teachers, school counselors	29 (27.4%)
Demonstrations/presentations by EAST students	52 (49.5%)	Preference given to resource, special needs or low performing students	8 (7.5%)
Parent meetings	16 (15.2%)	Preference given to students for other reasons	7 (6.6%)
Open house for incoming grades	30 (28.6%)	Other	10 (9.4%)
"Peer recruitment" (word of mouth)	82 (78.1%)	None of the above (open to all students)	26 (24.5%)
Facilitator recruitment	77 (73.3%)	Don't know	4 (3.8%)
Participation is required of certain students	2 (1.9%)		
Other	12 (11.4%)		
Don't know	4 (3.8%)		
Total N Responding	**105**	**Total N Responding**	**106**

Spring 2006 Facilitator Survey
Responsibilities for Recruitment, Selection and Placement

Staff Responsible	Recruiting Students and/or Advertising for EAST		Selection and/or Placement of Students in EAST		Final Decision about Student Placement	
	N	%	N	%	N	%
Principal	17	16.2%	27	25.5%	44	41.9%
Other school administrative staff	1	1.0%	2	1.9%	0	0.0%
EAST Facilitator	95	90.5%	51	48.1%	39	37.1%
Counselor(s)	73	69.5%	93	87.7%	18	17.1%
Teachers	26	24.8%	8	7.5%	1	1.0%
Placement is performed randomly by computer program	--	--	3	2.8%	2	1.9%
Other(s)	18	17.1%	4	3.8%	1	1.0%
Total N Responding	**105**	**--**	**106**	**--**	**105**	**100%**

Appendix VIII:
Principal and Facilitator Surveys of Non-Study Schools:
Staff Training Activities

Facilitator Survey
Participation in EAST Training Activities

	2004 Survey		2005 Survey		2006 Survey	
	N	%	N	%	N	%
Phase 1	69	98.6%	99	93.4	90	88.2
Phase 2	69	98.6%	97	91.5	87	85.3
Phase 3	67	95.7%	97	91.5	89	87.3
Total Responding	**70**	--	**106**	--	**102**	--

Spring 2004 Facilitator Survey
Impacts of Training

	Total N	1 Inhibits effective implementation	2	3 Neutral or mixed	4	5 Encourages effective implementation
Staff training sponsored by EAST, Inc	73	4.1%	6.8%	11.0%	21.9%	56.2%
Student training sponsored by EAST, Inc	73	6.8%	6.8%	8.2%	16.4%	61.6%

Spring 2004 Facilitator Survey
Adequacy of EAST Training for Bringing Skills to Level Needed as a Facilitator

	Total N	More than adequate	Adequate	Somewhat adequate	Somewhat inadequate	Inadequate
Basic technology skills	74	18.9%	39.2%	28.4%	9.5%	4.1%
Specific technology applications used in the lab	72	13.9%	30.6%	23.6%	16.7%	15.3%
Instructional methods advocated by EAST	73	37.0%	41.1%	15.1%	5.5%	1.4%
Assessing my own progress in facilitating EAST	73	23.3%	49.3%	17.8%	6.8%	2.7%

Spring 2004 Facilitator Survey
Overall Quality of EAST Professional Development (N =74; Mean=5.50)

1 Poor	2	3	4	5	6	7 Excellent
0 (0%)	1 (1.4%)	4 (5.4%)	6 (8.1%)	22 (29.7%)	28 (37.8%)	13 (17.6%)

Spring 2005 Facilitator Survey
Impacts of Training

	Total N	1 Inhibits effective implementation	2	3 Neutral or mixed	4	5 Encourages effective implementation
Staff training sponsored by EAST, Inc	105	1.9%	4.8%	13.3%	21.0%	59.0%
Student training sponsored by EAST, Inc.	105	1.9%	4.8%	14.3%	16.2%	62.9%

Spring 2005 Facilitator Survey
Adequacy of EAST Training for Bringing Skills to Level Needed as a Facilitator

	Total N	More than adequate	Adequate	Somewhat adequate	Somewhat inadequate	Inadequate
Basic technology skills	106	20.8%	36.8%	23.6%	14.2%	4.7%
Specific technology applications used in the lab	106	16.0%	28.3%	26.4%	17.9%	11.3%
Instructional methods advocated by EAST	106	47.2%	30.2%	19.8%	.9%	1.9%
Assessing my own progress in facilitating EAST	106	26.4%	43.4%	25.5%	3.8%	.9%

Spring 2005 Facilitator Survey
Overall Quality of EAST Professional Development (N =106; Mean=5.65)

1 Poor	2	3	4	5	6	7 Excellent
0 (0%)	0 (0%)	4 (3.8%)	9 (8.5%)	29 (27.4%)	42 (39.6%)	22 (20.8%)

Spring 2006 Facilitator Survey
Impacts of Training

External Support	Total N	1 Inhibits effective implementation	2	3 Neutral or mixed	4	5 Encourages effective implementation
Staff training sponsored by EAST, Inc	100	1.0%	2.0%	22.0%	25.0%	50.0%
Student training sponsored by EAST, Inc	101	4.0%	2.0%	20.8%	19.8%	53.5%

Spring 2006 Facilitator Survey
Adequacy of EAST Training for Bringing Skills to Level Needed as a Facilitator

EAST Training	Total N	More than adequate	Adequate	Somewhat adequate	Somewhat inadequate	Inadequate
Basic technology skills	102	18.6%	43.1%	28.4%	6.9%	2.9%
Secific technology applications used in the lab	102	13.7%	35.3%	22.5%	19.6%	8.8%
Instructional methods advocated by EA	101	40.6%	40.6%	16.8%	2.0%	0.0%
Assessing my own progress in facilitating EAST	101	22.8%	51.5%	20.8%	3.0%	2.0%

Spring 2006 Facilitator Survey
Facilitator's Comfort and Skills in Use of Technology

Facilitator's Comfort and Skills	Total N	Novice	Beginner	Intermediate	Advanced
Use of basic technologies	102	1.0%	7.8%	57.8%	33.3%
Use of specific technology applications used in the EAST lab	102	9.8%	29.4%	54.9%	5.9%

Spring 2006 Facilitator Survey
Overall Quality of EAST Professional Development (N =101; Mean=5.7)

1 Poor	2	3	4	5	6	7 Excellent
0 (0%)	0 (0%)	4 (4.0%)	8 (7.9%)	27 (26.7%)	41 (40.6%)	21 (20.8%)

Spring 2004 Principal Survey
Impacts of Training

	Total N	1 Inhibits effective implementation	2	3 Neutral or mixed	4	5 Encourages effective implementation
EAST conferences and competitions	61	1.6%	4.9%	11.5%	26.2%	55.7%
Staff training sponsored by EAST, Inc	60	1.7%	5.0%	10.0%	33.3%	50.0%
Student training sponsored by EAST, Inc	59	1.7%	5.1%	11.9%	30.5%	50.8%

Spring 2005 Principal Survey
Impacts of Training

	Total N	1 Inhibits effective implementation	2	3 Neutral or mixed	4	5 Encourages effective implementation
Staff training sponsored by EAST, Inc	130	1.5%	1.5%	13.8%	30.8%	52.3%
Student training sponsored by EAST, Inc	130	1.5%	2.3%	13.8%	31.5%	50.8%

Spring 2006 Principal Survey
Impacts of Training

	Total N	1 Inhibits effective implementation	2	3 Neutral or mixed	4	5 Encourages effective implementation
Staff training sponsored by EAST, Inc	110	2.7%	0.9%	17.3%	30.0%	49.1%
Student training sponsored by EAST, Inc	111	2.7%	4.5%	18.9%	24.3%	49.5%

Spring 2005 Principal Survey

Percent of Schools Reporting that
Current Staff and Community Members Attended
EAST Orientation Activities

Current Staff and Community Members	New Administrators' Workshop		Pre-Implementation Workshop		Vision Building Workshop		EAST Partnership Conference(s)	
	Total N	%	Total N	%	Total N	%	Total N	%
School Principal	128	44.5%	126	41.3%	124	31.5%	124	49.2%
Assistant Principal(s)	89	10.1%	87	9.2%	84	8.3%	86	17.4%
Guidance Counselor(s) or Registrar	121	13.2%	117	20.5%	115	9.6%	114	12.3%
Other school administrator(s)	98	23.5%	97	22.7%	95	22.1%	95	29.5%
District level administrator(s)	112	39.3%	113	37.2%	109	32.1%	107	32.7%
EAST Facilitator(s)	NA	NA	123	74.8%	120	70.0%	120	78.3%
Back-up Facilitator(s)	NA	NA	101	51.5%	98	40.8%	96	51.0%
Non-EAST Teachers	NA	NA	105	7.6%	103	8.7%	101	19.8%
Parent(s)	NA	NA	NA	NA	108	12.0%	110	36.4%
School Board member(s)	NA	NA	NA	NA	106	4.7%	105	14.3%
Representative(s) of local business community	NA	NA	NA	NA	106	4.7%	106	13.2%

Spring 2006 Principal Survey
Percent of Schools Reporting that
Current Staff and Community Members Attended
EAST Orientation Activities

Current Staff and Community Members	New Administrators' Workshop		Pre-Implementation Workshop		Vision Building Workshop		EAST Partnership Conference(s)	
	Total N	%	Total N	%	Total N	%	Total N	%
School Principal	100	49.0%	101	43.6%	97	30.9%	99	57.6%
Assistant Principal(s)	69	8.7%	69	7.2%	66	7.6%	67	11.9%
Guidance Counselor(s) or Registrar	94	10.6%	91	13.2%	90	11.1%	90	11.1%
Other school administrator(s)	79	13.9%	76	21.1%	76	18.4%	76	23.7%
District level administrator(s)	86	38.4%	86	44.2%	82	37.8%	86	47.7%
EAST Facilitator(s)	NA	43.6%	96	82.3%	98	77.6%	95	81.1%
Back-up Facilitator(s)	NA	NA	80	45.0%	78	34.6%	79	57.0%
Non-EAST Teachers	NA	NA	83	10.8%	84	7.1%	83	20.5%
Parent(s)	NA	NA	NA	NA	82	8.5%	85	35.3%
School Board member(s)	NA	NA	NA	NA	88	5.7%	88	9.1%
Representative(s) of local business community	NA	NA	NA	NA	85	11.8%	86	19.8%

Appendix IX:
Principal and Facilitator Surveys of Non-Study Schools:
Program Support and Obstacles to Implementation

Spring 2004 Facilitator Survey
Benefits of EAST Training

	Total N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
My school's EAST program benefits from the principal attending EAST training	73	23.3%	37.0%	13.7%	1.4%	24.7%
My school's EAST program benefits from students attending EAST training	73	78.1%	17.8%	2.7%	0.0%	1.4%
My school's EAST program benefits from the school participating in EAST Annual Conferences	74	63.5%	28.4%	4.1%	1.4%	2.7%
The time and opportunities to network with other EAST facilitators have been sufficient for my needs	74	32.4%	47.3%	14.9%	1.4%	4.1%
The time available to reflect on what I have learned has been sufficient for my needs	74	24.3%	52.7%	13.5%	4.1%	5.4%
The level of on-going support available to me as I implement what I have learned from training has been sufficient for my needs	74	37.8%	44.6%	8.1%	2.7%	6.8%

Spring 2004 Facilitator Survey
Impacts of External Support

	Total N	1 Inhibits effective implementation	2	3 Neutral or mixed	4	5 Encourages effective implementation
State mandated curriculum frameworks	73	8.2%	6.8%	63.0%	15.1%	6.8%
State mandated testing policies and practices	73	8.2%	15.1%	64.4%	8.2%	4.1%
State mandated grading policies and practices.	73	11.0%	13.7%	57.5%	11.0%	6.8%
State mandated rules pertaining to course credit and approval of courses	73	5.5%	6.8%	37.0%	39.7%	11.0%
Availability of funding for hardware or software	73	13.7%	27.4%	17.8%	19.2%	21.9%
Availability of funding for program related personnel	72	12.5%	11.1%	25.0%	20.8%	30.6%
EAST conferences and competitions	73	6.8%	8.2%	9.6%	19.2%	56.2%
Availability of funding to support participation in EAST trainings and activities	73	13.7%	8.2%	21.9%	21.9%	34.2%
Availability of support in identifying and applying for grants	73	2.7%	11.0%	35.6%	30.1%	20.5%
Availability of technology support	73	5.5%	4.1%	15.1%	34.2%	41.1%
Availability of support on logistics of program implementation	73	4.1%	4.1%	32.9%	31.5%	27.4%
Time to plan and prepare	73	9.6%	13.7%	20.5%	28.8%	27.4%
Opportunities to work with other EAST teachers	73	8.2%	6.8%	24.7%	30.1%	30.1%
Opportunities to attend EAST events	72	6.9%	5.6%	16.7%	22.2%	48.6%
Consistency of EAST philosophy with other school/district reforms	73	6.8%	6.8%	26.0%	23.3%	37.0%
Attitudes of other teachers in your school toward EAST	72	6.9%	9.7%	23.6%	34.7%	25.0%
Degree of program support and involvement from parents and the community	71	4.2%	7.0%	28.2%	33.8%	26.8%

Spring 2004 Facilitator Survey
Adequacy of Internal Support

	Total N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
I am able to obtain permission for my EAST students to work off-campus when necessary	73	61.6%	28.8%	2.7%	2.7%	4.1%
My principal facilitates class scheduling in order to involve as many interested students as possible in EAST	73	39.7%	45.2%	6.8%	4.1%	4.1%
My principal facilitates class scheduling in order to place experienced EAST students in the labs to act as mentors	73	26.0%	49.3%	9.6%	5.5%	9.6%
My principal encourages teachers to be flexible so that EAST students can make up missed classes in other subjects	73	43.8%	41.1%	8.2%	1.4%	5.5%
My principal supports the creation of classes with students of mixed abilities	73	58.9%	37.0%	0.0%	0.0%	4.1%
Parent involvement is important to the success of the EAST program in my school	73	27.4%	50.7%	17.8%	1.4%	2.7%

Spring 2004 Principal Survey
Impacts of External Support

	Total N	1 Inhibits effective implementation	2	3 Neutral or Mixed	4	5 Encourages effective implementation
State mandated curriculum frameworks	61	9.8%	.0%	52.5%	13.1%	24.6%
State mandated testing policies and practices	61	9.8%	6.6%	55.7%	16.4%	11.5%
State mandated grading policies and practices	61	4.9%	4.9%	62.3%	11.5%	16.4%
State mandated rules pertaining to course credit	61	14.8%	8.2%	32.8%	16.4%	27.9%
Availability of funding for hardware	59	8.5%	16.9%	23.7%	22.0%	28.8%
Availability of funding for software	60	10.0%	18.3%	21.7%	23.3%	26.7%
Availability of funding for program related personnel (facilitator, back-up facilitator, substitute teachers, etc.)	61	8.2%	16.4%	36.1%	19.7%	19.7%
Availability of funding to support participation in EAST training	60	3.3%	21.7%	15.0%	28.3%	31.7%
Availability of support in identifying and applying for grants	60	3.3%	5.0%	36.7%	30.0%	25.0%
Access to appropriate support resources for implementation	59	3.4%	6.8%	32.2%	32.2%	25.4%
Availability of technology support	59	6.8%	3.4%	18.6%	27.1%	44.1%
Availability of support on logistics	60	1.7%	3.3%	28.3%	31.7%	35.0%
Degree of program support and involvement from the community	59	1.7%	1.7%	35.6%	35.6%	25.4%

Spring 2004 Principal Survey
Principals' Attitudes about Program Activities

	Total N	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
EAST classes depend on giving students the flexibility to make up missed classes in other subjects	61	16.4%	36.1%	24.6%	14.8%	8.2%
The program benefits from having school supervisors visit EAST classrooms periodically	61	34.4%	57.4%	1.6%	0.0%	6.6%
The program benefits from facilitators attending EAST training	61	72.1%	26.2%	0.0%	1.6%	0.0%
The program benefits from the principal attending EAST training	61	26.2%	47.5%	8.2%	3.3%	14.8%
The program benefits from students attending EAST training	61	60.7%	37.7%	0.0%	1.6%	0.0%
Students benefit from working in groups to solve problems	61	67.2%	31.1%	0.0%	1.6%	0.0%
EAST classes require giving students the freedom to go off-campus when necessary	61	44.3%	44.3%	11.5%	0.0%	0.0%
The program benefits from the school participating in EAST annual conferences	61	52.5%	41.0%	1.6%	0.0%	4.9%
Encouraging students to solve their own problems is ultimately more important than making sure they find the right answers	61	49.2%	42.6%	6.6%	0.0%	1.6%
Using academic skills in real-world contexts is important to student learning	61	67.2%	31.1%	0.0%	1.6%	.0%
Students generally learn best from student-centered instruction	61	34.4%	45.9%	9.8%	1.6%	8.2%
The program depends upon parent involvement	61	9.8%	44.3%	32.8%	4.9%	8.2%
The program depends upon community involvement	60	23.3%	55.0%	13.3%	3.3%	5.0%
Students generally learn best in classes with students of similar abilities	61	6.6%	24.6%	57.4%	8.2%	3.3%
Students generally learn best with access to high-tech environments	60	18.3%	46.7%	26.7%	3.3%	5.0%

Spring 2004 Principal Survey
Integration of EAST With Other Academic Programs

	N	Percent
EAST students contribute to other school activities	61	100.0%
EAST develops students' general academic habits and attitudes (e.g. persistence, study habits, etc.).	49	80.3%
EAST develops specific academic skills in the content areas that are applicable to other classes	44	72.1%
EAST projects incorporate specific content knowledge (besides technology) that is covered in other courses	51	83.6%
Skills learned in other subjects help students succeed in EAST	59	96.7%
Papers or projects for other classes may be based on topics from EAST projects	52	85.2%
EAST projects evolve from projects in other classes	53	86.9%
Total N Responding	**61**	**-**

Spring 2005 Facilitator Survey
Impacts of External Support

	Total N	1 Inhibits effective implementation	2	3 Neutral or mixed	4	5 Encourages effective implementation
State mandated curriculum frameworks	106	11.3%	10.4%	60.4%	3.8%	14.2%
State mandated testing policies	104	17.3%	14.4%	60.6%	2.9%	4.8%
State mandated grading policies	105	16.2%	19.0%	52.4%	5.7%	6.7%
State mandated rules pertaining to course credit	105	7.6%	18.1%	47.6%	13.3%	13.3%
Availability of funding for hardware/software	105	22.9%	19.0%	19.0%	16.2%	22.9%
Availability of funding for program-related personnel	105	14.3%	16.2%	30.5%	14.3%	24.8%
East conferences and competitions	104	2.9%	1.0%	15.4%	23.1%	57.7%
Availability of funding to support participation in EAST training	105	12.4%	8.6%	23.8%	20.0%	35.2%
Availability of support in identifying and applying for grants	105	7.6%	3.8%	39.0%	25.7%	23.8%
Availability of tech support	104	5.8%	5.8%	14.4%	29.8%	44.2%
Availability of support on logistics of implementation	104	3.8%	6.7%	30.8%	27.9%	30.8%
Time to plan and prepare	105	7.6%	8.6%	30.5%	22.9%	30.5%
Opportunities to work with other East teachers	98	1.0%	8.2%	29.6%	20.4%	40.8%
Consistency of East philosphy with other reforms	98	2.0%	10.2%	29.6%	22.4%	35.7%
Attitudes of other teachers in your school toward East	98	4.1%	9.2%	27.6%	33.7%	25.5%
Level or parental involvement in East	104	3.8%	13.5%	37.5%	29.8%	15.4%
Degree of program support and involvement from the community	98	2.0%	7.1%	21.4%	36.7%	32.7%
Distance from training events	105	21.9%	17.1%	32.4%	7.6%	21.0%

Spring 2005 Facilitator Survey
Adequacy of Internal Support

	Total N	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
I am able to obtain permission for my EAST students to work off-campus when necessary	105	55.2%	31.4%	3.8%	3.8%	5.7%
My principal facilitates class scheduling in order to involve as many interested students as possible in EAST	105	30.5%	43.8%	12.4%	7.6%	5.7%
My principal facilitates class scheduling in order to place experienced EAST students in the labs to act as mentors	104	25.0%	39.4%	15.4%	11.5%	8.7%
My principal encourages teachers to be flexible so that EAST students can make up missed classes in other subjects	105	30.5%	60.0%	3.8%	2.9%	2.9%
My principal supports the creation of classes with students of mixed abilities	105	46.7%	46.7%	1.9%	1.9%	2.9%
Parent involvement is important to the success of the EAST program in my school	104	21.2%	54.8%	17.3%	2.9%	3.8%

Spring 2005 Principal Survey
Impacts of External Support

	Total N	1 Inhibits effective implementation	2	3 Neutral or mixed	4	5 Encourages effective implementation
State mandated curriculum frameworks	131	7.6%	6.1%	55.7%	13.7%	16.8%
State mandated testing policies and practices	131	6.1%	8.4%	61.8%	12.2%	11.5%
State mandated grading policies and practices	129	3.9%	7.0%	58.9%	14.7%	15.5%
State mandated rules pertaining to course credit and approval of courses	131	6.1%	11.5%	41.2%	16.0%	25.2%
Availability of funding for hardware or software	131	8.4%	16.8%	25.2%	25.2%	24.4%
Availability of funding for program related personnel (facilitator, back-up facilitator, substitute teachers, etc.)	131	7.6%	8.4%	35.1%	22.1%	26.7%
EAST conferences and competitions	131	5.3%	1.5%	16.0%	24.4%	52.7%
Availability of funding to support participation in EAST training	130	8.5%	10.8%	27.7%	22.3%	30.8%
Availability of support in identifying and applying for grants	131	6.1%	8.4%	33.6%	28.2%	23.7%
Availability of technology support	128	3.1%	2.3%	17.2%	36.7%	40.6%
Availability of support on logistics of program implementation	129	0.8%	3.1%	31.0%	34.1%	31.0%
Time for facilitator(s) to plan and prepare	130	4.6%	3.1%	22.3%	32.3%	37.7%
Time for facilitator(s) to reflect on what they have learned	131	2.3%	2.3%	26.7%	35.9%	32.8%
Opportunities for our Facilitator(s) to work with other EAST teachers	130	1.5%	7.7%	23.8%	33.8%	33.1%
Consistency of EAST philosophy with other school/district reforms	130	1.5%	3.1%	30.8%	30.0%	34.6%
Attitudes of other teachers in your school toward EAST	128	1.6%	3.1%	26.6%	35.2%	33.6%
Level of parent involvement in EAST	131	1.5%	6.1%	48.9%	19.8%	23.7%
Degree of program support and involvement from the community	131	0.0%	4.6%	35.9%	27.5%	32.1%
Distance from training events	131	6.9%	18.3%	42.0%	13.7%	19.1%

Spring 2005 Principal Survey
Principals' Attitudes about Program Activities

	Total N	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
I am willing to support giving EAST students the flexibility to make up missed classes in other subjects	131	43.5%	43.5%	3.1%	3.1%	6.9%
I am willing to facilitate class scheduling in order to involve as many interested students as possible in EAST	130	46.2%	46.9%	2.3%	1.5%	3.1%
I am willing to facilitate class scheduling in order to place experienced EAST students in the labs to act as mentors	131	42.0%	44.3%	6.9%	1.5%	5.3%
It is important to the success of our EAST program for school supervisors to visits EAST classrooms periodically	130	37.7%	53.8%	4.6%	0.8%	3.1%
Most students benefit from working in groups to solve problems	131	49.6%	44.3%	2.3%	1.5%	2.3%
EAST classes require giving students the freedom to go off-campus when necessary	131	30.5%	55.7%	9.9%	0.8%	3.1%
It is important to the success of our EAST program for the school to participate in EAST annual conferences	131	43.5%	48.9%	4.6%	0.8%	2.3%
Encouraging students to solve their own problems is ultimately more important than making sure they find the right answers	131	51.1%	46.6%	0.8%	0.8%	0.8%
Using academic skills in real-world contexts is important to student learning	131	57.3%	39.7%	0.0%	2.3%	0.8%
Students generally learn best from student-centered instruction	131	34.4%	50.4%	9.9%	1.5%	3.8%
Parent involvement is important to the success of our EAST program	130	22.3%	55.4%	11.5%	0.8%	10.0%
Community involvement is important to the success of our EAST program	131	35.9%	50.4%	5.3%	2.3%	6.1%
Most students learn best in classes with students of similar abilities	131	6.9%	32.1%	43.5%	7.6%	9.9%
Most students learn best with access to high-tech environments	130	15.4%	57.7%	13.8%	0.8%	12.3%

Spring 2005 Principal Survey
Integration of EAST With Other Academic Programs

	N	Percent
EAST students contribute to other school activities	127	96.2%
EAST develops students' general academic habits and attitudes (e.g. persistence, study habits, etc.).	101	76.5%
EAST develops specific academic skills in the content areas that are applicable to other classes	100	75.8%
EAST projects incorporate specific content knowledge (besides technology) that is covered in other courses	99	75.0%
Skills learned in other subjects help students succeed in EAST	113	85.6%
Papers or projects for other classes may be based on topics from EAST projects	98	74.2%
EAST projects evolve from projects in other classes	89	67.4%
Total N Responding	**132**	--

Spring 2006 Facilitator Survey
Impacts of External Support

External Support	Total N	1 Inhibits effective implementation	2	3 Neutral or mixed	4	5 Encourages effective implementation
State mandated curriculum frameworks	102	9.8%	12.7%	55.9%	10.8%	10.8%
State mandated testing policies and practices	103	13.6%	15.5%	58.3%	5.8%	6.8%
State mandated grading policies and practices	103	6.8%	13.6%	61.2%	10.7%	7.8%
State mandated rules pertaining to course credit and approval of courses	103	11.7%	9.7%	47.6%	13.6%	17.5%
Availability of funding for hardware or software	102	24.5%	19.6%	22.5%	14.7%	18.6%
Availability of funding for program related personnel (facilitator, back-up facilitator, substitute teachers, etc.)	102	9.8%	15.7%	41.2%	13.7%	19.6%
EAST conferences and competitions	102	3.9%	3.9%	20.6%	22.5%	49.0%
Availability of funding to support participation in EAST trainings and activities	102	17.6%	10.8%	18.6%	12.7%	40.2%
Availability of support in identifying and applying for grants	101	5.9%	20.8%	37.6%	19.8%	15.8%
Availability of technology support	101	4.0%	5.0%	17.8%	41.6%	31.7%
Availability of support on logistics of program implementation	98	3.1%	6.1%	32.7%	31.6%	26.5%
Time for facilitator(s) to plan and prepare	101	5.9%	11.9%	34.7%	25.7%	21.8%
Time for facilitator(s) to reflect on what they have learned	101	3.0%	14.9%	31.7%	32.7%	17.8%
Opportunities for our Facilitator(s) to work with other EAST teachers	100	6.0%	12.0%	27.0%	27.0%	28.0%
Consistency of EAST philosophy with other school/district reforms	101	2.0%	7.9%	34.7%	29.7%	25.7%
Attitudes of other teachers in your school toward EAST	101	2.0%	5.0%	33.7%	30.7%	28.7%
Level of parent involvement in EAST	100	3.0%	13.0%	45.0%	20.0%	19.0%
Degree of program support and involvement from the community	100	3.0%	9.0%	33.0%	30.0%	25.0%
Distance from training events	99	24.2%	18.2%	22.2%	19.2%	16.2%

Spring 2006 Facilitator Survey
Opinions about Implementation

Internal Support	Total N	Strongly agree		Agree		Disagree		Strongly disagree		Not sure	
		N	%	N	%	N	%	N	%	N	%
I am able to obtain permission for my EAST students to work off-campus when necessary	100	53	53.0%	39	39.0%	0	0.0%	4	4.0%	4	4.0%
My principal facilitates class scheduling in order to involve as many interested students as possible in EAST	101	30	29.7%	45	44.6%	10	9.9%	7	6.9%	9	8.9%
My principal facilitates class scheduling in order to place experienced EAST students in the labs to act as mentors	101	28	27.7%	37	36.6%	16	15.8%	8	7.9%	12	11.9%
My principal encourages teachers to be flexible so that EAST students can make up missed classes in other subjects	101	25	24.8%	61	60.4%	5	5.0%	3	3.0%	7	6.9%
My principals supports the creation of classes with students of mixed abilities	101	43	42.6%	49	48.5%	3	3.0%	4	4.0%	2	2.0%
Parent involvement is important to the success of the EAST program in my school	100	25	25.0%	50	50.0%	12	12.0%	2	2.0%	11	11.0%

Spring 2006 Principal Survey
Impacts of External Support

	Total N	1 Inhibits effective implementation	2	3 Neutral or mixed	4	5 Encourages effective implementation
State mandated curriculum frameworks	111	5.4%	4.5%	44.1%	21.6%	24.3%
State mandated testing policies and practices	111	6.3%	9.9%	52.3%	18.0%	13.5%
State mandated grading policies and practices	111	4.5%	10.8%	43.2%	26.1%	15.3%
State mandated rules pertaining to course credit and approval of courses	111	2.7%	13.5%	31.5%	27.9%	24.3%
Availability of funding for hardware or software	111	9.0%	18.0%	24.3%	31.5%	17.1%
Availability of funding for program related personnel (facilitator, back-up facilitator, substitute teachers, etc.)	111	6.3%	12.6%	36.9%	22.5%	21.6%
EAST conferences and competitions	111	1.8%	4.5%	20.7%	24.3%	48.6%
Availability of funding to support participation in EAST trainings	111	8.1%	12.6%	23.4%	25.2%	30.6%
Availability of support in identifying and applying for grants	110	4.5%	13.6%	36.4%	28.2%	17.3%
Availability of technology support	110	1.8%	9.1%	18.2%	34.5%	36.4%
Availability of support on logistics of program implementation	109	1.8%	7.3%	25.7%	34.9%	30.3%
Time for facilitator(s) to plan and prepare	109	0.0%	4.6%	28.4%	34.9%	32.1%
Time for facilitator(s) to reflect on what they have learned	110	0.0%	7.3%	30.0%	32.7%	30.0%
Opportunities for our Facilitator(s) to work with other EAST teachers	111	0.0%	7.2%	29.7%	34.2%	28.8%
Consistency of EAST philosophy with other school/district reforms	111	0.0%	2.7%	26.1%	42.3%	28.8%
Attitudes of other teachers in your school toward EAST	111	0.0%	5.4%	23.4%	38.7%	32.4%
Level of parent involvement in EAST	110	1.8%	15.5%	37.3%	28.2%	17.3%
Degree of program support and involvement from the community	110	0.9%	11.8%	26.4%	33.6%	27.3%
Distance from training events	109	6.4%	17.4%	34.9%	31.2%	10.1%

Spring 2006 Principal Survey
Principals' Attitudes about Program Activities

	Total N	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
I am willing to support giving EAST students the flexibility to make up missed classes in other subjects	111	37.8%	49.5%	5.4%	1.8%	5.4%
I am willing to facilitate class scheduling in order to involve as many interested students as possible in EAST	110	43.6%	47.3%	5.5%	2.7%	0.9%
I am willing to facilitate class scheduling in order to place experienced EAST students in the labs to act as mentors	111	40.5%	50.5%	5.4%	2.7%	0.9%
It is important to the success of our EAST program for school supervisors to visits EAST classrooms periodically	110	40.9%	51.8%	3.6%	2.7%	0.9%
Most students benefit from working in groups to solve problems	110	51.8%	38.2%	2.7%	2.7%	4.5%
EAST classes require giving students the freedom to go off-campus when necessary	111	29.7%	49.5%	11.7%	7.2%	1.8%
It is important to the success of our EAST program for the school to participate in EAST annual conferences	109	40.4%	47.7%	5.5%	3.7%	2.8%
Encouraging students to solve their own problems is ultimately more important than making sure they find the right answers	110	54.5%	40.0%	0.0%	3.6%	1.8%
Using academic skills in real-world contexts is important to student learning	110	58.2%	37.3%	0.0%	3.6%	0.9%
Students generally learn best from student-centered instruction	110	33.6%	53.6%	8.2%	2.7%	1.8%
Parent involvement is important to the success of our EAST program	109	24.8%	59.6%	11.0%	2.8%	1.8%
Community involvement is important to the success of our EAST program	110	37.3%	53.6%	5.5%	2.7%	0.9%
Most students learn best in classes with students of similar abilities	110	15.5%	38.2%	37.3%	7.3%	1.8%
Most students learn best with access to high-tech environments	109	27.5%	52.3%	13.8%	1.8%	4.6%

Spring 2006 Principal Survey
Integration of EAST With Other Academic Programs

	N	Percent
EAST students contribute to other school activities	106	95.5%
EAST develops students' general academic habits and attitudes (e.g. persistence, study habits, etc.).	81	73.0%
EAST develops specific academic skills in the content areas that are applicable to other classes	75	67.6%
EAST projects incorporate specific content knowledge (besides technology) that is covered in other courses	82	73.9%
Skills learned in other subjects help students succeed in EAST	92	82.9%
Papers or projects for other classes may be based on topics from EAST projects	83	74.8%
EAST projects evolve from projects in other classes	78	70.3%
Total N Responding	**111**	--

Appendix X:
Principal and Facilitator Surveys of Non-Study Schools:
Additional Data

Spring 2004 Facilitator Survey
Preparation for Instructional Goals and Strategies

	Total	1 Not adequately prepared	2	3	4 Very well prepared
Providing initial orientation about students' responsibility for completing projects	72	2.8%	12.5%	45.8%	38.9%
Discussing expectations about behavioral ground rules	71	0.0%	9.9%	23.9%	66.2%
Confronting violations of behavioral ground rules	72	2.8%	12.5%	40.3%	44.4%
Monitoring student progress towards project milestones	72	1.4%	12.5%	58.3%	27.8%
Keeping students on task	71	2.8%	15.5%	60.6%	21.1%
Explicitly teaching presentation skills	72	4.2%	19.4%	36.1%	40.3%
Supporting struggling students while maintaining expectation of self-direction	72	6.9%	12.5%	45.8%	34.7%
Providing encouragement to less motivated students	72	9.7%	16.7%	44.4%	29.2%
Guiding student projects without using lesson plans	72	2.8%	13.9%	48.6%	34.7%
Providing students with opportunities to learn from each other	72	0.0%	6.9%	43.1%	50.0%
Identifying problems with the functioning of project teams	72	4.2%	18.1%	50.0%	27.8%
Developing students' interpersonal skills	72	2.8%	11.1%	55.6%	30.6%
Modeling collaboration skills	72	2.8%	15.3%	47.2%	34.7%
Explicitly teaching collaboration skills	71	4.2%	15.5%	56.3%	23.9%
Modeling leadership skills	72	2.8%	9.7%	44.4%	43.1%
Explicitly teaching leadership skills	72	4.2%	20.8%	48.6%	26.4%
Explicitly teaching planning skills	70	4.3%	14.3%	45.7%	35.7%
Providing feedback on student assessments	71	4.2%	9.9%	42.3%	43.7%
Using student assessments to inform instruction	72	4.2%	18.1%	52.8%	25.0%
Helping students see how their projects can benefit the community	72	5.6%	11.1%	38.9%	44.4%
Helping students see connections between skills and concepts developed through their EAST projects and skills and concepts developed in other courses	71	4.2%	19.7%	46.5%	29.6%
Making explicit connections between students' EAST projects and assignments from other classes	71	4.2%	22.5%	52.1%	21.1%

Spring 2004 Facilitator Survey
Characteristics of EAST Projects

Considering all student projects conducted in all of your EAST classes combined during this school year, approximately what proportion of these projects…	**Total**	**None**	**A few**	**3**	**About half**	**5**	**All or almost all**
…were intended primarily to help students develop their skills with technology applications?	73	5.5%	21.9%	15.1%	28.8%	15.1%	13.7%
…were intended to solve problems in hypothetical situations?	72	8.3%	40.3%	19.4%	12.5%	12.5%	6.9%
…were intended to solve problems in real situations in the school?	73	0.0%	11.0%	17.8%	35.6%	26.0%	9.6%
…were intended to solve problems in real situations in the community beyond the school?	73	0.0%	17.8%	24.7%	31.5%	21.9%	4.1%
were conducted in collaboration with other EAST schools?	72	63.9%	27.8%	4.2%	4.2%	0.0%	0.0%
…lasted a month or less?	72	9.7%	58.3%	12.5%	13.9%	4.2%	1.4%
…lasted one semester?	72	1.4%	25.0%	30.6%	33.3%	6.9%	2.8%
…lasted a full school year?	73	9.6%	35.6%	12.3%	28.8%	11.0%	2.7%
…were carried over from the prior school year, or will be carried over into next school year?	73	13.7%	63.0%	11.0%	8.2%	2.7%	1.4%
…were carried out primarily by one student?	73	19.2%	63.0%	13.7%	2.7%	1.4%	0.0%
…were carried out primarily by a team of two students?	72	5.6%	34.7%	31.9%	20.8%	2.8%	4.2%
…were carried out primarily by a team of three or more students?	73	2.7%	20.5%	15.1%	26.0%	26.0%	9.6%
…included on the team at least one student who has been in EAST for more than one year?	73	15.1%	17.8%	12.3%	20.5%	19.2%	15.1%

Spring 2004 Facilitator Survey
Opinions about EAST Principles

	Total	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
EAST projects are most likely to be successful when students are given some flexibility to make up missed classes in other subjects	72	41.7%	48.6%	0.0%	1.4%	8.3%
There will always be at least a few students who are likely to struggle in any academic environment	73	41.1%	46.6%	11.0%	0.0%	1.4%
All students are capable of learning, although they often thrive under very different learning conditions	72	61.1%	37.5%	0.0%	0.0%	1.4%
Giving students the freedom to explore their interests increases the likelihood that they will learn in all subject areas	73	49.3%	45.2%	4.1%	0.0%	1.4%
Skills learned in other subjects help students succeed in EAST	73	45.2%	52.1%	1.4%	0.0%	1.4%
The EAST program is most effective for students who are doing well in other academic subjects	73	4.1%	20.5%	58.9%	11.0%	5.5%
It is important to have basic technology skills in order to be an effective EAST facilitator	73	17.8%	38.4%	31.5%	12.3%	0.0%
It helps to be a technology expert in order to be effective as an EAST facilitator	73	4.1%	21.9%	56.2%	17.8%	0.0%
It is important for students to take responsibility for their own learning, even if it means that they make more mistakes	72	69.4%	30.6%	0.0%	0.0%	0.0%
It is often necessary for a teacher to exert his/her authority in order to insure that students stay on task	73	26.0%	54.8%	12.3%	2.7%	4.1%
It is generally harmful to a student's learning for him or her to experience failure	72	4.2%	5.6%	52.8%	37.5%	0.0%
It is important for an EAST facilitator to intervene if a project is falling behind schedule	73	8.2%	43.8%	32.9%	2.7%	12.3%
Facilitating an EAST lab requires more time and commitment than teaching most other courses	73	32.9%	38.4%	15.1%	2.7%	11.0%
It is important for an EAST facilitator to intervene when a team is unable to reach consensus	73	6.8%	56.2%	30.1%	1.4%	5.5%
EAST teams ultimately function better if they are allowed to resolve problems on their own	73	26.0%	67.1%	6.8%	0.0%	0.0%

Spring 2004 Facilitator Survey
Opinions about EAST Principles – Continued

	Total	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
Many students respond more to external rewards and acknowledgement of their accomplishments than to internal motivation	73	16.4%	61.6%	16.4%	1.4%	4.1%
It is important for an EAST facilitator to discipline students when they do not follow ground rules	73	27.4%	69.9%	1.4%	0.0%	1.4%
EAST teams generally function best when students are allowed to pick their own teammates	73	6.8%	52.1%	27.4%	1.4%	12.3%
The advantage to a student of working in a team with peers who are comfortable with each other outweighs any benefits of the experience of working with students who are different from themselves	73	0.0%	11.0%	67.1%	15.1%	6.8%
When forming teams in EAST, it is important that students assume roles that are appropriate to their particular talents	73	2.7%	45.2%	45.2%	2.7%	4.1%
When forming teams in EAST, it is important that students assume roles that are appropriate to their ability levels	73	2.7%	47.9%	43.8%	2.7%	2.7%
When forming teams in EAST, it is sometimes necessary for the facilitator to step in to insure that students assume roles that challenge them to strengthen their skills	73	13.7%	75.3%	6.8%	1.4%	2.7%

Spring 2004 Facililitator Survey
Importance of Goals and Strategies

How important for effective instruction in an EAST lab	Total	1 Not important	2	3	4 Very important
Providing initial orientation about students' responsibility for completing projects	73	0.0%	5.5%	31.5%	63.0%
Discussing expectations about behavioral ground rules	73	0.0%	0.0%	20.5%	79.5%
Confronting violations of behavioral ground rules	71	0.0%	0.0%	28.2%	71.8%
Monitoring student progress towards project milestones	73	0.0%	0.0%	41.1%	58.9%
Keeping students on task	73	0.0%	2.7%	34.2%	63.0%
Explicitly teaching presentation skills	73	2.7%	31.5%	43.8%	21.9%
Supporting struggling students while maintaining expectation of self-direction	72	0.0%	2.8%	34.7%	62.5%
Providing encouragement to less motivated students	73	0.0%	0.0%	31.5%	68.5%
Guiding student projects without using lesson plans	73	1.4%	6.8%	47.9%	43.8%
Providing students with opportunities to learn from each other	73	0.0%	0.0%	20.5%	79.5%
Identifying problems with the functioning of project teams	72	0.0%	6.9%	41.7%	51.4%
Developing students' interpersonal skills	73	0.0%	4.1%	37.0%	58.9%
Modeling collaboration skills	73	0.0%	4.1%	41.1%	54.8%
Explicitly teaching collaboration skills	72	5.6%	30.6%	44.4%	19.4%
Modeling leadership skills	73	0.0%	2.7%	30.1%	67.1%
Explicitly teaching leadership skills	73	6.8%	38.4%	32.9%	21.9%
Explicitly teaching planning skills	73	2.7%	21.9%	38.4%	37.0%
Providing feedback on student assessments	72	0.0%	2.8%	26.4%	70.8%
Using student assessments to inform instruction	72	1.4%	11.1%	51.4%	36.1%
Helping students see how their projects can benefit the community	73	0.0%	0.0%	21.9%	78.1%
Helping students see connections between skills and concepts developed through their EAST projects and skills and concepts developed in other courses	73	0.0%	2.7%	38.4%	58.9%
Making explicit connections between students' EAST projects and assignments from other classes	71	0.0%	22.5%	40.8%	36.6%

Spring 2004 Facilitator Survey
Importance of Strategies to Meet EAST Goals – Develop Technology Skills

	Total	1 Not important	2	3	4 Very important
Send students to training from EAST, Inc	72	1.4%	5.6%	16.7%	76.4%
Arrange for mentoring from other EAST students	72	0.0%	2.8%	20.8%	76.4%
Provide your own technology expertise	72	12.5%	37.5%	36.1%	13.9%
Allow students to practice using new software before they start a project	72	4.2%	18.1%	36.1%	41.7%
Have students learn new software as part of a project	72	0.0%	9.7%	37.5%	52.8%

Spring 2004 Facilitator Survey
Importance of Strategies to Meet EAST Goals – Develop Planning Skills

	Total	1 Not important	2	3	4 Very important
Request logs, progress reports or journals	73	1.4%	6.8%	38.4%	53.4%
Hold periodic meetings with project teams	73	1.4%	2.7%	28.8%	67.1%
Hold periodic meetings with individual students	71	1.4%	5.6%	40.8%	52.1%
Provide verbal feedback on progress reports	73	1.4%	5.5%	32.9%	60.3%
Provide written feedback on progress reports	72	1.4%	15.3%	33.3%	50.0%
Explicitly teach planning skills	73	12.3%	34.2%	30.1%	23.3%
Allow students to self monitor	72	0.0%	9.7%	48.6%	41.7%

Spring 2004 Facilitator Survey
Importance of Strategies to Meet EAST Goals – Meet Challenges in Projects

	Total	1 Not important	2	3	4 Very important
Post an outline of problem-solving steps in the classroom	71	8.5%	33.8%	36.6%	21.1%
Participate in brainstorming solutions with students	70	2.9%	4.3%	42.9%	50.0%
Ask probing questions	72	0.0%	2.8%	25.0%	72.2%
Show students the solution when necessary	70	15.7%	51.4%	21.4%	11.4%
Help students who need extra support	72	0.0%	15.3%	41.7%	43.1%
Encourage students to use of a variety of research sources (e.g. books, CDs, internet, people)	72	0.0%	1.4%	12.5%	86.1%
Make print resources (e.g. user manuals, reference materials) available in the room	72	2.8%	2.8%	13.9%	80.6%
Help put students in contact with people resources (e.g. keep list of phone numbers; suggest staff, community member or other students who can help)	72	1.4%	0.0%	25.0%	73.6%
Explicitly teach problem solving skills	69	15.9%	39.1%	23.2%	21.7%

Spring 2004 Facilitator Survey
Importance of Strategies to Meet EAST Goals – Identify Projects

	Total	1 Not important	2	3	4 Very important
Provide information about other students' projects	73	1.4%	4.1%	39.7%	54.8%
Have students provide information about their projects to each other	72	0.0%	1.4%	23.6%	75.0%
Suggest project ideas	72	2.8%	20.8%	37.5%	38.9%
Encourage students to develop projects from assignments/projects in other classes	73	2.7%	12.3%	38.4%	46.6%
Assign projects	70	30.0%	47.1%	15.7%	7.1%

Current Teacher and Student Assessments

Spring 2004 Facilitator Survey
Methods Used to Assess Student Learning

Assessment Methods	N	Percent
Review student logs or progress reports	64	87.7%
Student presentations	71	97.3%
Day to day observation	72	98.6%
Periodic meetings with individual students	61	83.6%
Periodic meetings with project teams	64	87.7%
Total N Responding	**73**	--

Spring 2004 Facilitator Survey
Skills and Behaviors on Which Students are Graded

Focus of Assessments	N	Percent
Basic technology skills	20	27.4%
Appropriate use of technology as a tool for various purposes	49	67.1%
Appropriate use of technology for various audiences	36	49.3%
Problem solving skills	57	78.1%
Higher order thinking skills	43	58.9%
Interpersonal skills	48	65.8%
Teamwork	65	89.0%
Initiative	55	75.3%
Verbal communication skills	50	68.5%
Written communication skills	49	67.1%
Independence/responsibility	53	72.6%
Study skills	10	13.7%
Research skills	36	49.3%
Demerits for lateness or negative behavior	26	35.6%
None of the above - EAST students are not formally graded in our school	2	2.7%
Total N Responding	**73**	--

Spring 2005 Facilitator Survey
Methods Used to Assess Student Learning

Assessment Methods	N	Percent
Review student logs or progress reports	84	79.2%
Student Presentations	98	92.5%
Day to day observation	105	99.1%
Periodic meetings with individual students	77	72.6%
Periodic meetings with project teams	68	64.2%
Quizzes or tests	19	17.9%
Informal self-assessments	64	60.4%
Formal, rubric-based self-assessments	49	46.2%
Other	11	10.4%
Total N Responding	**106**	--

Spring 2005 Facilitator Survey
Skills and Behaviors on Which Students are Graded

Focus of Assessments	N	Percent
Basic technology skills	56	52.8
Appropriate use of technology as a tool for various purposes	94	88.7
Appropriate use of technology for various audiences	61	57.5
Problem solving skills	101	95.3
Higher order thinking skills	79	74.5
Interpersonal skills	76	71.7
Teamwork	103	97.2
Initiative	91	85.8
Verbal communication skills	81	76.4
Written communication skills	80	75.5
Independence/responsibility	90	84.9
Study skills	18	17
Research skills	64	60.4
Demerits for lateness or negative behavior	41	38.7
Other	8	7.5
Total N Responding	**106**	--

Spring 2006 Facilitator Survey
Methods Used to Assess Student Learning

Assessment Methods	N	Percent
Review student logs or progress reports	71	71.0%
Student presentations	87	87.0%
Day to day observation	97	97.0%
Periodic meetings with individual students	68	68.0%
Periodic meetings with project teams	61	61.0%
Quizzes or tests	18	18.0%
Informal self-assessments	50	50.0%
Formal, rubric-based self-assessments	46	46.0%
Other	6	6.0%
Total N Responding	**100**	--

Spring 2006 Facilitator Survey
Skills and Behaviors on Which Students are Graded

Focus of Assessments	N	Percent
Basic technology skills	57	56.4%
Appropriate use of technology as tool for various purposes	78	77.2%
Appropriate use of technology for various audiences	56	55.4%
Problem-solving skills	96	95.0%
Higher order thinking skills	71	70.3%
Interpersonal skills	68	67.3%
Teamwork	94	93.1%
Initiative	76	75.2%
Verbal communication skills	70	69.3%
Total N Responding	**101**	--

Appendix XI:
Statement of Commitments

Schools Applying for Participation in EAST Program for School Year 2004-2005: Commitments of Schools and Arkansas Department of Education

Overview

A state-wide evaluation of the EAST program, funded by the United States Department of Education, is currently underway and will be continuing through the 2005-06 school year. During the 2004-05 and 2005-06 school years, this evaluation will involve a random selection of schools from among those expressing interest in launching a local EAST program in the 2004-05 school year, and assignment of schools to "*implementing*" and "*delayed implementation*" conditions. In order to facilitate this evaluation, all schools that are interested in applying for the program for the first time during the 2004-05 school year and who wish to be considered for State funding will be asked to consent to certain agreements and commitments beyond those specified in the EAST Initiative *Statement of Assurances*. In return, the Arkansas Department of Education will make commitments of financial support and incentives to participating schools, as detailed below.

This document will serve as an agreement to these commitments by ADE, EAST and the schools/districts.

This EAST Initiative Statement of Commitments is made and entered into this _____ day of _____, 200__, by and between the Arkansas Department of Education (hereinafter "ADE") and the _____ School District, representing _____ (hereinafter the "School").

Summary of Evaluation

From among those schools that wish to launch a local EAST program in school year 2004-05 and agree to participate in the evaluation, a random selection of at least 16 schools (eight *implementing* and eight *delayed implementation* schools) will be made to identify those that will participate in the evaluation during the 2004-05 and 2005-06 school years. This sample will be drawn so as to represent both middle and high schools and, to the extent possible, schools in a range of geographic locales (rural, small town, large town and urban).

It should be noted that the purpose of this evaluation is to provide insight into the impacts of the EAST program as a whole, *not* to evaluate individual students, teachers, classrooms or schools. Evaluation data will remain anonymous and will be reported only in aggregate form.

Benefits

Whether a school is selected as an *implementing* school, selected as a *delayed implementation* school, or is not selected to participate in the study, all schools that agree to be considered for participation in the evaluation will receive certain benefits.

Benefits for schools chosen as Implementing schools:

- Schools will begin participation in EAST in fall 2004
- ADE will agree provide a startup grant in the amount of $40,000 to assist in the purchase of hardware and software required for the EAST classroom. Findings from the evaluation – including test results – will be made available to participating schools upon request.

Benefits for Delayed Implementation schools:

- Schools will be able to begin participation in EAST in fall 2006.
- In order to compensate these schools for postponement of implementation, ADE agrees that funds will be set aside to provide for the full cost of hardware and software for the startup of the delayed implementation schools. Findings from the evaluation – including test results – will be made available to participating schools upon request.

Benefits for schools that are not selected to participate:

- These schools will be given priority status for EAST implementation should state funds come available to implement EAST programs.

Obligations

- Schools that agree to participate in the evaluation will be designated (through random drawing within their demographic category) as an *implementing* school, a *delayed implementation* school, or a non-participant in this evaluation. Schools selected as an *implementing* school or as a *delayed implementation* school, will be held to certain obligations.
- Schools that do not comply with these obligations may be asked to relinquish their EAST program status and/or return hardware and software purchased with funds granted through state or federal monies specific to the implementing of EAST classrooms.

Obligation of all schools that agree to participate in the study:

- Schools that agree to participate in the study cannot opt out if they are selected to participate, regardless of whether they are selected as *implementing* schools or *delayed implementation* schools.

Obligations of schools that are selected as implementing schools:

- The EAST program will be implemented beginning in fall 2004.
- All EAST facilitator(s) will be selected from among staff who have *no prior experience* in this role.
- Schools will commit to offer a minimum of three sections of EAST in their class schedules throughout the study period (as specified in the *Statement of Assurances*).
- During the *first* year of EAST implementation, these schools agree to maintain class size at no greater than 20 students per section (as specified in the *Statement of Assurances*).
- Schools will maintain a class size at no fewer than 15 students per section throughout the study period (school years 2004-05 and 2005-06).
- Schools will participate in evaluation activities which will be specified by ADE and EAST, Inc. in collaboration with the evaluator. During each year of the evaluation, these activities may include, but are not necessarily limited to, the following:
    - Administer the Iowa Tests of Basic Skills (ITBS) in the fall (during the standard testing window of the ITBS), and again in the spring (during the standard testing window of the ITBS) of each school year, to all students at grades 6 through 12 inclusive who are enrolled in an EAST lab, or who might be eligible to enroll in EAST at any time during the school year.
    - Administer and collect paper and/or on-line surveys of school principal, EAST facilitators, and/or students.
    - Administer and collect assessments of EAST facilitators' instructional practices.
    - Administer and collect written tests, to be identified by ADE, assessing students' problem solving and critical thinking skills. These tests are to be administered in the fall (no later than September 30), and again in the

spring (no earlier than May 1) of each school year, to all students at grades 6 through 12 inclusive who are enrolled in an EAST lab, or who might be eligible to enroll in EAST at any time during the school year ADE will provide test forms and pay for scoring services.

- Maintain program documentation and make available to the evaluator.
- Participate in classroom visits conducted by the evaluator.
- Participate in individual and/or focus group interviews of school administration, students and EAST facilitators conducted by the evaluator.

Obligations of schools selected as delayed implementation schools:

- These schools agree that they will not implement an EAST program at any time during the 2004-05 or 2005-06 school years, regardless of funding sources.
- These schools will participate in evaluation activities which will be specified by ADE and EAST, Inc. in collaboration with the evaluator. During each year of the evaluation, these activities may include, but are not necessarily limited to, the following:
- Administer the Iowa Tests of Basic Skills (ITBS) in the fall (no later than September 30), and again in the spring (no earlier than May 1) of each school year, to a sample of students at grades 6 through 12 inclusive (as defined by ADE) of 15 to 20 students per grade, or to all students at a grade at which there are fewer than 25 students in the school.
- Administer and collect paper and/or on-line surveys of school principal, teachers, and/or students.
- Administer and collect assessments of classroom teachers' instructional practices.
- Administer and collect written tests, to be identified by ADE, assessing students' problem solving and critical thinking skills. These tests will be administered to the same sample of students who are selected for testing on the ITBS. ADE will provide test forms and pay for scoring services.

The independent evaluator's Institutional Review Board (IRB) has reviewed and approved the evaluation plan as being in compliance with federal regulations for the protection of human subjects in research.

Signed for on behalf of School:

Representing _____ (School Name) in

the _____ (School District Name)

Address _____

Office Phone _____ Fax _____

Administrator's Signature _____ Date _____

Signed for on behalf of ADE:

Signature: _____ Date _____

Signed for on behalf of EAST Initiative:

Signature: _____ Date _____

Appendix XII:
Results of Control Group Matching for 2004-2005 School Year

Rural High Schools

		GRADE														
		8			9			10			11			12		
		Condition*			Condition*			Condition*			Condition*			Condition*		
		Control	Exp.	Alt. Control	Control	Exp.	Alt. Control	Control	Exp.	Alt. Control	Control	Exp.	Alt. Control	Control	Exp.	Alt. Control
ELL	No		3		42	39	4	30	30	3	60	60	7	76	76	7
	yes															
Free/ Reduced Lunch	no		3		24	20	1	17	15	2	45	42	4	50	41	3
	yes				18	19	3	13	14	1	15	18	3	26	35	4
Race	1.00				2	1			1		5	7		3	11	
	2.00		3		40	38	3	29	29	2	55	52	7	73	61	7
	3.00						1	1				1			4	
	5.00									1						
Gender	female				18	15	2	8	8	1	30	31	6	29	31	3
	male		3		24	24	2	22	22	2	30	29	1	47	45	4
Gifted/ Talented	no		3		34	26	4	27	28	3	43	43	5	59	61	7
	yes				8	13		3	2		17	17	2	17	15	
MATH SCORES																
Mean		.	.	.	178.64	198.72	177.67	269.84	270.96	227.67	294.00	.	.	202.67	205.74	176.57
Range		.	.	.	187.00	210.00	11.00	110.00	110.00	5.00	0.00	.	.	113.00	122.00	6.00
Standard Error of Mean		.	.	.	9.51	9.31	3.18	5.66	5.63	1.67	.	.	.	3.21	3.44	0.97
Median		.	.	.	188.00	200.50	178.00	270.00	270.00	226.00	294.00	.	.	203.00	207.00	177.00
READING SCORES																
Mean		.	0.33	.	159.74	176.92	125.25	228.03	227.63	227.00	0.02	0.00	0.14	168.04	178.70	176.57
Range		.	1.00	.	295.00	316.00	175.00	339.00	339.00	26.00	1.00	0.00	1.00	257.00	266.00	6.00
Standard Error of Mean		.	0.33	.	14.15	14.85	41.90	19.71	19.89	7.77	0.02	0.00	0.14	9.19	8.56	0.97
Median		.	0.00	.	195.00	196.00	163.00	271.00	271.00	231.00	0.00	0.00	0.00	198.00	200.00	177.00

* Exp. = Experimental; Alt. Control = Alternate Control

Urban Middle Schools

		GRADE								
		6			7			8		
		Condition*			Condition*			Condition*		
		Control	Exp.	Alt. Control	Control	Exp.	Alt. Control	Control	Exp.	Alt. Control
ELL	no		13		11	10	4	113	79	17
	yes							4	2	7
Free/Reduced Lunch	no		5		3	3	1	55	42	11
	yes		8		8	7	3	62	39	13
Race	1.00	7	13	2	11	9	3	60	35	12
	2.00	5				1	1	50	42	5
	3.00	1						7	3	6
	5.00									1
Gender	female	5	5	1	9	8	4	57	37	9
	male	8	8	1	2	2		60	43	15
Gifted/ Talented	no		11		9	7	4	91	59	20
	yes		2		2	3		26	22	4
MATH SCORES										
Mean		199.85	184.46	173.50	151.80	149.11	144.50	.	142.00	.
Range		64.00	228.00	1.00	124.00	124.00	43.00	.	63.00	.
Standard Error of Mean		5.93	16.44	0.50	14.38	15.79	10.52	.	18.73	.
Median		207.00	206.00	173.50	167.50	159.00	134.50	.	133.00	.
READING SCORES										
Mean		199.85	0.00	208.00	151.91	162.80	186.25	0.13	0.09	0.17
Range		63.00	0.00	16.00	223.00	210.00	66.00	1.00	1.00	1.00
Standard Error of Mean		6.39	0.00	8.00	18.78	18.98	15.22	0.03	0.03	0.08
Median		205.00	0.00	208.00	173.00	179.50	182.50	0.00	0.00	0.00

* Exp. = Experimental; Alt. Control = Alternate Control

Rural Middle Schools

		GRADE											
		6			7			8			9		
		Condition*			Condition*			Condition*			Condition*		
		Control	Exp.	Alt. Control	Control	Exp.	Alt. Control	Control	Exp.	Alt. Control	Control	Exp.	Alt. Control
ELL	no	20	20	2	32	32	3	37	37	3	11	11	2
	yes												
Free/ Reduced Lunch	no	7	4	1	15	9		23	12	1	4		1
	yes	13	16	1	17	23	3	14	24	2	7	11	1
Race	1.00		1			13		1	18			11	
	2.00	20	18	2	31	19	3	35	18	3	11		2
	3.00		1		1			1	1				
	5.00												
Gender	female	12	12	1	23	22	1	19	17	1	6	5	
	male	8	8	1	9	10	2	18	20	2	5	6	2
Gifted/ Talented	no	19	19	2	27	21	3	33	32	3	9	10	2
	yes	1	1		5	11		4	5		2	1	
MATH SCORES													
Mean		219.30	219.60	208.50	192.50	192.72	171.00	.	.	.	145.33	106.80	107.50
Range		83.00	91.00	37.00	159.00	146.00	9.00	.	.	.	141.00	117.00	43.00
Standard Error of Mean		4.96	5.17	18.50	7.60	7.06	2.65	.	.	.	14.72	11.70	21.50
Median		221.00	220.00	208.50	194.50	192.00	170.00	.	.	.	129.00	100.00	107.50
READING SCORES													
Mean		0.10	0.15	0.00	195.34	185.16	185.67	0.16	0.14	0.00	165.50	147.09	136.50
Range		1.00	1.00	0.00	259.00	259.00	6.00	1.00	1.00	0.00	231.00	225.00	3.00
Standard Error of Mean		0.07	0.08	0.00	10.20	12.09	1.86	0.06	0.06	0.00	21.24	19.54	1.50
Median		0.00	0.00	0.00	206.50	201.00	187.00	0.00	0.00	0.00	189.50	171.00	136.50

* Exp. = Experimental; Alt. Control = Alternate Control

Appendix XIII:
Demographic Comparisons of Target EAST Students and Control Schools

Fall 2005 ITBS Scores

	Program 2006	N	Mean	Std. Deviation	Std. Error Mean	Independent Samples *t*-test	
						t	*p*
Reading	Target	468	245.53	43.069	1.991	.416	.677
	Control	513	246.66	42.474	1.875		
Math	Target	468	244.98	37.442	1.731	.492	.623
	Control	514	246.18	38.374	1.693		

Race

		Native American/ Pacific Islander	Asian	Hispanic	Black	White	Total
Target	Count	3	5	15	168	318	509
	Expected Count	2.4	4.8	16.9	140.0	344.8	509.0
	% within Program 2006	0.6%	1.0%	2.9%	33.0%	62.5%	100.0%
Control	Count	2	5	20	122	396	545
	Expected Count	2.6	5.2	18.1	150.0	369.2	545.0
	% within Program 2006	0.4%	0.9%	3.7%	22.4%	72.7%	100.0%
Total	Count	5	10	35	290	714	1054
	Expected Count	5.0	10.0	35.0	290.0	714.0	1054.0
	% within Program 2006	0.5%	0.9%	3.3%	27.5%	67.7%	100.0%

Pearson Chi-square = 15.502, df = 4, ***p* = .004**

Gender

		Male	Female	Total
Target	Count	284	225	509
	Expected Count	281.5	227.5	509.0
	% within Program 2006	55.8%	44.2%	100.0%
Control	Count	299	246	545
	Expected Count	301.5	243.5	545.0
	% within Program 2006	54.9%	45.1%	100.0%
Total	Count	583	471	1054
	Expected Count	583.0	471.0	1054.0
	% within Program 2006	55.3%	44.7%	100.0%

Pearson Chi-square =.093, df = 1, p = .761

Grade Level

		6	7	8	9	10	11	12	Total
Target	Count	24	62	197	90	41	36	59	509
	Expected Count	22.7	59.9	191.7	95.6	43.9	39.1	56.0	509.0
	% within Program 2006	4.7%	12.2%	38.7%	17.7%	8.1%	7.1%	11.6%	100.0%
Control	Count	23	62	200	108	50	45	57	545
	Expected Count	24.3	64.1	205.3	102.4	47.1	41.9	60.0	545.0
	% within Program 2006	4.2%	11.4%	36.7%	19.8%	9.2%	8.3%	10.5%	100.0%
Total	Count	47	124	397	198	91	81	116	1054
	Expected Count	47.0	124.0	397.0	198.0	91.0	81.0	116.0	1054.0
	% within Program 2006	4.5%	11.8%	37.7%	18.8%	8.6%	7.7%	11.0%	100.0%

Pearson Chi-square = 2.378, df = 6, p = .882

Title 1 Eligibility

		Not Eligible	Eligible	Total
Target	Count	84	425	509
	Expected Count	65.8	443.2	509.0
	% within Program 2006	16.5%	83.5%	100.0%
Control	Count	52	491	543
	Expected Count	70.2	472.8	543.0
	% within Program 2006	9.6%	90.4%	100.0%
Total	Count	136	916	1052
	Expected Count	136.0	916.0	1052.0
	% within Program 2006	12.9%	87.1%	100.0%

Pearson Chi-square = 11.198, df = 1, ***p* = .001**

Gifted

		Not Gifted	Gifted	Total
Target	Count	429	80	509
	Expected Count	430.3	78.7	509.0
	% within Program 2006	84.3%	15.7%	100.0%
Control	Count	462	83	545
	Expected Count	460.7	84.3	545.0
	% within Program 2006	84.8%	15.2%	100.0%
Total	Count	891	163	1054
	Expected Count	891.0	163.0	1054.0
	% within Program 2006	84.5%	15.5%	100.0%

Pearson Chi-square =.048, df = 1, $p = .847$

Special Education

		General Education	Special Education	Total
Target	Count	466	43	509
	Expected Count	459.3	49.7	509.0
	% within Program 2006	91.6%	8.4%	100.0%
Control	Count	485	60	545
	Expected Count	491.7	53.3	545.0
	% within Program 2006	89.0%	11.0%	100.0%
Total	Count	951	103	1054
	Expected Count	951.0	103.0	1054.0
	% within Program 2006	90.2%	9.8%	100.0%

Pearson Chi-square =1.958, df = 1, p = .162

English Language Learners

		Not ELL	ELL	Total
Target	Count	502	7	509
	Expected Count	502.2	6.8	509.0
	% within Program 2006	98.6%	1.4%	100.0%
Control	Count	538	7	545
	Expected Count	537.8	7.2	545.0
	% within Program 2006	98.7%	1.3%	100.0%
Total	Count	1040	14	1054
	Expected Count	1040.0	14.0	1054.0
	% within Program 2006	98.7%	1.3%	100.0%

Pearson Chi-square = .017, df = 1, p = .898

Appendix XIV:
Outcomes Study Classroom Observation Protocol, Classroom Observation Annotated Guide, Fidelity Observations Guidelines

Environmental and Spatial Technology Initiative (EAST)
Outcomes Evaluation, School Year 2004-2005
Program Fidelity Observation Protocol

Be sure you have read the "Annotated Guide to the Fidelity Observation Protocol" and the "EAST Fidelity Observation Guidelines," and have arranged with the Facilitator to obtain classroom documentation as specified in the Guidelines, before observing the class.

Background Information

Observer: _____

Date of Observation: _____ Time of Observation: Start _____ End _____

School: _____ Facilitator: _____

Class Number: _____

Description of Observed Class

What are the grade level(s) of the students enrolled in this class? (check ✓all that apply)

❑6th ❑7th ❑8th ❑9th ❑10th ❑11th ❑12th

How many students are present in the class today? _____

Of these, how many are…

…girls?_____

…White (non-Hispanic)? _____

.

I. Physical Environment **Ratings of Program Components**	Not at all				To a great extent	Don't Know
1. Conducive to team work and accommodating of technological needs	1	2	3	4	5	DK
2. **INT.** Clear location for the placement of resources	1	2	3	4	5	DK
3. Students are aware of the placement of materials	1	2	3	4	5	DK
4. **INT.** There is an inventory of all materials	1	2	3	4	5	DK
5. Students have access the network and other digital resources	1	2	3	4	5	DK
6. The lab is fully networked	1	2	3	4	5	DK
7. **INT.** Technology licensing is current	1	2	3	4	5	DK
8. Hardware is in working condition	1	2	3	4	5	DK

I. OVERALL RATING – Physical Environment	1	2	3	4	5	DK

Items/issues requiring clarification in the follow-up interview:

Explanation for overall rating:

II. Educational Environment **Ratings of Program Components**	**Not at all**				**To a great extent**	**Don't Know**
A. Instruction						
1. The Facilitator…models effective EAST learning and all qualities students are developing:						
o utilizes print and electronic resources	1	2	3	4	5	DK
o **INT.** utilizes the EAST website	1	2	3	4	5	DK
o **INT.** asks for help from peers	1	2	3	4	5	DK
o dresses appropriately to the situation	1	2	3	4	5	DK
o is respectful of others	1	2	3	4	5	DK
o demonstrates effective conflict resolution techniques	1	2	3	4	5	DK
2. **INT.** Is able to articulate the vision of the EAST philosophy and their local EAST program	1	2	3	4	5	DK
3. **INT.** Uses "facilitation tools" to help students by guiding them or "pointing them in the right direction" without "giving" answers directly:						
o asks leading questions	1	2	3	4	5	DK
o suggestions for people to ask	1	2	3	4	5	DK
o ideas on where to look	1	2	3	4	5	DK
o feedback that allows students to refocus or question their conclusions or strategies in an empowering manner rather than merely giving positive or negative criticism"	1	2	3	4	5	DK
o encourages students to turn to each other or print/electronic resources BEFORE turning to the facilitator for assistance with technical matters	1	2	3	4	5	DK
4. **INT.** Uses "facilitation tools" for specific reasons, for specific students. When asked, facilitators are able to describe why they used each technique for each scenario	1	2	3	4	5	DK
5. Serves as a resource on problem-solving methods and processes	1	2	3	4	5	DK
6. Focuses on developing real world skills by encouraging the development of application, analysis, synthesis, and evaluation skills for learning and planning	1	2	3	4	5	DK
7. Develops good work habits	1	2	3	4	5	DK
8. Develops students' ability to utilize time effectively	1	2	3	4	5	DK
A. SUB RATING – Instruction	**1**	**2**	**3**	**4**	**5**	**DK**

Items/issues requiring clarification in the follow-up interview:

Explanation for sub-rating:

B. Class/Project Management						
1. Acts in an entrepreneurial manner in obtaining resources and partnerships for the local program	1	2	3	4	5	DK
2. Balances flexibility and structure in the classroom by providing guidance and direction that is goal oriented, not time oriented	1	2	3	4	5	DK
3. **INT.** Has clearly defined classroom procedures	1	2	3	4	5	DK
4. **INT.** Confronts non-productive behavior and violations of ground rules	1	2	3	4	5	DK
5. **INT.** Capitalizes on different learning styles and the diversity of student aptitude and experience	1	2	3	4	5	DK
6. **INT.** Places students in groups which use their perceived strengths (educationally and otherwise) as a strategy to develop their abilities	1	2	3	4	5	DK
7. **INT.** Can articulate why they chose to place students in their groups	1	2	3	4	5	DK
8. Structures and manages the group process and activities	1	2	3	4	5	DK
9. **INT.** Observes student actions and intervenes when appropriate/necessary to develop project and personal goals	1	2	3	4	5	DK
10. **INT.** Is able to articulate why they do/don't intervene in each situation	1	2	3	4	5	DK
11. Places responsibility for learning and projects on students while providing guidance and monitoring oversight	1	2	3	4	5	DK
12. Keeps group attention and energy focused on goals/tasks	1	2	3	4	5	DK
13. Encourages participation and facilitates the flow of the contributors	1	2	3	4	5	DK
14. **INT.** Serves as a liaison between the project groups and the outside world	1	2	3	4	5	DK
15. Cultivates community relationships (within and outside of the school)	1	2	3	4	5	DK
16. Demonstrates good public relations strategies in the school and community	1	2	3	4	5	DK
17. **INT.** Helps groups reach consensus when needed	1	2	3	4	5	DK
18. Becomes "invisible" when groups are facilitating themselves	1	2	3	4	5	DK
B. SUB RATING – Class/Project Management	**1**	**2**	**3**	**4**	**5**	**DK**

Items/issues requiring clarification in the follow-up interview:

Explanation for sub-rating:

C. Nature of Projects						
1. All group project work is focused on the four pillars of EAST learning:						
o Self-directed, student-centered learning	1	2	3	4	5	DK
o Community service project, service learning	1	2	3	4	5	DK
o The use of advanced applications	1	2	3	4	5	DK
o Team work and peer mentoring	1	2	3	4	5	DK
2. Project work is designed to encourage learning that extends the learner's view, understanding and/or skills	1	2	3	4	5	DK
3. The approach to teaching and learning is practical (i.e. focused on how new knowledge will be applied in the real world), not just focused on mastery of facts and techniques for the sole sake of fact or technique mastery	1	2	3	4	5	DK
4. **INT.** Current learning is related to previous and subsequent learning (spiral curriculum)	1	2	3	4	5	DK
5. The Facilitator/nature of the project helps student see purpose in the activity itself	1	2	3	4	5	DK
6. The Facilitator helps students to define projects and strategies that are attainable in the short term, the long term, and the ideal term	1	2	3	4	5	DK
7. The instructor facilitates the development of projects that:						
o Provide opportunities for students to practice planning	1	2	3	4	5	DK
o Provide opportunities for students to practice executing	1	2	3	4	5	DK
o Provide opportunities for students to practice judging	1	2	3	4	5	DK
8. **INT.** The instructor facilitates the development of projects with the following features:						
o Student planned and organized activities and learning	1	2	3	4	5	DK
o Self-selected, community service projects	1	2	3	4	5	DK
o Provide access to advanced software applications	1	2	3	4	5	DK
o User friendly software applications	1	2	3	4	5	DK
o Ambiguity – not pre-defined	1	2	3	4	5	DK
o Encompass multiple subject areas	1	2	3	4	5	DK
o A variety of needs	1	2	3	4	5	DK
9. **INT.** The Facilitator can articulate reasons for any exceptions to the above project features	1	2	3	4	5	DK
C. SUB RATING – Nature of Projects	**1**	**2**	**3**	**4**	**5**	**DK**

Items/issues requiring clarification in the follow-up interview:

Explanation for sub-rating:

II. OVERALL RATING – Educational Environment	1	2	3	4	5	DK

Explanation for overall rating:

III. Environment of Expectations **Ratings of Program Components**	**Not at all**				**To a great extent**	**Don't Know**
A. Classroom Culture						
1. Focuses on student development rather than content delivery	1	2	3	4	5	DK
2. Focuses on process over product	1	2	3	4	5	DK
3. Encourages experimentation; allows exploration even of unlikely solutions	1	2	3	4	5	DK
4. Encourages students to think through ideas and evaluate them	1	2	3	4	5	DK
5. Provides a safety net by:						
o Protecting ideas from attack through the enforcement of intellectual codes of conduct	1	2	3	4	5	DK
o Providing an environment where it is "safe to fail or make mistakes"; expect and encourage mistakes if they contribute to learning	1	2	3	4	5	DK
6. Encourages and models learning from mistakes	1	2	3	4	5	DK
7. Takes advantage of "teachable moments"	1	2	3	4	5	DK
8. Encourages intuitive thinking	1	2	3	4	5	DK
9. Models flexibility, candidness and positive attitude	1	2	3	4	5	DK
10. Approaches learning by believing that no learning is "too difficult"	1	2	3	4	5	DK
11. Celebrates students' small and major accomplishments	1	2	3	4	5	DK
A. SUB RATING – Classroom Culture	**1**	**2**	**3**	**4**	**5**	**DK**

Items/issues requiring clarification in the follow-up interview:

Explanation for sub-rating:

B. Outlook for Overall Program Achievement						
1. The Facilitator maintains a positive and visionary perspective:						
o Focuses on strengths of community and students as building blocks to program success	1	2	3	4	5	DK
o Understands that "rebuilding" is a normal part of the learning environment in the school setting	1	2	3	4	5	DK
o Encourages student growth and project development, not simply following arbitrary procedures	1	2	3	4	5	DK
B. SUB RATING – Outlook for Overall Program Achievement	**1**	**2**	**3**	**4**	**5**	**DK**

Items/issues requiring clarification in the follow-up interview:

Explanation for sub-rating:

C. Student Work						
1. **INT.** Students work in teams on projects of their own choosing that conform to EAST's goal of service learning using advanced applications	1	2	3	4	5	DK
2. Students may, for a time, work independently for specific project related tasks	1	2	3	4	5	DK
3. Students may, for a time, work independently on skills acquisition as they are exploring potential projects	1	2	3	4	5	DK
4. Students use technology as a tool to solve problems, NOT merely with the goal of gaining skill in specific technologies	1	2	3	4	5	DK
5. **INT.** Students may explore specific technologies without codified project goals, for a time, but the environment is such that exploration is encouraged as a vehicle to consider service projects	1	2	3	4	5	DK
6. Students communicate their progress to the facilitator and the rest of the class on a regular basis in an organized format that is understood by all parties	1	2	3	4	5	DK
C. SUB RATING – Student Work	**1**	**2**	**3**	**4**	**5**	**DK**

Items/issues requiring clarification in the follow-up interview:

Explanation for sub-rating:

III. OVERALL RATING –Environment of Expectations	1	2	3	4	5	DK

Explanation for overall rating:

OVERALL FIDELITY RATING	1	2	3	4	5

Explanation for overall fidelity rating:

Exit Interview

1. *[See rating II.A.2.]* How would you describe how the vision of the EAST philosophy is reflected in the vision of your own EAST classes? *[**Probe:** Without explicitly asking the Facilitator to define "official" EAST philosophy, try to obtain a distinction between the Facilitator's understanding of that philosophy and his/her application of that philosophy in the Facilitator's own EAST classes.]*

2. *[See ratings II.B.6. and 7.]* Did students choose their project groups entirely on their own, or did you play a role in guiding the formation of groups? ***[Probe:** Clarify that "playing a role" can mean anything from actually assigning students to groups, to making suggestions about what criteria the students might consider in choosing their own groups.]*

   [If the Facilitator played a role:] Can you describe for me the considerations that you used in placing students in their groups or guiding the creation of groups?

3. *[If you observed any interactions where the Facilitator did not intervene when you thought he/she should have, or when the Facilitator's intervention seemed inappropriate, ask the following (See ratings II.B.9. and 10).]*
   I noticed during the class that…
   …you didn't intervene when…
   …you interceded with the student's interactions when…
   …*[describe the interaction that you are asking about]*.
   I recognize that there are many factors that a Facilitator must take into consideration in determining the extent to which they play a role in guiding student interactions, and that many of these factors may not be apparent to an outside observer. Can you explain why…
   …you chose not to intercede in this situation?
   …you chose not to let the students resolve the situation themselves?

4. *[If you observed anything about the students' projects that appeared to be inconsistent with features described in section II.C., ask the following (See ratings II.C.8. and 9).]*

   Although the EAST model includes several characteristics of the "ideal" student project, there are also many circumstances in which the program philosophy would allow for and encourage exceptions to those features. I noticed that in [one/some] of the students' projects, … *[describe the exceptions to these features that you observed, and in what ways it is different from the "ideal" project]*. Can you explain why [this/these] project(s) differed from the model in these ways?

5. ASK THE FACILITATOR TO PROVIDE ANY BACKGROUND/CONTEXTUAL INFORMATION THAT YOU FEEL YOU MIGHT NEED IN ORDER TO PROVIDE A RATING FOR ANY OF THE PROGRAM COMPONENTS MARKED "**INT.**"

6. FOR ANY OTHER PROGRAM COMPONENTS THAT YOU RATED AS A 1 OR 2 ABOVE, DISCUSS WITH THE FACILITATOR THE CIRCUMSTANCES THAT LED TO THIS RATING, TO DETERMINE WHETHER THERE WERE REASONS FOR VARIATIONS FROM THE PROGRAM MODEL THAT WERE NOT OBSERVABLE.

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Environmental and Spatial Technology Initiative (EAST)
Outcomes Evaluation, School Year 2004-2005
Annotated Guide to the Fidelity Observation Protocol

The following comments are intended to provide guidance to the observer regarding some of the program model components that are to be rated for the program fidelity observations. These details will help clarify and operationalize these concepts – which are derived from the program components specified in the EAST logic model – in order to make the process of rating program fidelity more objective and reliable. Please refer also to the *Fidelity Observation Guidelines* for further instructions regarding the conduct of both pilot and official observations.

NOTE: It is possible that the Facilitator's clarifications during the exit interview will prove to be an important factor in determining some of the ratings. If this is the case, be sure to note in the appropriate "Explanation for rating" section(s) that the rating was based in part on information obtained during the interview, and explain how that information affected the rating.

Environment	Notes
I. Physical Environment **Ratings of Program Components**	Physical environment is an objective rating based on what is in the room that allows for the effective implementation of EAST.
1. Conducive to team work and accommodating of technological needs	The room should provide adequate space for groups to work without computers (e.g., table or desks in the middle of the room), and rolling chairs to allow for collaboration. All "official" EAST hardware (including plotter—see list) must be in evidence.
2. **INT.** Clear location for the placement of resources	Resources must be in clear placement, but may be in a closet or cabinet. There must be ample storage space.
3. Students are aware of the placement of materials	
4. **INT.** There is an inventory of all materials	
5. Students have access to the network and other digital resources	Refers to opportunity to access, not student ability. If those students who are observed accessing the network do not encounter access problems, this component should receive a high rating – it is not necessary to see all students log in to the network. However, if no students are observed attempting to log in and there are not other indications of adequacy of accessibility (such as student or Facilitator discussions), this should be rated as DK. If students are observed having difficulty logging into the network, but students are working on the issue, ask the facilitator about the situation during the exit interview. If they facilitator is aware of the situation and is making sure that it is being addressed, it may not be necessary to lower the rating.
6. The lab is fully networked	
7. **INT.** Technology licensing is current	
8. Hardware is in working condition	If the hardware that you see being used is in good working order, it is not necessary to see that *all* of the hardware is working. However, if no hardware is observed in use and there is no evidence that it is not being used because of malfunctions, this component should be rated DK.

II. Educational Environment **Ratings of Program Components**	**Notes**
A. Instruction	
1. The Facilitator…models effective EAST learning and all qualities students are developing:	The behaviors referred to in this section relate to characteristics that a Facilitator *models* through activities they may engage in themselves, or interactions with other adults or individuals not part of the class. Interactions of these types that the Facilitator engages in with students in the class would be rated under Sections II.B. (Class/Project Management) and III.A.1. (Classroom Culture).
o utilizes print and electronic resources	
o **INT.** utilizes the EAST website	This may be observable through a review of the EAST listserv. If possible, note if the facilitator or students are using the EAST site during the observation.
o asks for help from peers	This may be observable for example if there is a visitor in the classroom.
o dresses appropriately to the situation	
o is respectful of others	This may be observable for example if there is a visitor in the classroom.
o demonstrates effective conflict resolution techniques	Utilizes conflict resolution strategies that are consensus building and empowering, through the facilitation and coordination of consensus building communication, with respect for all parties. Is able to articulate why they do/do not intervene in a situation.
2. **INT.** Is able to articulate the vision of the EAST philosophy and their local EAST program	The Facilitator can articulate that it's not about the projects and it's not about the technology, but rather it's about using the tools and triggers to affect student growth and development. The Facilitator should be able to explain how their local program fits into this mission in the context of their own school and community.
3. **INT.** Uses "facilitation tools" to help students by guiding them or "pointing them in the right direction" without "giving" answers directly:	
o asks leading questions	While these things are very important, it is possible that there are circumstances where it is appropriate for the facilitator to give information and/or answers to students directly. If this is ever the case and there is uncertainty, this may be inquired about during the interview.
o suggestions for people to ask	
o ideas on where to look	
o feedback that allows students to refocus or question their conclusions or strategies in an empowering manner rather than merely giving positive or negative criticism	
o Encourages students to turn to each other or print/electronic resources BEFORE turning to the facilitator for assistance with technical matters	

4. **INT.** Uses "facilitation tools" for specific reasons, for specific students. When asked, facilitators are able to describe why they used each technique for each scenario	The facilitator should be able to articulate reasons that have the goal of helping the individual student grow. The kinds of growth to be promoted should be aligned with the EAST student outcomes, i.e.: 1. Students will take responsibility for self-directed learning. 2. Students will ethically apply resources and problem-solving strategies to real-world problems. 3. Students will collaborate as a productive team member. 4. Students will research and evaluate resources to determine their validity and relevance. 5. Students will communicate with a variety of audiences using multiple modes. 6. Students will develop solutions to community-based problems using emerging technology within the context of service learning projects. 7. Students will demonstrate confidence in their own abilities to meet the challenges of the 21st century. The appropriateness of the particular *strategies* (facilitation tools) that are used should be determined based on whether it's "about the student" or "about the content".
5. Serves as a resource on problem-solving methods and processes	The Facilitator models and facilitates this process by asking questions, responding to questions with questions, brainstorming possible solutions (even outlandish ones). However, it is possible that there are circumstances where it is appropriate for the facilitator to give information and/or answers to students directly. If this is ever the case and there is uncertainty, this may be inquired about during the interview.
6. Focuses on developing real world skills by encouraging the development of application, analysis, synthesis, and evaluation skills for learning and planning	Refers to the 21st Century skills, including: **Information and communication skills** (Information and media literacy, Communication skills) **Thinking and problem-solving skills** (Critical thinking and systems thinking; Problem identification, formulation and solution; Creativity and intellectual curiosity) **Interpersonal and self-directional skills** (Interpersonal and collaborative skills, Self-direction, Accountability and adaptability, Social responsibility) Assumes that knowledge and comprehension will *follow* from application, analysis, etc. These are still critical, but they are not the focus. Since you cannot teach all knowledge, students should be allowed to pursue individualized knowledge in EAST.
7. Develops good work habits	As defined by the 21st Century skills (see above, especially *Interpersonal and self-directional skills*).
8. Develops students' ability to utilize time effectively	

B. Class/Project Management	
1. Acts in an entrepreneurial manner in obtaining resources and partnerships for the local program	Being conscious and intentional in outreach efforts with community groups for the benefit of their students. Can they articulate partnerships? Can they explain resources that they have secured from the community?
2. Balances flexibility and structure in the classroom by providing guidance and direction that is goal oriented, not time oriented	The Facilitator would be expected to help students articulate project goals in terms of global concepts, without being overly focused on time, rather than in terms of task oriented, time conscious ideas. Facilitator focuses on the "bigger picture" of learning and not the "must do assignment" or "must have a killer project" model.
3. **INT.** Has clearly defined classroom procedures	This may be evident through students' participation in the class (e.g., getting right to work, going to get resource materials without asking, etc.). However, if students appear un-focused, it does not necessarily mean that these procedures do not exist; this may need to be clarified in the interview.
4. **INT.** Confronts non-productive behavior and violations of ground rules	Confronts e.g. through correction and graduated disciplinary/corrective procedures
5. **INT.** Capitalizes on different learning styles and the diversity of student aptitude and experience	
6. **INT.** Places students in groups which use their perceived strengths (educationally and otherwise) as a strategy to develop their abilities	
7. **INT.** Can articulate why they chose to place students in their groups	
8. Structures and manages the group process and activities	"floats" in the classroom, overseeing and listening in on student interaction, offering comments and feedback where they feel appropriate without dominating any set of exchanges. Facilitator may say nothing at all if no assistance is needed
9. **INT.** Observes student actions and intervenes when appropriate/necessary to develop project and personal goals	Appropriate intervention involves tact and sensitivity to the group dynamic, without dominating any set of exchanges. Essentially the facilitator does not barge in and take over the group. They question, they delve. Intervention is considered appropriate when the individual student learning goals are either not being met or stand a great likelihood of not being met without intervention.

10. **INT.** Is able to articulate why they do/don't intervene in each situation	Articulated reasons must be consistent with EAST philosophy; e.g. meeting arbitrary timelines would not be an acceptable reason to intervene.
11. Places responsibility for learning and projects on students while providing guidance and monitoring oversight	The Facilitator stays knowledgeable about group activities, progress and challenges without being the dominant player in the group. This may take place though meetings and/or journals. While the facilitator may provide oversight, the responsibility for organizing tasks and keeping on schedule rests with students
12. Keeps group attention and energy focused on goals/tasks	
13. Encourages participation and facilitates the flow of the contributors	Facilitates flow by making sure that no one team member is dominant and that all team members are contributing. For example, one would expect that students would be discouraged from listening on headphones to music that is not related to their project, since this creates a condition that does not allow for effective group work. They can encourage and discourage without ever directly commanding a result.
14. **INT.** Serves as a liaison between the project groups and the outside world	Acts as an ombudsman: constantly interacting with community members and sharing the goals of the students' projects while crediting the students for the work and creativity
15. Cultivates community relationships (within and outside of the school)	Educates and encourages community participation
16. Demonstrates good public relations strategies in the school and community	
17. **INT.** Helps groups reach consensus when needed	When the group is at an impasse – e.g. due to differing perspectives, lack of participation, or just circumstances. However, it may still be appropriate to allow students to resolve the situation themselves even when it appears as an impasse to the observer. If there are questions ask during the interview.
18. Becomes "invisible" when groups are facilitating themselves	See number 11.
[Assumes students make good decisions until there is evidence to the contrary]	[Removed from protocol; this is not thought to be observable.]

C. Nature of Projects	
1. All group project work is focused on the four pillars of EAST learning:	*All* project activities should be so focused, including such things as basic network maintenance and learning software. In the context of EAST learning software has a purpose (to facilitate better community service projects for the teams). Network maintenance is done to facilitate better community service projects for the teams. It is the old adage that we all contribute to the larger whole and their are no small parts only small actors.
o Self-directed, student-centered learning	
o Community service project, service learning	
o The use of advanced applications	
o Team work and peer mentoring	
2. **INT.** Project work is designed to encourage learning that extends the learner's view, understanding and/or skills	Project work is NOT designed merely to complete a project. Rather it is designed to meet the goals of the student in the context of the EAST philosophy. This may need to be addressed during the interview.
3. The approach to teaching and learning is practical (i.e. focused on how new knowledge will be applied in the real world), not just focused on mastery of facts and techniques for the sole sake of fact or technique mastery	
4. **INT.** Current learning is related to previous and subsequent learning (spiral curriculum)	It is possible that this is not observable, we may want to remove at some point.
5. The Facilitator/nature of the project helps student see purpose in the activity itself	
6. The Facilitator helps students to define projects and strategies that are attainable in the short term, the long term, and the ideal term	The ideal term is the outcome if time, money, and other restrictions were not in place. Ideally what could we do? EAST is one of the few places students can do this and receive validation for "dreaming large".
7. The instructor facilitates the development of projects that:	
o Provide opportunities for students to practice planning	
o Provide opportunities for students to practice executing	
o Provide opportunities for students to practice judging	

8. **INT.** The instructor facilitates the development of projects with the following features:	
o Student planned and organized activities and learning	
o Self-selected, community service projects	
o Provide access to advanced software applications	
o User friendly software applications	
o Ambiguity – not pre-defined	
o Encompass multiple subject areas	
o A variety of needs	Encourages different intelligences, value of teaming.
9. **INT.** The Facilitator can articulate reasons for any exceptions to the above project features	Any reasons that focus on individual student need can be acceptable.

III. Environment of Expectations **Ratings of Program Components**	**Notes**
A. Classroom Culture	
1. Focuses on student development rather than content delivery	
2. Focuses on process over product	
3. Encourages experimentation; allows exploration even of unlikely solutions	
4. Encourages and focuses students on thinking through ideas and evaluating them	
5. Provides a safety net by:	
o Protecting ideas from attack through the enforcement of intellectual codes of conduct	
o Providing an environment where it is "safe to fail or make mistakes"; expect and encourage mistakes if they contribute to learning	
o [Protecting students from failure outside classroom (e.g. readiness for presentations)]	[Removed from protocol; this is not thought to be observable.]
6. Encourages and models learning from mistakes	
7. Takes advantage of "teachable moments"	This is a very important piece and should be weighted accordingly in the overall assessment of this section.
8. Encourages intuitive thinking	
9. Models flexibility, candidness and positive attitude	
10. Approaches learning by believing that no learning is "too difficult"	"any subject can be taught to any child at any stage of development in an appropriate manner"
11. Celebrates students' small and major accomplishments	

B. Outlook for Overall Program Achievement	
1. The Facilitator maintains a positive and visionary perspective:	
o Focuses on strengths of community and students as building blocks to program success	This is a difficult aspect to assess, it may be necessary to ask about it during the interview. It is related to the next bullet.
o Understands that "rebuilding" is a normal part of the learning environment in the school setting	"Rebuilding" may be necessary because the students leave and "experts" move on to other schools and new ones take their places. For this reason projects must be more fluid and facilitators cannot get hung up on the success of the program being defined by the success of a few students.
o Focuses on student growth and project development, not on simply following arbitrary procedures	

C. Student Work	
1. **INT.** Students work in teams on projects of their own choosing that conform to EAST's goal of service learning using advanced applications	There must however be a balance between students choosing their own projects and facilitators guiding these selections to insure that projects meet the stated characteristics. This balance should be based on perceived student need and conformation to the larger EAST philosophical goals.
2. Students may, for a time, work independently for specific project related tasks	The amount of time is not pre-defined; it depends on the student and the task.
3. Students may, for a time, work independently on skills acquisition as they are exploring potential projects	See above.
4. Students use technology as a tool to solve problems, NOT merely with the goal of gaining skill in specific technologies	Note that there may be observable circumstances where the purpose of the technology as a problem solving tool is apparent; however, the lack of observable evidence to that effect does not necessarily mean that the technology is not being used with this intent. However, it may be difficult to obtain clarification from the Facilitator without their providing an interpretation of the situation (see Observation Guidelines regarding obtaining context vs. interpretation). If it is not possible to reach a reliable conclusion, check "DK".
5. **INT.** Students may explore specific technologies without codified project goals, for a time, but the environment is such that exploration is encouraged as a vehicle to consider service projects	This may not be directly observable, but if students appear to be working on technology for technology's sake, it should be clarified with the facilitator to determine whether it represents activity that is oriented towards EAST goals. Note that even when students are working on self-directed service projects in teams that are indicative of EAST philosophy transfer, they sometimes only articulate their technology work.
6. Students communicate their progress to the facilitator and the rest of the class on a regular basis in an organized format that is understood by all parties	How often this is communicated is determined locally – it may be weekly, bi-quarterly, quarterly, or by semester. What is important is that it is determined, it is communicated, and it is adhered to, and there should be artifacts (which should be requested prior to the observation).

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EAST FIDELITY OBSERVATION GUIDELINES, SY 2004-05

I. All Observations

- It is essential that each observer review the observation instrument and annotations prior to EACH observation, so that the observations remain focused on the specific components referenced in the instrument, and so that the definitions of these components are fresh in your mind.

- No other school personnel should be present in the classroom during the observations.

- For those observers who are affiliated with the EAST program, it is crucial that they remain constantly aware of any possible bias towards believing in the effectiveness of the program, and that they remain scrupulous about not allowing such inclinations to influence their ratings. Observers should be aware that any tendency to provide overly favorable – or overly unfavorable – ratings would have an unpredictable effect on the final assessment of program impact, since this ultimately depends not on absolute student performance but on students' progress, which can not be determined in a single observation. Thus, the best way to assure an accurate assessment of the program's impact is to provide accurate and objective ratings.

- Ratings should be based only on observations of the physical environment, facilitator behaviors, and/or facilitator interactions with students, with clarifications as necessary from the exit interview (but see below re: obtaining context vs. interpretation from the interviews). Ratings should *not* be inferred from student behaviors or performances. (For example, if students are not doing what would be expected in the classroom, it should not necessarily result in a low rating. What is important is how the Facilitator responds to such situations.)

- It is recommended that observers take field notes during their observation and complete the ratings afterwards. It is best to complete the ratings after the exit interview, as this interview may provide context that could lead to changing some ratings. If it is necessary to make the ratings during the observation, do so discretely and be sure to revisit them all after the interview to determine whether any changes are warranted by the information obtained during the interview.

- During the observation, make note of any apparently inappropriate interactions or questions that you will want to ask the Facilitator during the exit interview to determine whether there are (unobservable) factors that may explain the reason for them or otherwise provide context to help clarify what was observed. In particular, program components labeled "**INT.**" are expected to be observable, but may require follow up clarification during the interview.

- Exit interviews should take place as soon after each observation as possible. Where there are multiple classes being observed with the same Facilitator, it is preferable to conduct a separate interview after each class if scheduling allows. If necessary, it is acceptable to interview a Facilitator once, after a set of observations of that Facilitator have been completed. However, the interview(s) of each Facilitator must be completed before moving on to observations of another Facilitator. (Note that interview Question 1 does not need to be repeated on subsequent interviews with the same Facilitator.)

- Allow 15 minutes for each exit interview – longer if it is necessary to discuss more than one observation in a single interview.

- Exit interviews should take place in a relatively quiet location that is free from interruptions if at all possible. No other school personnel should be present during the exit interview.

- Exit interviews provide context, not interpretation: Ratings should *not* be based on the Facilitators' interpretation of what happened during the class; rather, the exit interviews should be used to provide context to help clarify observed interactions that may be ambiguous. For example, if you observe a conflict within a team that you feel is interfering with the group process, your rating of the Facilitator's response to that situation should *not* be based on whether or not the Facilitator agrees that the situation created interference. However, the rating *can* take into consideration information obtained from the exit interview about the students' backgrounds and previous experiences that the Facilitator may have used to base decisions about how to respond.

- The exit interview is not intended to be a "scripted" interview. Specific language and focus can and should be adapted to meet the observer's needs for clarifying what was observed.

- Be sure to respond for *all* individual components, either with a rating of 1 – 5, or by circling DK. No components should be left blank.

- Sub-ratings and Overall ratings should be based on the individual component ratings for that section. However, these summary ratings should not be a simple arithmetic average, but should take into consideration the relative importance of each component for the context of that particular class session. (See Component Importance Ratings provided by the EAST director.)

- It is VERY important to provide evidence/examples from your observation and/or exit interview that support your ratings under "Explanation for rating" in each section. This will

provide important information that makes the numeric ratings more meaningful. However, they do not need to be written formally. For the official observations, a few sentences per rating, perhaps a paragraph or two for the overall ratings, is probably sufficient. This narrative information will help inform the analysis, especially since only one observer is present at each observation. It is especially helpful if you provide quotations from the observation. For the pilot observations, these notes can be more abbreviated if necessary in the interest of time.

- If you are unable to rate some of the components in a section, circle Don't Know (DK), and base the Sub-rating or Overall rating for that section on those components that you were able to rate. If you are not able to rate enough components to assess an entire section, or if there are components that you feel are critical to assessing that section that you are unable to rate, the Sub-rating should also be indicated as DK. If it is necessary to rate a section as DK, please give a description of why that is the case in the comments section.

- It is not necessary that a facilitator be a "superstar" in order to be rated as a 5. These assessments are of fidelity to the EAST model; therefore a rating of 5 is reserved for those facilitators who achieve a high level of fidelity on most or all of the observed indicators. However, a 5 is not intended to represent perfection, and does not mean that there is no room for improvement.

II. Pilot Observations

> *Note:* **If you are conducting official fidelity observations, please skip to section III., "Fidelity Observations" below.**

Setup

- All ADE/EAST observers must observe and rate at least 5 class sessions, in at least one HS and at least one MS. An attempt should be made to include a range of fidelity levels, and if possible, both rural and urban schools.

- Observations must not take place in the week following winter break and must not take place while the schools are preparing for final exams.

- EAST staff's pre-assessments of program quality should not be discussed among observers prior to the observations. It is also important that those staff who do have prior knowledge about program quality be careful not to allow this prior knowledge to influence their ratings. (If a great Facilitator is having a bad day, the Facilitator should receive lower ratings for that day's observations. On the other hand it is quite possible that a program that has been struggling might have begun to improve their implementation, and the day's ratings could be unexpectedly high.)

- Insure that Facilitators realize that the purpose of the observation is to validate an instrument that will be used to understand EAST instruction throughout Arkansas, not to evaluate them personally. Assure Facilitators that information collected in their classrooms is confidential: results of individual observations will not be shared with any school, district or ADE personnel other than the observers. The information will not be reported for individual classes or Facilitators, but will be aggregated across Facilitators to help refine the observation instrument.

Observations

- EAST staff must make every effort to rate observations based *only* on that observation and exit interview, not incorporating prior knowledge about the program. (See also above note about minimizing observer bias.)

- All five observers should participate in each exit interview. Observers should take turns conducting each interview, so that each observer takes the lead role in conducting at least one interview.

- Complete the observation instrument as soon as possible after the observation (prior to debriefing), using the annotated version for clarification of terms.

- Exit interviews and ratings must be completed *before* observers debrief on that observation. No discussion of the class should take place among observers until after both the interview and the ratings have been completed.

- Debrief on observations and ratings immediately after each observation (once ratings are completed) wherever possible, but do *not* discuss possible implications of EAST staff's prior knowledge of the school until *all* observations in that school are completed.

- After all observations at a particular school have been completed, include in the end-of-day debriefing a discussion of whether EAST staff's prior knowledge of the program might have contributed to any differences among observers' ratings that may occur.

- Re-calculate percent agreement at least at the end of every day to find out whether you're close to 90%. (However, even if the 90% criterion is reached quickly, all pilot observations still need to be completed and agreement rates need to continue to be re-calculated.)

- The minimum objective for inter-rater agreement is to end up with an agreement level of at least 90% within one rating point on each of the three Environment ratings and the Overall Fidelity rating, at least for the last six observations on days three and four.

III. Fidelity Observations

- Sample Selection
  - EAST classroom observations and associated interviews should be conducted at all eight implementing schools.
  - At least two EAST sections should be observed at each school.
  - The sections to be observed should be selected based on scheduling considerations.
  - Each selected section must be observed twice: once in winter and once in spring.

- Insure that Facilitators realize that the purpose of the observation is to understand EAST instruction throughout Arkansas, not to evaluate them personally. Assure teachers that information collected in their classrooms is confidential: results of individual observations will not be shared with any school, district or ADE personnel other than the observers. The information will not be reported for individual classes or Facilitators, but will be aggregated across Facilitators to provide insights into the EAST program. This should be explained in a letter sent to the Facilitators and their principals at least a week prior to the observation, and re-emphasized when meeting the Facilitator in person.

Appendix XV:
Pearson Correlations Among Fidelity Observation Subscales
Fall 2005 and Spring 2006 Observations[1]

		I. Physical Environment	II.A. Instruction	II.B. Class Management	II.C. Nature of Projects	II. Educational Environment	III.A. Classroom Culture	III.B. Overall Program Achievement	III.C. Student Work	III. Environment of Expectations	Overall Fidelity
I. Physical Environment	Correlation	1									
	Sig. (2-tailed)	- -									
II.A. Instruction	Correlation	.607(**)	1								
	Sig. (2-tailed)	.000	- -								
II.B. Class Management	Correlation	.743(**)	.907(**)	1							
	Sig. (2-tailed)	.000	.000	- -							
II.C. Nature of Projects	Correlation	.633(**)	.895(**)	.892(**)	1						
	Sig. (2-tailed)	.000	.000	.000	- -						
II. Educational Environment	Correlation	.660(**)	.940(**)	.969(**)	.922(**)	1					
	Sig. (2-tailed)	.000	.000	.000	.000	- -					
III.A. Classroom Culture	Correlation	.585(**)	.843(**)	.817(**)	.881(**)	.834(**)	1				
	Sig. (2-tailed)	.000	.000	.000	.000	.000	- -				
III.B. Overall Program Achievement	Correlation	.742(**)	.882(**)	.940(**)	.895(**)	.910(**)	.843(**)	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	- -			
III.C. Student Work	Correlation	.715(**)	.875(**)	.930(**)	.916(**)	.933(**)	.851(**)	.875(**)	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	- -		
III. Environment of Expectations	Correlation	.705(**)	.929(**)	.923(**)	.922(**)	.926(**)	.884(**)	.898(**)	.970(**)	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	- -	
Overall Fidelity	Correlation	.732(**)	.925(**)	.986(**)	.901(**)	.985(**)	.815(**)	.925(**)	.945(**)	.939(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	- -

** Correlation is significant at the 0.01 level (2-tailed).

[1] N of observations for all pairs = 32.

Appendix XVI:
End-of-Year Program Fidelity Ratings Protocol and Guidelines

Environmental and Spatial Technology Initiative (EAST)
Outcomes Evaluation, School Year 2004-2005
End-of-Year Program Fidelity Ratings Protocol

Be sure you have read the "Annotated Guide to the Fidelity Observation Protocol" and the "End-of-Year Fidelity Ratings Guidelines," before completing this form.

Background Information

Discussants (list all participating personnel):

Person completing this form:

Name: _____ Title:

_____

School: _____ Facilitator: _____

Date form completed: _____/_____/_____

Description of Rated Program

What grade level(s) are served in this school's EAST program? (check ✓all that apply)

❑6th ❑7th ❑8th ❑9th ❑10th ❑11th ❑12th

I. Physical Environment **Program Components:**
1. Conducive to team work and accommodating of technological needs
2. Clear location for the placement of resources
3. Students are aware of the placement of materials
4. There is an inventory of all materials
5. Students have access the network and other digital resources
6. The lab is fully networked
7. Technology licensing is current
8. Hardware is in working condition

I. OVERALL RATING – Physical Environment	1	2	3	4	5	DK

Explanation for overall rating:

II. Educational Environment **Ratings of Program Components**
A. Instruction
1. The Facilitator…models effective EAST learning and all qualities students are developing:
• utilizes print and electronic resources
• utilizes the EAST website
• asks for help from peers
• dresses appropriately to the situation
• is respectful of others
• demonstrates effective conflict resolution techniques
2. Is able to articulate the vision of the EAST philosophy and their local EAST program
3. Uses "facilitation tools" to help students by guiding them or "pointing them in the right direction" without "giving" answers directly:
• asks leading questions
• suggestions for people to ask
• ideas on where to look
• feedback that allows students to refocus or question their conclusions or strategies in an empowering manner rather than merely giving positive or negative criticism"
• encourages students to turn to each other or print/electronic resources BEFORE turning to the facilitator for assistance with technical matters
4. Uses "facilitation tools" for specific reasons, for specific students. When asked, facilitators are able to describe why they used each technique for each scenario
5. Serves as a resource on problem-solving methods and processes
6. Focuses on developing real world skills by encouraging the development of application, analysis, synthesis, and evaluation skills for learning and planning
7. Develops good work habits
8. Develops students' ability to utilize time effectively

A. SUB RATING – Instruction	**1**	**2**	**3**	**4**	**5**	**DK**

Explanation for sub-rating:

B. Class/Project Management
1. Acts in an entrepreneurial manner in obtaining resources and partnerships for the local program
2. Balances flexibility and structure in the classroom by providing guidance and direction that is goal oriented, not time oriented
3. Has clearly defined classroom procedures
4. Confronts non-productive behavior and violations of ground rules
5. Capitalizes on different learning styles and the diversity of student aptitude and experience
6. Places students in groups which use their perceived strengths (educationally and otherwise) as a strategy to develop their abilities
7. Can articulate why they chose to place students in their groups
8. Structures and manages the group process and activities
9. Observes student actions and intervenes when appropriate/necessary to develop project and personal goals
10. Is able to articulate why they do/don't intervene in each situation
11. Places responsibility for learning and projects on students while providing guidance and monitoring oversight
12. Keeps group attention and energy focused on goals/tasks
13. Encourages participation and facilitates the flow of the contributors
14. Serves as a liaison between the project groups and the outside world
15. Cultivates community relationships (within and outside of the school)
16. Demonstrates good public relations strategies in the school and community
17. Helps groups reach consensus when needed
18. Becomes "invisible" when groups are facilitating themselves

B. SUB RATING – Class/Project Management	1	2	3	4	5	DK

Explanation for sub-rating:

C. Nature of Projects
1. All group project work is focused on the four pillars of EAST learning:
• Self-directed, student-centered learning
• Community service project, service learning
• The use of advanced applications
• Team work and peer mentoring
2. Project work is designed to encourage learning that extends the learner's view, understanding and/or skills
3. The approach to teaching and learning is practical (i.e. focused on how new knowledge will be applied in the real world), not just focused on mastery of facts and techniques for the sole sake of fact or technique mastery
4. Current learning is related to previous and subsequent learning (spiral curriculum)
5. The Facilitator/nature of the project helps student see purpose in the activity itself
6. The Facilitator helps students to define projects and strategies that are attainable in the short term, the long term, and the ideal term
7. The instructor facilitates the development of projects that:
• Provide opportunities for students to practice planning
• Provide opportunities for students to practice executing
• Provide opportunities for students to practice judging
8. The instructor facilitates the development of projects with the following features:
• Student planned and organized activities and learning
• Self-selected, community service projects
• Provide access to advanced software applications
• User friendly software applications
• Ambiguity – not pre-defined
• Encompass multiple subject areas
• A variety of needs
9. The Facilitator can articulate reasons for any exceptions to the above project features

C. SUB RATING – Nature of Projects	1	2	3	4	5	DK

Explanation for sub-rating:

II. OVERALL RATING – Educational Environment	1	2	3	4	5	DK

Explanation for overall rating:

III. Environment of Expectations **Ratings of Program Components**
A. Classroom Culture
1. Focuses on student development rather than content delivery
2. Focuses on process over product
3. Encourages experimentation; allows exploration even of unlikely solutions
4. Encourages students to think through ideas and evaluate them
5. Provides a safety net by:
• Protecting ideas from attack through the enforcement of intellectual codes of conduct
• Providing an environment where it is "safe to fail or make mistakes"; expect and encourage mistakes if they contribute to learning
6. Encourages and models learning from mistakes
7. Takes advantage of "teachable moments"
8. Encourages intuitive thinking
9. Models flexibility, candidness and positive attitude
10. Approaches learning by believing that no learning is "too difficult"
11. Celebrates students' small and major accomplishments

A. SUB RATING – Classroom Culture	**1**	**2**	**3**	**4**	**5**	**DK**

Explanation for sub-rating:

B. Outlook for Overall Program Achievement
1. The Facilitator maintains a positive and visionary perspective:
• Focuses on strengths of community and students as building blocks to program success
• Understands that "rebuilding" is a normal part of the learning environment in the school setting
• Encourages student growth and project development, not simply following arbitrary procedures

B. SUB RATING – Outlook for Overall Program Achievement	1	2	3	4	5	DK

Explanation for sub-rating:

C. Student Work
1. Students work in teams on projects of their own choosing that conform to EAST's goal of service learning using advanced applications
2. Students may, for a time, work independently for specific project related tasks
3. Students may, for a time, work independently on skills acquisition as they are exploring potential projects
4. Students use technology as a tool to solve problems, NOT merely with the goal of gaining skill in specific technologies
5. Students may explore specific technologies without codified project goals, for a time, but the environment is such that exploration is encouraged as a vehicle to consider service projects
6. Students communicate their progress to the facilitator and the rest of the class on a regular basis in an organized format that is understood by all parties

C. SUB RATING – Student Work	1	2	3	4	5	DK

Explanation for sub-rating:

III. OVERALL RATING –Environment of Expectations	1	2	3	4	5	DK

Explanation for overall rating:

OVERALL FIDELITY RATING	1	2	3	4	5

Explanation for overall fidelity rating:

Appendix XVIIa:
EAST Student Survey

IM

Metis Associates, Inc.
90 BROAD STREET, SUITE 1200, NEW YORK, NY 10004 TEL: (212) 425-8833 FAX: (212) 480-2176 WEBSITE: HTTP://WWW.METISASSOC.COM

Arkansas EAST Initiative
Spring 2005 Student Survey

This survey is being conducted by a private research company to help your school district find out how students feel about their EAST facilitators and their school work. This is not a test and there are no right or wrong answers.

Before you begin the survey, write in your FULL first and last name, and check your school, grade, and if you are a boy or a girl.

Even though you are being asked to put your name on the survey, no one in your school will know your answers, which will be summarized with the answers of other students your age. You can skip questions that make you feel uncomfortable, but your honesty is very important.

When you have finished the survey, please put it into the survey envelope on your facilitator's desk, **without showing it to your facilitator.** Thank you for your help.

Today's Date: _____/_____/_____

First Name: _____ Last Name: _____

Your Grade Level: 6th 7th 8th 9th 10th 11th 12th

Are you a... : Boy Girl

Your School (check one):

Blevins HS	Harrisburg MS	Newport HS
Cave City HS	Henderson Magnet MS	North Heights JHS
Gould HS	Jessieville HS	

When during this school year did you first enter the EAST class?

_____ / _____
Month Year

IM

1. Please let us know how you feel about your EAST facilitator by telling us the extent to which you agree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
My EAST facilitator helps me learn how to solve my own problems in my class work.	❑	❑	❑	❑	❑
My EAST facilitator helps me discover my personal strengths, interests and goals.	❑	❑	❑	❑	❑
My EAST facilitator helps me apply my strongest skills in my class work.	❑	❑	❑	❑	❑
My EAST facilitator helps me learn new things and develop new skills.	❑	❑	❑	❑	❑
My EAST facilitator helps me feel comfortable working with other students who are different than me.	❑	❑	❑	❑	❑
My EAST facilitator encourages me to do well in school.	❑	❑	❑	❑	❑
My EAST facilitator believes that if I work hard I can do well in school.	❑	❑	❑	❑	❑
My EAST facilitator encourages me to do challenging class work or projects.	❑	❑	❑	❑	❑
My EAST facilitator sets high standards for me and is willing to help me meet them.	❑	❑	❑	❑	❑
My EAST facilitator encourages me to go to college.	❑	❑	❑	❑	❑
My EAST facilitator thinks I could succeed in college.	❑	❑	❑	❑	❑

IM

2. The following questions are related to using computers and other technology to help you complete different tasks. Please use the table below to rate how *familiar* you are with the technologies available to help you do each task, and if you have used them, how *skilled* you are with using them. Check <u>one</u> box for each item.

<u>Technologies designed to help you</u>...	I **did not know** that there are technologies that can do this.	I knew that there are technologies that can do this, but **have never used them.**	I can use these technologies, but **not without some help.**	I can use these technologies without help, but **mostly just the basic features**.	I am comfortable using these technologies, including **many of the advanced features**
...write letters, reports, or stories	❑	❑	❑	❑	❑
...do research for school projects	❑	❑	❑	❑	❑
...describe a project to others	❑	❑	❑	❑	❑
...send and receive mail	❑	❑	❑	❑	❑
...create web pages	❑	❑	❑	❑	❑
...create a database	❑	❑	❑	❑	❑
...create graphs	❑	❑	❑	❑	❑
...solve math problems	❑	❑	❑	❑	❑
...create maps	❑	❑	❑	❑	❑
...create artistic drawings	❑	❑	❑	❑	❑
...create architectural drawings	❑	❑	❑	❑	❑
...create 3-dimensional drawings	❑	❑	❑	❑	❑
...create animation	❑	❑	❑	❑	❑
...take digital photographs	❑	❑	❑	❑	❑
...create digital movies	❑	❑	❑	❑	❑
...play games	❑	❑	❑	❑	❑

IM

3. Please indicate the extent to which you agree with the following statements about school.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
It is mostly up to my EAST facilitator to make sure that I learn in school.	❑	❑	❑	❑	❑
When working on group projects, I can clearly explain my role in the group to others.	❑	❑	❑	❑	❑
I am able to take a leadership role in group activities.	❑	❑	❑	❑	❑
I know of people I can ask for help with school work other than my teachers or parents.	❑	❑	❑	❑	❑
If I have to, I can usually complete a school project without much help from my EAST facilitator.	❑	❑	❑	❑	❑
When describing a project I'm working on, I can change the way I explain it to make it clearer if the people I'm talking to don't understand.	❑	❑	❑	❑	❑

4. How much education do you think you will complete in your life? (check one)

- ❑ Less than High School graduation
- ❑ High School graduation or GED
- ❑ Complete a career/tech, trade or business school
- ❑ Two or more years of college
- ❑ Finish college (a four or five year degree)
- ❑ Graduate degree
- ❑ I don't know

5. What is the <u>one</u> thing that will take the largest amount of your time <u>the first year after</u> high school? (check one)

- ❑ Working full time
- ❑ Working part time, not attending college
- ❑ Apprenticeship or on-the-job training
- ❑ Military service
- ❑ Attending a trade or business school
- ❑ Attending college
- ❑ Other (travel, break, etc.)
- ❑ I don't know

Thank you for completing this survey!

Appendix XVIIb:
Control Student Survey

DI

Metis Associates, Inc.
90 Broad Street, Suite 1200, New York, NY 10004 Tel: (212) 425-8833 Fax: (212) 480-2176 Website: http://www.metisassoc.com

Arkansas EAST Initiative
Spring 2005 Student Survey

This survey is being conducted by a private research company to help your school district find out how students feel about their teachers and their school work. This is not a test and there are no right or wrong answers.

Before you begin the survey, write in your FULL first and last name, and check your school, grade, and if you are a boy or a girl.

Even though you are being asked to put your name on the survey, no one in your school will know your answers, which will be summarized with the answers of other students your age. You can skip questions that make you feel uncomfortable, but your honesty is very important.

When you have finished the survey, please put it into the survey envelope on your teacher's desk, **without showing it to your teacher.** Thank you for your help.

Today's Date: _____/_____/_____

First Name: _____ Last Name: _____

Your Grade Level: 6th 7th 8th 9th 10th 11th 12th

Are you a... : Boy Girl

Your School (check one):

Cloverdale MS	Hartford MS	Mtn. Pine HS
Flippin MS	Mansfield HS	Mt. Vernon-Enola HS
Forest Hts. MS	Midland HS	

DI

1. Please let us know how you feel about your teachers by telling us the extent to which you agree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
Most of my teachers help me learn how to solve my own problems in my class work.	❑	❑	❑	❑	❑
Most of my teachers help me discover my personal strengths, interests and goals.	❑	❑	❑	❑	❑
Most of my teachers help me apply my strongest skills in my class work.	❑	❑	❑	❑	❑
Most of my teachers help me learn new things and develop new skills.	❑	❑	❑	❑	❑
Most of my teachers help me feel comfortable working with other students who are different than me.	❑	❑	❑	❑	❑
Most of my teachers encourage me to do well in school.	❑	❑	❑	❑	❑
Most of my teachers believe that if I work hard I can do well in school.	❑	❑	❑	❑	❑
Most of my teachers encourage me to do challenging class work or projects.	❑	❑	❑	❑	❑
Most of my teachers set high standards for me and are willing to help me meet them.	❑	❑	❑	❑	❑
Most of my teachers encourage me to go to college.	❑	❑	❑	❑	❑
Most of my teachers think I could succeed in college.	❑	❑	❑	❑	❑

DI

2. The following questions are related to using computers and other technology to help you complete different tasks. Please use the table below to rate how *familiar* you are with the technologies available to help you do each task, and if you have used them, how *skilled* you are with using them. Check <u>one</u> box for each item.

<u>Technologies designed to help you</u>...	I **did not know** that there are technologies that can do this.	I knew that there are technologies that can do this, but **have never used them.**	I can use these technologies, but **not without some help.**	I can use these technologies without help, but **mostly just the basic features**.	I am comfortable using these technologies, including **many of the advanced features**
...write letters, reports, or stories	❑	❑	❑	❑	❑
...do research for school projects	❑	❑	❑	❑	❑
...describe a project to others	❑	❑	❑	❑	❑
...send and receive mail	❑	❑	❑	❑	❑
...create web pages	❑	❑	❑	❑	❑
...create a database	❑	❑	❑	❑	❑
...create graphs	❑	❑	❑	❑	❑
...solve math problems	❑	❑	❑	❑	❑
...create maps	❑	❑	❑	❑	❑
...create artistic drawings	❑	❑	❑	❑	❑
...create architectural drawings	❑	❑	❑	❑	❑
...create 3-dimensional drawings	❑	❑	❑	❑	❑
...create animation	❑	❑	❑	❑	❑
...take digital photographs	❑	❑	❑	❑	❑
...create digital movies	❑	❑	❑	❑	❑
...play games	❑	❑	❑	❑	❑

DI

3. Please indicate the extent to which you agree with the following statements about school.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
It is mostly up to my teachers to make sure that I learn in school.	❑	❑	❑	❑	❑
When working on group projects, I can clearly explain my role in the group to others.	❑	❑	❑	❑	❑
I am able to take a leadership role in group activities.	❑	❑	❑	❑	❑
I know of people I can ask for help with school work other than my teachers or parents.	❑	❑	❑	❑	❑
If I have to, I can usually complete a school project without much help from my teachers.	❑	❑	❑	❑	❑
When describing a project I'm working on, I can change the way I explain it to make it clearer if the people I'm talking to don't understand.	❑	❑	❑	❑	❑

4. How much education do you think you will complete in your life? (check one)

- ❑ Less than High School graduation
- ❑ High School graduation or GED
- ❑ Complete a career/tech, trade or business school
- ❑ Two or more years of college
- ❑ Finish college (a four or five year degree)
- ❑ Graduate degree
- ❑ I don't know

5. What is the <u>one</u> thing that will take the largest amount of your time <u>the first year after</u> high school? (check one)

- ❑ Working full time
- ❑ Working part time, not attending college
- ❑ Apprenticeship or on-the-job training
- ❑ Military service
- ❑ Attending a trade or business school
- ❑ Attending college
- ❑ Other (travel, break, etc.)
- ❑ I don't know

Thank you for completing this survey!

Appendix XVIII:
2006 Supplemental Recruitment Survey

Metis Associates
...making a meaningful difference
90 BROAD STREET, SUITE 1200, NEW YORK, NY 10004 TEL: (212) 425-8833 FAX: (212) 480-2176 WEBSITE: WWW.METISASSOC.COM

EAST Evaluation
2006 Supplemental Recruitment Survey
for Principals and Facilitators

This survey is intended to gather feedback from principals and facilitators at the eight EAST schools participating in the federal study, and is designed to supplement the on-line surveys that are being administered to all EAST schools in spring 2006. Its purpose is to obtain more specific and detailed information about each school's policies for the recruitment, screening and placement of students into EAST classes.

The information you provide is a vital part of Arkansas's goal to successfully implement EAST and to respond to a statewide evaluation that is being funded by the U.S. Department of Education. This evaluation is helping EAST, Inc. and the Arkansas Department of Education (ADE) to advance their goal of continually improving the program.

Please respond to this survey based on your experiences with EAST during the current (2005-2006) school year, *even if you have answered similar questions on the 2005 online survey. Please be sure to also complete the questions about recruitment and screening procedures in this year's online survey.*

Be assured that your responses will be kept strictly confidential. We have requested that you identify your school only to help us follow up with principals and facilitators who have not responded; your comments will be reported only in summary form in combination with responses from other schools. Your contribution to the evaluation and your cooperation as a study school are greatly appreciated.

Note: Two surveys should be submitted by each school: one from the principal and one from the EAST facilitator. If your school has more than one facilitator, please designate one facilitator to respond for your school.

Please return the completed survey to Melanie Bradford no later than Friday, May 12. Thank you for your cooperation.

If you have any questions about the survey please email Jonathan Tunik at jtunik@metisassoc.com.

* * * * * * * * * *

1. Your position (check one):

[ ] Principal [ ] EAST Facilitator [ ] Other (please specify): _____

2. Your School (check one):

[ ] Blevins HS	[ ] Dumas JHS	[ ] Henderson Magnet MS	[ ] Newport HS
[ ] Cave City HS	[ ] Harrisburg MS	[ ] Jessieville HS	[ ] North Heights JHS

Purpose of the Survey. During recruitment, screening, selection and/or placement of student candidates for EAST, schools may strive to obtain EAST students with particular characteristics, in any or all of the following ways:

- Schools may obtain students who possess certain characteristics that may have the potential to help students succeed in the program. In these cases, schools may try to obtain students who possess a great deal of that characteristic, or only a moderate amount of the characteristic.
- Schools may also strive to obtain students who do *not* possess other characteristics that may have the potential to hinder their success in the EAST program.
- In other cases, some schools may strive to obtain students who *do* possess certain hindering characteristics (for example, if EAST is considered to be a good alternative program for struggling students).
- Some schools may build their EAST programs around students who represent one or more demographic groups.
- Finally, some schools may strive to achieve diversity among their EAST students on certain characteristics.

We would like to know, *according to the EAST model*, how important each of the listed characteristics is considered to be for success in EAST; and whether the model expects schools to attempt, through recruitment, screening, selection and/or placement, to obtain EAST students who do or do not possess certain characteristics, or to obtain diversity on certain characteristics.

Please use the following tables to indicate how recruitment, screening and selection would take place in the "ideal" EAST school, as defined by the model.

SECTION 1: POTENTIALLY HELPFUL STUDENT CHARACTERISTICS

For each of the characteristics listed below, please use the tables on the following pages to indicate:

a. (Column A): whether your school attempts to obtain students who possess the indicated characteristic ("**screened in**"); attempts to obtain diversity among EAST students in terms of the indicated characteristic ("**screened for diversity**"); or whether the characteristic is not screened for during the recruitment, screening and selection process at your school ("**not considered**"); and

b. (Column B): for characteristics that your school attempts to obtain (indicated as "**screened in**" in Column B.), indicate **how much** of that characteristic a candidate for the EAST program should possess, according to your school's policy.

CHARACTERISTICS	**A.** For each characteristic below, indicate if it is: ***Screened In*** (Preference given to students who have the characteristic); ***Screened for Diversity*** (Attempt to obtain a group of students who represent a range on this characteristic); or ***Not Considered*** for screening?	**B.** For characteristics that you indicated should be ***Screened In*** in Col. B.: How *much* of this characteristic should a student possess? **At least A Little** ***A Moderate Amount*** **A Lot**
a. Desire to change the community	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
b. Ability to collaborate and participate in teamwork	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
c. Ability to work independently	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
d. Ability to work in an unstructured environment	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
e. Leadership ability	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
f. Comfort in a hands-on setting	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
g. Comfort with technology	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
h. Willingness to work hard	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
i. Ambition	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
j. Self-assurance	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
k. Self-discipline	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
l. Academic giftedness – math	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot

CHARACTERISTICS	A. For each characteristic below, indicate if it is: ***Screened In*** (Preference given to students who have the characteristic); ***Screened for Diversity*** (Attempt to obtain a group of students who represent a range on this characteristic); or ***Not Considered*** for screening?	B. For characteristics that you indicated should be ***Screened In*** in Col. B.: How *much* of this characteristic should a student possess? **At least A Little** ***A Moderate Amount*** **A Lot**
m. Academic giftedness – literacy	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
n. Academic giftedness – science	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
o. English language proficiency	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
p. Problem solving skills	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
q. Verbal communication skills	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
r. Written communication skills	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
s. Literacy skills (as specified in the Arkansas English Language Arts Curriculum Frameworks)	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
t. Mathematics skills (as specified in the Arkansas Mathematics Curriculum Frameworks)	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
u. Science knowledge and skills (as specified in the Arkansas Science Curriculum Frameworks)	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
v. Social Studies knowledge and skills (as specified in the Arkansas Social Studies Curriculum Frameworks)	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
w. Planning and organizational skills	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
x. Ability to focus on long-term goals	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
y. Willingness to take on responsibility	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
z. Willingness to seek opportunity	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
aa. Teaching/peer mentoring skills	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot

CHARACTERISTICS	A. For each characteristic below, indicate if it is: ***Screened In*** (Preference given to students who have the characteristic); ***Screened for Diversity*** (Attempt to obtain a group of students who represent a range on this characteristic); or ***Not Considered*** for screening?	B. For characteristics that you indicated should be ***Screened In*** in Col. B.: How *much* of this characteristic should a student possess? **At least A Little** ***A Moderate Amount*** **A Lot**
bb. Previous experience with EAST	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
cc. [For students with previous EAST experience:] Demonstrated prior accomplishment in EAST	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
dd. Other (specify): _____	[ ] In [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot

SECTION 2: POTENTIALLY HINDERING STUDENT CHARACTERISTICS

For each of the characteristics listed below, please use the table on the following pages to indicate:

a. (Column A): whether your school attempts to obtain students who possess the indicated characteristic ("**screened in**"); to obtain students who do *not* possess the indicated characteristic ("**screened out**"); to obtain diversity among EAST students in terms of the indicated characteristic ("**screened for diversity**"); or whether the characteristic is not screened for during the recruitment, screening and selection process at your school ("**not considered**"); and

b. (Column B): for characteristics that your school attempts to obtain (indicated as "**screened in**" in Column A.), indicate **how much** of that characteristic a candidate for the EAST program should possess.

	B. For each listed characteristic, indicate if it is: ***Screened In*** (Preference given to students who have the characteristic); ***Screened Out*** (Give preference to students who *don't* have the characteristic); ***Screened for Diversity*** (Attempt to obtain a group of students who represent a range on this characteristic); or ***Not Considered*** for screening?	**C.** For characteristics that you indicated is ***Screened In*** in Col. B.: How *much* of this characteristic should a student possess? **At least A Little** ***A Moderate Amount*** **A Lot**
CHARACTERISTICS		
a. Disciplinary problems	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
b. Emotional problems	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
c. Socialization problems	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
d. Disciplinary problems	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
e. Emotional problems	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
f. Socialization problems	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot

CHARACTERISTICS	B. For each listed characteristic, indicate if it is: ***Screened <u>In</u>*** (Preference given to students who have the characteristic); ***Screened <u>Out</u>*** (Give preference to students who *don't* have the characteristic); ***Screened for <u>Diversity</u>*** (Attempt to obtain a group of students who represent a range on this characteristic); or ***<u>Not Considered</u>*** for screening?	C. For characteristics that you indicated is ***<u>Screened In</u>*** in Col. B.: How *much* of this characteristic should a student possess? **At least A Little** ***A <u>Mod</u>erate Amount*** **A Lot**
g. Short attention span	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
h. Academically struggling	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
i. "Grade seeker"	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
j. Doesn't want to be there	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
k. Doesn't take school seriously	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
l. Lack of motivation	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
m. Physical disability that can be overcome with assistive technologies	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
n. Physical disability that can *not* be overcome with assistive technologies	[ ] In [ ] Out [ ] Diversity [ ] Not Considered	[ ] Little [ ] Mod. [ ] A Lot
o. Other (specify): _____	[ ] In [ ] Out [ ] Diversity	[ ] Little [ ] Mod. [ ] A Lot

III. Section 3: Demographic Characteristics

For each of the characteristics listed below, please use the table on this page to indicate whether your school attempts to obtain students from specific demographic **subgroups**; attempts to obtain **diversity** among EAST students in terms of the indicated demographic characteristic; or whether the characteristic is **not considered** during the recruitment, screening or selection process at your school.

CHARACTERISTICS	For each characteristic, indicate if your school: ***Recruits or Selects Students from Particular Subgroups*** (Enroll students only from particular subgroups – specify which subgroups); ***Recruits or Selects Students for Diversity on this Characteristic*** (Attempt to obtain a group of students who represent a range on this characteristic); or *Does **Not Consider** this characteristic in screening and placement?*
Example: Eye Color	[X] Subgroups (specify): a) Blue or Hazel . [ ] Diversity [ ] Not Considered
Example: Hair Color	[ ] Subgroups (specify): _____ [X] Diversity [ ] Not Considered
a. Gender	[ ] Subgroups (specify): _____ [ ] Diversity [ ] Not Considered
b. Age	[ ] Subgroups (specify): _____ [ ] Diversity [ ] Not Considered
c. Grade Level	[ ] Subgroups (specify): _____ [ ] Diversity [ ] Not Considered
d. Race/Ethnicity	[ ] Subgroups (specify): _____ [ ] Diversity [ ] Not Considered

e. English Language Proficiency (*LEP* Status)	[ ] Subgroups (specify): _____	[ ] Diversity	[ ] Not Considered
f. Disabled/Special Education Status	[ ] Subgroups (specify): _____	[ ] Diversity	[ ] Not Considered
g. Socio-Economic Status	[ ] Subgroups (specify): _____	[ ] Diversity	[ ] Not Considered
h. Other (specify): _____	[ ] Subgroups (specify): _____	[ ] Diversity	
i. Other (specify): _____	[ ] Subgroups (specify): _____	[ ] Diversity	

Appendix XIXa:
Fall 2005 Student Inventories – Inventory of School Motivation
Confirmatory Factor Analyses

```
***Fall 2005 SI CFA varimax rotation

.
***ISM only

FACTOR
  /VARIABLES m1 m2 m3 m4 m5 m6 m7 m8 m9 m10 m11 m12 m13 m14 m15 m16 m17 m18
  m19 m20 m21 m22 m23 m24 m25 m26 m27  /MISSING LISTWISE /ANALYSIS
 m1 m2 m3 m4 m5 m6 m7 m8 m9 m10 m11 m12 m13 m14 m15 m16 m17 m18 m19 m20 m21 m22
   m23 m24 m25 m26 m27
  /PRINT INITIAL EXTRACTION ROTATION
  /FORMAT SORT BLANK(.10)
  /PLOT EIGEN
  /CRITERIA MINEIGEN(1) ITERATE(25)
  /EXTRACTION ML
  /CRITERIA ITERATE(25)
  /ROTATION VARIMAX
  /SAVE REG(ALL) .
```

Factor Analysis

Communalities

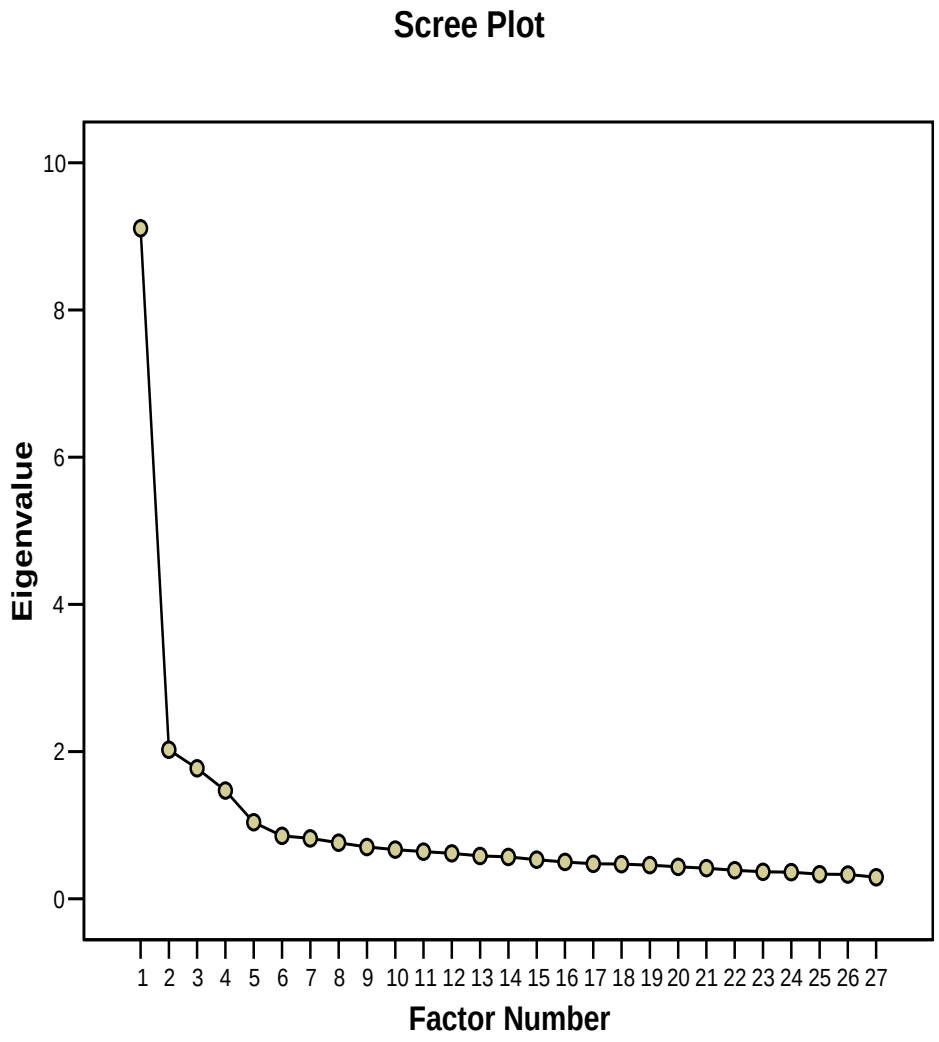
	Initial	Extraction
M1	.318	.363
M2	.240	.245
M3	.365	.410
M4	.464	.539
M5	.361	.370
M6	.334	.372
M7	.213	.207
M8	.492	.557
M9	.537	.632
M10	.266	.304
M11	.497	.594
M12	.430	.464
M13	.349	.388
M14	.519	.546
M15	.492	.676
M16	.425	.440
M17	.264	.265
M18	.496	.562
M19	.533	.653
M20	.467	.502
M21	.565	.621
M22	.567	.654
M23	.469	.534
M24	.547	.610
M25	.439	.522
M26	.400	.429
M27	.479	.499

Extraction Method: Maximum Likelihood.

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.108	33.735	33.735	8.591	31.820	31.820	3.129	11.591	11.591
2	2.024	7.497	41.232	1.551	5.744	37.564	3.126	11.580	23.170
3	1.773	6.568	47.800	1.288	4.769	42.333	2.626	9.726	32.896
4	1.470	5.446	53.246	1.013	3.753	46.086	2.105	7.795	40.690
5	1.041	3.854	57.100	.518	1.918	48.003	1.974	7.313	48.003
6	.855	3.165	60.265						
7	.821	3.040	63.305						
8	.762	2.821	66.126						
9	.704	2.607	68.733						
10	.668	2.473	71.207						
11	.640	2.372	73.579						
12	.618	2.288	75.866						
13	.582	2.155	78.021						
14	.569	2.108	80.129						
15	.533	1.972	82.102						
16	.500	1.853	83.954						
17	.476	1.762	85.716						
18	.471	1.746	87.462						
19	.458	1.696	89.158						
20	.435	1.610	90.768						
21	.416	1.541	92.310						
22	.388	1.438	93.748						
23	.367	1.359	95.107						
24	.362	1.341	96.447						
25	.335	1.241	97.688						
26	.330	1.224	98.912						
27	.294	1.088	100.000						

Extraction Method: Maximum Likelihood.


Scree Plot
Eigenvalue
10
8
6
4
2
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
Factor Number

Factor Matrix(a)

	Factor				
	1	2	3	4	5
M21	.719	-.160	-.103	-.199	-.168
M22	.712	-.158	-.110	-.268	-.193
M24	.674	-.265	-.193	-.122	.182
M27	.657	-.206			.118
M14	.654	-.234	-.160	-.124	.152
M20	.647	-.201	-.151		.123
M12	.642	-.100			-.190
M23	.636			-.227	-.251
M9	.609		.503		
M4	.607		-.117	.369	-.142
M18	.607	.195	-.136	.370	
M16	.598	.241	-.103	.109	
M8	.587		.449		
M25	.553	-.234	-.200		.334
M3	.532			.325	-.108
M5	.532	-.225			.149
M26	.532	.110	.297	.148	.157
M13	.526	.123	-.111	.255	-.139
M17	.437			.220	.124
M2	.428			.224	
M7	.417			.103	-.107
M10	.407	.170		.320	
M15	.421	.654		-.241	.103
M19	.519	.598		-.116	
M1	.372	.444		-.145	
M11	.543		.543		
M6	.428		.434		

Extraction Method: Maximum Likelihood.
a 5 factors extracted. 4 iterations required.

Goodness-of-fit Test

Chi-Square	df	Sig.
1139.115	226	.000

Rotated Factor Matrix(a)

	Factor				
	1	2	3	4	5
M18	.656	.230	.127		.236
M4	.649	.228	.144	.202	
M3	.569	.180	.153	.148	
M13	.537	.150	.111	.192	.168
M10	.509		.118		.150
M16	.454	.203	.152	.201	.360
M2	.423	.147	.139	.114	.109
M17	.367	.335	.111		
M7	.303	.200	.137	.239	
M25	.253	.667			
M24	.170	.665	.150	.326	
M14	.166	.611	.167	.326	.109
M20	.214	.566	.168	.309	.110
M27	.246	.550	.218	.287	
M5	.264	.493	.184	.154	
M11	.112	.108	.724	.165	.134
M9	.223	.194	.721	.149	
M8	.146	.222	.665	.200	
M6	.120		.575	.128	
M26	.296	.219	.503		.200
M22	.176	.385	.209	.633	.173
M23	.194	.267	.188	.599	.177
M21	.225	.397	.219	.585	.153
M12	.287	.278	.249	.478	.118
M15	.120		.113		.801
M19	.263	.101	.143		.739
M1	.166			.138	.556

Extraction Method: Maximum Likelihood. Rotation Method: Varimax with Kaiser Normalization.
a Rotation converged in 7 iterations.

Factor Transformation Matrix

Factor	1	2	3	4	5
1	.484	.529	.437	.437	.322
2	.187	-.436	-.050	-.250	.842
3	-.194	-.339	.895	-.173	-.131
4	.790	-.093	-.011	-.482	-.368
5	-.262	.637	.077	-.696	.186

Extraction Method: Maximum Likelihood. Rotation Method: Varimax with Kaiser Normalization.

Appendix XIXb:
Fall 2005 Student Inventories – Social Problem Solving Inventory for Adolescents
Confirmatory Factor Analyses

```
***Fall 2005 SI CFA varimax rotation

***SPSI only

FACTOR
  /VARIABLES s1 s2 s3 s4 s5 s6 s7 s8 s9 s10 s11 s12 s13 s14 s15 s16 s17 s18 s19
   s20 s21 s22 s23 s24
  s25 s26 s27 s28 s29 s30 s31 s32 /MISSING LISTWISE /ANALYSIS s1 s2 s3 s4 s5 s6
   s7 s8 s9 s10 s11 s12
  s13 s14 s15 s16 s17 s18 s19 s20 s21 s22 s23 s24 s25 s26 s27 s28 s29 s30 s31 s3
   2
  /PRINT INITIAL EXTRACTION ROTATION
  /FORMAT SORT BLANK(.10)
  /PLOT EIGEN
  /CRITERIA MINEIGEN(1) ITERATE(25)
  /EXTRACTION ML
  /CRITERIA ITERATE(25)
  /ROTATION VARIMAX
  /SAVE REG(ALL) .
```

Factor Analysis

Communalities

	Initial	Extraction
	.319	.281
S2	.364	.321
S3	.345	.342
S4	.349	.319
S5	.406	.353
S6	.397	.365
S7	.288	.293
S8	.370	.397
S9	.416	.437
S10	.421	.413
S11	.456	.437
S12	.443	.439
S13	.429	.427
S14	.445	.490
S15	.416	.442
S16	.444	.439
S17	.459	.463
S18	.379	.416
S19	.512	.643
S20	.496	.602
S21	.387	.403
S22	.361	.359
S23	.413	.420
S24	.458	.465
S25	.373	.375
S26	.427	.448
S27	.455	.486
S28	.449	.529
S29	.509	.569
S30	.493	.556
S31	.465	.503
S32	.332	.343

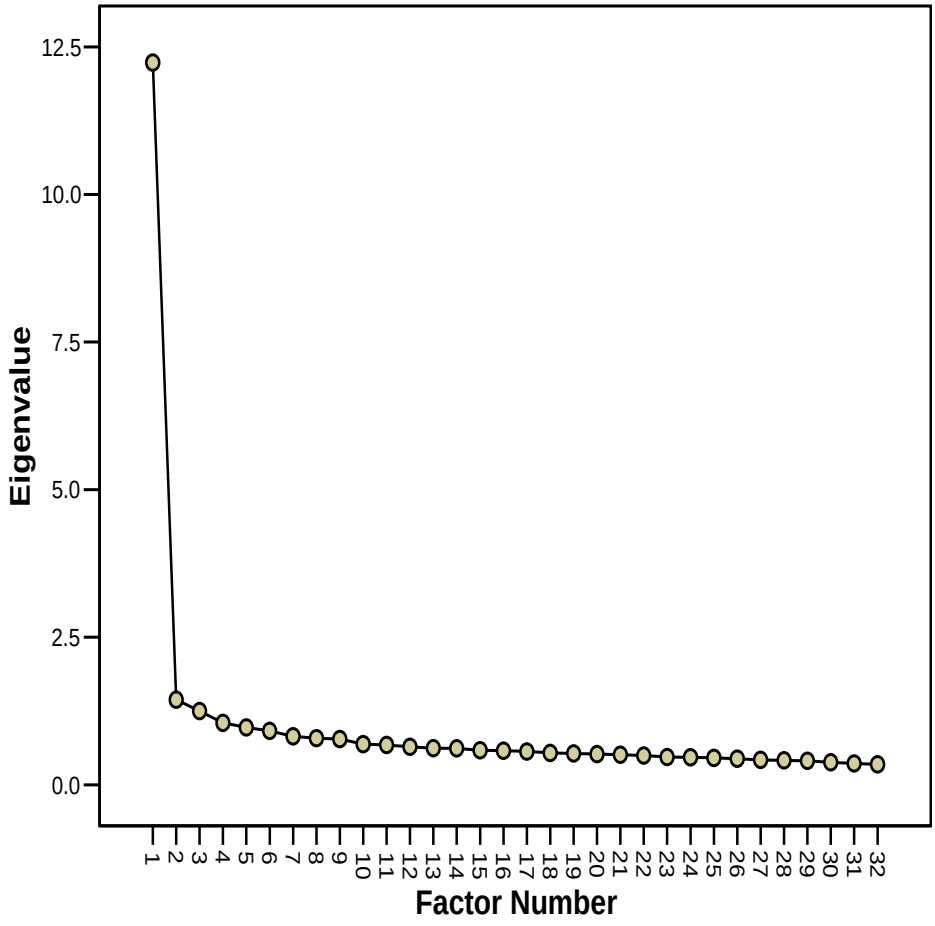
Extraction Method: Maximum Likelihood.

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	12.233	38.229	38.229	11.659	36.435	36.435	4.591	14.347	14.347
2	1.443	4.508	42.737	.912	2.850	39.286	3.747	11.709	26.056
3	1.250	3.906	46.643	.629	1.964	41.250	3.415	10.672	36.728
4	1.050	3.280	49.923	.576	1.799	43.049	2.023	6.321	43.049
5	.972	3.036	52.959						
6	.914	2.857	55.816						
7	.822	2.569	58.385						
8	.791	2.472	60.857						
9	.775	2.422	63.279						
10	.690	2.158	65.437						
11	.676	2.112	67.549						
12	.645	2.016	69.565						
13	.620	1.937	71.503						
14	.618	1.931	73.434						
15	.585	1.829	75.263						
16	.578	1.808	77.071						
17	.564	1.763	78.834						
18	.541	1.690	80.523						
19	.532	1.662	82.186						
20	.521	1.628	83.813						
21	.510	1.593	85.407						
22	.497	1.554	86.961						
23	.470	1.469	88.430						
24	.466	1.457	89.887						
25	.458	1.431	91.317						
26	.442	1.383	92.700						
27	.423	1.322	94.022						
28	.415	1.297	95.319						
29	.407	1.273	96.592						
30	.382	1.193	97.785						
31	.363	1.134	98.919						
32	.346	1.081	100.000						

Extraction Method: Maximum Likelihood.

Scree Plot


Eigenvalue
12.5
10.0
7.5
5.0
2.5
0.0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
Factor Number

Factor Matrix(a)

	Factor			
	1	2	3	4
S19	.676		-.372	-.213
S20	.668		-.343	-.189
S29	.665	-.311	.107	.135
S17	.658	.137		
S24	.654			.174
S30	.646	-.323	.177	
S27	.645	-.197		.173
S26	.638	-.121		.161
S31	.638	-.286	.109	
S14	.629	.220		.215
S11	.624	.163	.134	
S16	.624	.190		.115
S13	.618	.112	.144	-.106
S21	.613		-.136	
S15	.610	.196		.179
S12	.603	.107	.186	-.173
S23	.599		-.149	.198
S10	.597	.172	.118	-.116
S28	.593	-.408	.106	
S9	.589	.137	.182	-.196
S6	.588	.103		
S22	.587			
S5	.580			
S25	.577		-.198	
S8	.570		.157	-.205
S18	.567	.178	-.113	.224
S32	.565	-.117		
S4	.551			-.109
S3	.550	.184		
S2	.544	.136		
	.501	.130		
S7	.500	.151	.127	

Extraction Method: Maximum Likelihood.
a 4 factors extracted. 5 iterations required.

Goodness-of-fit Test

Chi-Square	df	Sig.
2031.971	374	.000

Rotated Factor Matrix(a)

	Factor			
	1	2	3	4
S9	.583	.176	.204	.155
S12	.570	.188	.239	.150
S8	.538	.142	.235	.178
S10	.532	.267	.174	.170
S13	.527	.256	.242	.158
S11	.521	.321	.209	.139
S6	.445	.282	.218	.199
S7	.444	.249	.153	.101
S5	.439	.243	.244	.205
	.423	.238	.159	.142
S2	.415	.311	.183	.135
S4	.404	.194	.275	.208
S14	.358	.566	.173	.111
S18	.237	.551	.144	.189
S15	.347	.523	.174	.133
S24	.271	.500	.299	.229
S23	.181	.495	.277	.257
S16	.370	.487	.169	.191
S17	.406	.460	.242	.168
S3	.383	.395	.145	.137
S22	.260	.385	.265	.270
S28	.216	.134	.658	.177
S29	.237	.302	.635	.137
S30	.343	.141	.627	.156
S31	.325	.158	.573	.209
S27	.220	.379	.518	.161
S26	.224	.408	.436	.203
S32	.205	.315	.372	.251
S19	.286	.255	.253	.657
S20	.283	.261	.261	.620
S21	.326	.271	.270	.388
S25	.202	.338	.281	.375

Extraction Method: Maximum Likelihood. Rotation Method: Varimax with Kaiser Normalization.
a Rotation converged in 8 iterations.

Factor Transformation Matrix

Factor	1	2	3	4
1	.575	.519	.503	.383
2	.427	.385	-.812	-.096
3	.499	-.212	.257	-.800
4	-.488	.733	.144	-.452

Extraction Method: Maximum Likelihood. Rotation Method: Varimax with Kaiser Normalization.

Appendix XX:
Demographic Comparisons
Target EAST Students vs. non-EAST Students in EAST Study Schools

EAST 0506 Target Students vs. non-EAST students in EAST target schools
EAST Participant 05-06 * RACE

Crosstab

			RACE					
			Native American/Pacific Islander	Asian	Hispanic	Black	White	Total
EAST Participant 05-06	Target 0506	Count	3	5	15	168	318	509
		Expected Count	.9	3.9	20.9	208.2	275.0	509.0
		% within EAST Participant 05-06	.6%	1.0%	2.9%	33.0%	62.5%	100.0%
		% within RACE	33.3%	13.2%	7.4%	8.3%	11.9%	10.3%
	non-EAST student in EAST school	Count	6	33	187	1849	2346	4421
		Expected Count	8.1	34.1	181.1	1808.8	2389.0	4421.0
		% within EAST Participant 05-06	.1%	.7%	4.2%	41.8%	53.1%	100.0%
		% within RACE	66.7%	86.8%	92.6%	91.7%	88.1%	89.7%
Total		Count	9	38	202	2017	2664	4930
		Expected Count	9.0	38.0	202.0	2017.0	2664.0	4930.0
		% within EAST Participant 05-06	.2%	.8%	4.1%	40.9%	54.0%	100.0%
		% within RACE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson Chi-square = 23.463, df = 4, ***p* = .003**

EAST 0506 Target Students vs. non-EAST students in EAST target schools
EAST Participant 05-06 * SEX

Crosstab

			SEX		
			Male	Female	Total
EAST Participant 05-06	Target 0506	Count	284	225	509
		Expected Count	262.6	246.4	509.0
		% within EAST Participant 05-06	55.8%	44.2%	100.0%
		% within SEX	11.2%	9.4%	10.3%
	non-EAST student in EAST school	Count	2259	2162	4421
		Expected Count	2280.4	2140.6	4421.0
		% within EAST Participant 05-06	51.1%	48.9%	100.0%
		% within SEX	88.8%	90.6%	89.7%
Total		Count	2543	2387	4930
		Expected Count	2543.0	2387.0	4930.0
		% within EAST Participant 05-06	51.6%	48.4%	100.0%
		% within SEX	100.0%	100.0%	100.0%

Yates Chi-square = 3.849, df = 1, ***p* = .050**

EAST 0506 Target Students vs. non-EAST students in EAST target schools
EAST Participant 05-06 * GRADE

Crosstab

			GRADE									Total
			5	6	7	8	9	10	11	12	23	
EAST Participant 05-06	Target 0506	Count	0	24	62	197	90	41	36	59	0	509
		Expected Count	9.0	39.0	125.5	123.7	61.5	54.9	50.3	43.7	1.3	509.0
		% within EAST Participant 05-06	.0%	4.7%	12.2%	38.7%	17.7%	8.1%	7.1%	11.6%	.0%	100.0%
		% within GRADE	.0%	6.3%	5.1%	16.4%	15.1%	7.7%	7.4%	13.9%	.0%	10.3%
	non-EAST student in EAST school	Count	87	354	1154	1001	506	491	451	364	13	4421
		Expected Count	78.0	339.0	1090.5	1074.3	534.5	477.1	436.7	379.3	11.7	4421.0
		% within EAST Participant 05-06	2.0%	8.0%	26.1%	22.6%	11.4%	11.1%	10.2%	8.2%	.3%	100.0%
		% within GRADE	100.0%	93.7%	94.9%	83.6%	84.9%	92.3%	92.6%	86.1%	100.0%	89.7%
Total		Count	87	378	1216	1198	596	532	487	423	13	4930
		Expected Count	87.0	378.0	1216.0	1198.0	596.0	532.0	487.0	423.0	13.0	4930.0
		% within EAST Participant 05-06	1.8%	7.7%	24.7%	24.3%	12.1%	10.8%	9.9%	8.6%	.3%	100.0%
		% within GRADE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson Chi-square = 131.432, df = 8, ***p* = .000**

EAST 0506 Target Students vs. non-EAST students in EAST target schools
EAST Participant 05-06 * TITLE 1

Crosstab

			TITLE 1		
			0	1	Total
EAST Participant 05-06	Target 0506	Count	84	425	509
		Expected Count	128.8	380.2	509.0
		% within EAST Participant 05-06	16.5%	83.5%	100.0%
		% within TITLE 1	6.8%	11.6%	10.4%
	non-EAST student in EAST school	Count	1158	3243	4401
		Expected Count	1113.2	3287.8	4401.0
		% within EAST Participant 05-06	26.3%	73.7%	100.0%
		% within TITLE 1	93.2%	88.4%	89.6%
Total		Count	1242	3668	4910
		Expected Count	1242.0	3668.0	4910.0
		% within EAST Participant 05-06	25.3%	74.7%	100.0%
		% within TITLE 1	100.0%	100.0%	100.0%

Yates Chi-square = 22.715, df = 1, ***p* = .000**

EAST 0506 Target Students vs. non-EAST students in EAST target schools
EAST Participant 05-06 * GIFTED

Crosstab

			GIFTED		
			0	1	Total
EAST Participant 05-06	Target 0506	Count	429	80	509
		Expected Count	457.0	52.0	509.0
		% within EAST Participant 05-06	84.3%	15.7%	100.0%
		% within GIFTED	9.7%	15.9%	10.3%
	non-EAST student in EAST school	Count	3997	424	4421
		Expected Count	3969.0	452.0	4421.0
		% within EAST Participant 05-06	90.4%	9.6%	100.0%
		% within GIFTED	90.3%	84.1%	89.7%
Total		Count	4426	504	4930
		Expected Count	4426.0	504.0	4930.0
		% within EAST Participant 05-06	89.8%	10.2%	100.0%
		% within GIFTED	100.0%	100.0%	100.0%

Yates Chi-square =18.005, df = 1, ***p* = .000**

Analyses II-h (6): EAST 0506 Target Students vs. non-EAST students in EAST target schools
EAST Participant 05-06 * SPECIALED

Crosstab

			SPECIALED		
			0	1	Total
EAST Participant 05-06	Target 0506	Count	466	43	509
		Expected Count	429.1	79.9	509.0
		% within EAST Participant 05-06	91.6%	8.4%	100.0%
		% within SPECIALED	11.2%	5.6%	10.3%
	non-EAST student in EAST school	Count	3690	731	4421
		Expected Count	3726.9	694.1	4421.0
		% within EAST Participant 05-06	83.5%	16.5%	100.0%
		% within SPECIALED	88.8%	94.4%	89.7%
Total		Count	4156	774	4930
		Expected Count	4156.0	774.0	4930.0
		% within EAST Participant 05-06	84.3%	15.7%	100.0%
		% within SPECIALED	100.0%	100.0%	100.0%

Yates Chi-square = 21.947, df = 1, ***p* = .000**

Analyses II-h (7): EAST 0506 Target Students vs. non-EAST students in EAST target schools
EAST Participant 05-06 * LEP (ELL)

Crosstab

			LEP (ELL)		
			0	1	Total
EAST Participant 05-06	Target 0506	Count	502	7	509
		Expected Count	500.6	8.4	509.0
		% within EAST Participant 05-06	98.6%	1.4%	100.0%
		% within LEP (ELL)	10.4%	8.6%	10.3%
	non-EAST student in EAST school	Count	4347	74	4421
		Expected Count	4348.4	72.6	4421.0
		% within EAST Participant 05-06	98.3%	1.7%	100.0%
		% within LEP (ELL)	89.6%	91.4%	89.7%
Total		Count	4849	81	4930
		Expected Count	4849.0	81.0	4930.0
		% within EAST Participant 05-06	98.4%	1.6%	100.0%
		% within LEP (ELL)	100.0%	100.0%	100.0%

Yates Chi-square =0.101, df = 1, p = .751

Appendix XXI:
Demographic Comparisons of Leavers and Stayers
EAST Students

Fall 2005 ITBS Scores

	Status	N	Mean	Std. Deviation	Std. Error Mean	t-test for equality of means		
						Comparison	t	p
Reading	Dropped out of school/disappeared from system	5	234.20	47.420	21.207	Dropped vs. Moved	.980	.338
	Moved to different school	18	259.17	51.072	12.038	Dropped vs. Stayed	.567	.571
	Stayed in the EAST class	445	245.10	42.682	2.023	Moved vs. Stayed	1.360	.175
Math	Dropped out of school/disappeared from system	5	235.20	47.299	21.153	Dropped vs. Moved	.874	.392
	Moved to different school	18	253.00	38.452	9.063	Dropped vs. Stayed	.568	.570
	Stayed in the EAST class	445	244.77	37.337	1.770	Moved vs. Stayed	.916	.360

Race

Status		Native American/ Pacific Islander	Asian	Hispanic	Black	White	Total
Dropped out of school/disappeared from system	Count	0	0	1	3	3	7
	Expected Count	0.0	0.1	0.2	2.3	4.4	7.0
	% within RACE	0.0%	0.0%	6.7%	1.8%	0.9%	1.4%
Moved to different school	Count	0	0	1	6	12	19
	Expected Count	0.1	0.2	0.6	6.3	11.9	19.0
	% within RACE	0.0%	0.0%	6.7%	3.6%	3.8%	3.7%
Stayed in the EAST class	Count	3	5	13	159	303	483
	Expected Count	2.8	4.7	14.2	159.4	301.8	483.0
	% within RACE	100.0%	100.0%	86.7%	94.6%	95.3%	94.9%
Total	Count	3	5	15	168	318	509
	Expected Count	3.0	5.0	15.0	168.0	318.0	509.0
	% within RACE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson Chi-square = 4.594, df = 8, p = .800

Gender

Status		Male	Female	Total
Dropped out of school/disappeared from system	Count	4	3	7
	Expected Count	3.9	3.1	7.0
	% within SEX	1.4%	1.3%	1.4%
Moved to different school	Count	10	9	19
	Expected Count	10.6	8.4	19.0
	% within SEX	3.5%	4.0%	3.7%
Stayed in the EAST class	Count	270	213	483
	Expected Count	269.5	213.5	483.0
	% within SEX	95.1%	94.7%	94.9%
Total	Count	284	225	509
	Expected Count	284.0	225.0	509.0
	% within SEX	100.0%	100.0%	100.0%

Pearson Chi-square = 0.084, df = 2, p = .959

Grade Level

Status		6	7	8	9	10	11	12	Total
Dropped out of school/ disappeared from system	Count	0	1	0	3	0	1	2	7
	Expected Count	0.3	0.9	2.7	1.2	0.6	0.5	0.8	7.0
	% within GRADE	0.0%	1.6%	0.0%	3.3%	0.0%	2.8%	3.4%	1.4%
Moved to different school	Count	0	1	10	4	2	2	0	19
	Expected Count	0.9	2.3	7.4	3.4	1.5	1.3	2.2	19.0
	% within GRADE	0.0%	1.6%	5.1%	4.4%	4.9%	5.6%	0.0%	3.7%
Stayed in the EAST class	Count	24	60	187	83	39	33	57	483
	Expected Count	22.8	58.8	186.9	85.4	38.9	34.2	56.0	483.0
	% within GRADE	100.0%	96.8%	94.9%	92.2%	95.1%	91.7%	96.6%	94.9%
Total	Count	24	62	197	90	41	36	59	509
	Expected Count	24.0	62.0	197.0	90.0	41.0	36.0	59.0	509.0
	% within GRADE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson Chi-square = 13.982, df = 12, p = .301

Title 1 Eligibility

Status		Not Eligible	Eligible	Total
Dropped out of school/disappeared from system	Count	1	6	7
	Expected Count	1.2	5.8	7.0
	% within TITLE1	1.2%	1.4%	1.4%
Moved to different school	Count	6	13	19
	Expected Count	3.1	15.9	19.0
	% within TITLE1	7.1%	3.1%	3.7%
Stayed in the EAST class	Count	77	406	483
	Expected Count	79.7	403.3	483.0
	% within TITLE1	91.7%	95.5%	94.9%
Total	Count	84	425	509
	Expected Count	84.0	425.0	509.0
	% within TITLE1	100.0%	100.0%	100.0%

Pearson Chi-square = 3.269, df = 2, p = .195

Gifted

Status		Not Gifted	Gifted	Total
Dropped out of school/disappeared from system	Count	6	1	7
	Expected Count	5.9	1.1	7.0
	% within GIFTED	1.4%	1.3%	1.4%
Moved to different school	Count	16	3	19
	Expected Count	16.0	3.0	19.0
	% within GIFTED	3.7%	3.8%	3.7%
Stayed in the EAST class	Count	407	76	483
	Expected Count	407.1	75.9	483.0
	% within GIFTED	94.9%	95.0%	94.9%
Total	Count	429	80	509
	Expected Count	429.0	80.0	509.0
	% within GIFTED	100.0%	100.0%	100.0%

Pearson Chi-square =.011, df = 2, p = .995

Special Education

Status		General Education	Special Education	Total
Dropped out of school/disappeared from system	Count	7	0	7
	Expected Count	6.4	0.6	7.0
	% within SPECIALED	1.5%	0.0%	1.4%
Moved to different school	Count	17	2	19
	Expected Count	17.4	1.6	19.0
	% within SPECIALED	3.6%	4.7%	3.7%
Stayed in the EAST class	Count	442	41	483
	Expected Count	442.2	40.8	483.0
	% within SPECIALED	94.8%	95.3%	94.9%
Total	Count	466	43	509
	Expected Count	466.0	43.0	509.0
	% within SPECIALED	100.0%	100.0%	100.0%

Pearson Chi-square =.753, df = 2, p = .686

English Language Learners

Status		Not ELL	ELL	Total
Dropped out of school/disappeared from system	Count	6	1	7
	Expected Count	6.9	0.1	7.0
	% within ELL	1.2%	14.3%	1.4%
Moved to different school	Count	19	0	19
	Expected Count	18.7	0.3	19.0
	% within ELL	3.8%	0.0%	3.7%
Stayed in the EAST class	Count	477	6	483
	Expected Count	476.4	6.6	483.0
	% within ELL	95.0%	85.7%	94.9%
Total	Count	502	7	509
	Expected Count	502.0	7.0	509.0
	% within ELL	100.0%	100.0%	100.0%

Pearson Chi-square = 8.930, df = 2, p = .012

Appendix XXII:
Demographic Comparisons of Respondents vs. Non-Respondents – EAST Students

Analyses II - b - ii (1): SY0506 EAST Target Students who stayed in the EAST class - ITBS Reading
RESPITBSRDG * RACE

			RACE					Total
			Native American/ Pacific Islander	Asian	Hispanic	Black	White	
RESP ITBS RDG	Non-respondents - ITBS Reading	Count	1	1	1	14	46	63
		Expected Count	.4	.7	1.7	20.7	39.5	63.0
		% within RESPITBSRDG	1.6%	1.6%	1.6%	22.2%	73.0%	100.0%
		% within RACE	33.3%	20.0%	7.7%	8.8%	15.2%	13.0%
	Respondents - ITBS Reading	Count	2	4	12	145	257	420
		Expected Count	2.6	4.3	11.3	138.3	263.5	420.0
		% within RESPITBSRDG	.5%	1.0%	2.9%	34.5%	61.2%	100.0%
		% within RACE	66.7%	80.0%	92.3%	91.2%	84.8%	87.0%
Total		Count	3	5	13	159	303	483
		Expected Count	3.0	5.0	13.0	159.0	303.0	483.0
		% within RESPITBSRDG	.6%	1.0%	2.7%	32.9%	62.7%	100.0%
		% within RACE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson Chi-square =5.370, df = 4, p = .251

Analyses II - b - ii (2): SY0506 EAST Target Students who stayed in the EAST class - ITBS Reading
RESPITBSRDG * SEX

			SEX		
			Male	Female	Total
RESPITBSRDG	Non-respondents - ITBS Reading	Count	44	19	63
		Expected Count	35.2	27.8	63.0
		% within RESPITBSRDG	69.8%	30.2%	100.0%
		% within SEX	16.3%	8.9%	13.0%
	Respondents - ITBS Reading	Count	226	194	420
		Expected Count	234.8	185.2	420.0
		% within RESPITBSRDG	53.8%	46.2%	100.0%
		% within SEX	83.7%	91.1%	87.0%
Total		Count	270	213	483
		Expected Count	270.0	213.0	483.0
		% within RESPITBSRDG	55.9%	44.1%	100.0%
		% within SEX	100.0%	100.0%	100.0%

Yates Chi-square =5.080, df = 1, **p = .024**

Analyses II - b - ii (3): SY0506 EAST Target Students who stayed in the EAST class - ITBS Reading

RESPITBSRDG * GRADE

			GRADE							Total
			6	7	8	9	10	11	12	
RESPITBSRDG	Non-respondents - ITBS Reading	Count	3	5	12	10	10	6	17	63
		Expected Count	3.1	7.8	24.4	10.8	5.1	4.3	7.4	63.0
		% within RESPITBSRDG	4.8%	7.9%	19.0%	15.9%	15.9%	9.5%	27.0%	100.0%
		% within GRADE	12.5%	8.3%	6.4%	12.0%	25.6%	18.2%	29.8%	13.0%
	Respondents - ITBS Reading	Count	21	55	175	73	29	27	40	420
		Expected Count	20.9	52.2	162.6	72.2	33.9	28.7	49.6	420.0
		% within RESPITBSRDG	5.0%	13.1%	41.7%	17.4%	6.9%	6.4%	9.5%	100.0%
		% within GRADE	87.5%	91.7%	93.6%	88.0%	74.4%	81.8%	70.2%	87.0%
Total		Count	24	60	187	83	39	33	57	483
		Expected Count	24.0	60.0	187.0	83.0	39.0	33.0	57.0	483.0
		% within RESPITBSRDG	5.0%	12.4%	38.7%	17.2%	8.1%	6.8%	11.8%	100.0%
		% within GRADE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson Chi-square = 28.869, df = 6, **p = .000**

Analyses II - b - ii (4): SY0506 EAST Target Students who stayed in the EAST class - ITBS Reading
RESPITBSRDG * TITLE 1

			TITLE 1		
			0	1	Total
RESPITBSRDG	Non-respondents - ITBS Reading	Count	18	45	63
		Expected Count	10.0	53.0	63.0
		% within RESPITBSRDG	28.6%	71.4%	100.0%
		% within TITLE 1	23.4%	11.1%	13.0%
	Respondents - ITBS Reading	Count	59	361	420
		Expected Count	67.0	353.0	420.0
		% within RESPITBSRDG	14.0%	86.0%	100.0%
		% within TITLE 1	76.6%	88.9%	87.0%
Total		Count	77	406	483
		Expected Count	77.0	406.0	483.0
		% within RESPITBSRDG	15.9%	84.1%	100.0%
		% within TITLE 1	100.0%	100.0%	100.0%

Yates Chi-square = 7.574, df = 1, **p = .006**

Analyses II - b - ii (5): SY0506 EAST Target Students who stayed in the EAST class - ITBS Reading
RESPITBSRDG * GIFTED

			GIFTED		
			0	1	Total
RESPITBSRDG	Non-respondents - ITBS Reading	Count	55	8	63
		Expected Count	53.1	9.9	63.0
		% within RESPITBSRDG	87.3%	12.7%	100.0%
		% within GIFTED	13.5%	10.5%	13.0%
	Respondents - ITBS Reading	Count	352	68	420
		Expected Count	353.9	66.1	420.0
		% within RESPITBSRDG	83.8%	16.2%	100.0%
		% within GIFTED	86.5%	89.5%	87.0%
Total		Count	407	76	483
		Expected Count	407.0	76.0	483.0
		% within RESPITBSRDG	84.3%	15.7%	100.0%
		% within GIFTED	100.0%	100.0%	100.0%

Yates Chi-square = 0.275, df = 1, p = .600

Analyses II - b - ii (6): SY0506 EAST Target Students who stayed in the EAST class - ITBS Reading
RESPITBSRDG * SPECIALED

			SPECIALED		
			0	1	Total
RESPITBSRDG	Non-respondents - ITBS Reading	Count	58	5	63
		Expected Count	57.7	5.3	63.0
		% within RESPITBSRDG	92.1%	7.9%	100.0%
		% within SPECIALED	13.1%	12.2%	13.0%
	Respondents - ITBS Reading	Count	384	36	420
		Expected Count	384.3	35.7	420.0
		% within RESPITBSRDG	91.4%	8.6%	100.0%
		% within SPECIALED	86.9%	87.8%	87.0%
Total		Count	442	41	483
		Expected Count	442.0	41.0	483.0
		% within RESPITBSRDG	91.5%	8.5%	100.0%
		% within SPECIALED	100.0%	100.0%	100.0%

Yates Chi-square = .000, df = 1, p = .1.000

Analyses II - b - ii (7): SY0506 EAST Target Students who stayed in the EAST class - ITBS Reading
RESPITBSRDG * LEP (ELL)

			LEP (ELL)		
			0	1	Total
RESPITBSRDG	Non-respondents - ITBS Reading	Count	63	0	63
		Expected Count	62.2	.8	63.0
		% within RESPITBSRDG	100.0%	.0%	100.0%
		% within LEP (ELL)	13.2%	.0%	13.0%
	Respondents - ITBS Reading	Count	414	6	420
		Expected Count	414.8	5.2	420.0
		% within RESPITBSRDG	98.6%	1.4%	100.0%
		% within LEP (ELL)	86.8%	100.0%	87.0%
Total		Count	477	6	483
		Expected Count	477.0	6.0	483.0
		% within RESPITBSRDG	98.8%	1.2%	100.0%
		% within LEP (ELL)	100.0%	100.0%	100.0%

Yates Chi-square = 0.119, df = 1, p = .730

Analyses II - b - iii (1): SY0506 EAST Target Students who stayed in the EAST class - Student Inventory Survey - RESPSISURV * RACE

			RACE					
			Native American/Pacific Islander	Asian	Hispanic	Black	White	Total
RESPSISURV	Non-respondents - Student Inventory Survey	Count	0	0	2	42	72	116
		Expected Count	.7	1.2	3.1	38.2	72.8	116.0
		% within RESPSISURV	.0%	.0%	1.7%	36.2%	62.1%	100.0%
		% within RACE	.0%	.0%	15.4%	26.4%	23.8%	24.0%
	Respondents - Student Inventory Survey	Count	3	5	11	117	231	367
		Expected Count	2.3	3.8	9.9	120.8	230.2	367.0
		% within RESPSISURV	.8%	1.4%	3.0%	31.9%	62.9%	100.0%
		% within RACE	100.0%	100.0%	84.6%	73.6%	76.2%	76.0%
Total		Count	3	5	13	159	303	483
		Expected Count	3.0	5.0	13.0	159.0	303.0	483.0
		% within RESPSISURV	.6%	1.0%	2.7%	32.9%	62.7%	100.0%
		% within RACE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson Chi-square = 3.571, df = 4, p = .467

Analyses II - b - iii (2): SY0506 EAST Target Students who stayed in the EAST class - Student Inventory Survey - RESPSISURV * SEX

			SEX		
			Male	Female	Total
RESPSISURV	Non-respondents - Student Inventory Survey	Count	82	34	116
		Expected Count	64.8	51.2	116.0
		% within RESPSISURV	70.7%	29.3%	100.0%
		% within SEX	30.4%	16.0%	24.0%
	Respondents - Student Inventory Survey	Count	188	179	367
		Expected Count	205.2	161.8	367.0
		% within RESPSISURV	51.2%	48.8%	100.0%
		% within SEX	69.6%	84.0%	76.0%
Total		Count	270	213	483
		Expected Count	270.0	213.0	483.0
		% within RESPSISURV	55.9%	44.1%	100.0%
		% within SEX	100.0%	100.0%	100.0%

Yates Chi-square = 12.767, df = `, **p = .000**

Analyses II - b - iii (3): SY0506 EAST Target Students who stayed in the EAST class - Student Inventory Survey - RESPSISURV * GRADE

			GRADE							Total
			6	7	8	9	10	11	12	
RESPSISURV	Non-respondents - Student Inventory Survey	Count	2	12	55	14	9	7	17	116
		Expected Count	5.8	14.4	44.9	19.9	9.4	7.9	13.7	116.0
		% within RESPSISURV	1.7%	10.3%	47.4%	12.1%	7.8%	6.0%	14.7%	100.0%
		% within GRADE	8.3%	20.0%	29.4%	16.9%	23.1%	21.2%	29.8%	24.0%
	Respondents - Student Inventory Survey	Count	22	48	132	69	30	26	40	367
		Expected Count	18.2	45.6	142.1	63.1	29.6	25.1	43.3	367.0
		% within RESPSISURV	6.0%	13.1%	36.0%	18.8%	8.2%	7.1%	10.9%	100.0%
		% within GRADE	91.7%	80.0%	70.6%	83.1%	76.9%	78.8%	70.2%	76.0%
Total		Count	24	60	187	83	39	33	57	483
		Expected Count	24.0	60.0	187.0	83.0	39.0	33.0	57.0	483.0
		% within RESPSISURV	5.0%	12.4%	38.7%	17.2%	8.1%	6.8%	11.8%	100.0%
		% within GRADE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson Chi-square = 10.287, df = 6, p = .085

Analyses II - b - iii (4): SY0506 EAST Target Students who stayed in the EAST class - Student Inventory Survey - RESPSISURV * TITLE 1

			TITLE 1		
			0	1	Total
RESPSISURV	Non-respondents - Student Inventory Survey	Count	18	98	116
		Expected Count	18.5	97.5	116.0
		% within RESPSISURV	15.5%	84.5%	100.0%
		% within TITLE 1	23.4%	24.1%	24.0%
	Respondents - Student Inventory Survey	Count	59	308	367
		Expected Count	58.5	308.5	367.0
		% within RESPSISURV	16.1%	83.9%	100.0%
		% within TITLE 1	76.6%	75.9%	76.0%
Total		Count	77	406	483
		Expected Count	77.0	406.0	483.0
		% within RESPSISURV	15.9%	84.1%	100.0%
		% within TITLE 1	100.0%	100.0%	100.0%

Yates Chi-square = 0.000, df = 1, p = 1.000

Analyses II - b - iii (5): SY0506 EAST Target Students who stayed in the EAST class - Student Inventory Survey - RESPSISURV * GIFTED

			GIFTED		
			0	1	Total
RESPSISURV	Non-respondents - Student Inventory Survey	Count	99	17	116
		Expected Count	97.7	18.3	116.0
		% within RESPSISURV	85.3%	14.7%	100.0%
		% within GIFTED	24.3%	22.4%	24.0%
	Respondents - Student Inventory Survey	Count	308	59	367
		Expected Count	309.3	57.7	367.0
		% within RESPSISURV	83.9%	16.1%	100.0%
		% within GIFTED	75.7%	77.6%	76.0%
Total		Count	407	76	483
		Expected Count	407.0	76.0	483.0
		% within RESPSISURV	84.3%	15.7%	100.0%
		% within GIFTED	100.0%	100.0%	100.0%

Yates Chi-square = 0.048, df = 1, p = .826

Analyses II - b - iii (6): SY0506 EAST Target Students who stayed in the EAST class - Student Inventory Survey - RESPSISURV * SPECIALED

			SPECIALED		
			0	1	Total
RESPSISURV	Non-respondents - Student Inventory Survey	Count	107	9	116
		Expected Count	106.2	9.8	116.0
		% within RESPSISURV	92.2%	7.8%	100.0%
		% within SPECIALED	24.2%	22.0%	24.0%
	Respondents - Student Inventory Survey	Count	335	32	367
		Expected Count	335.8	31.2	367.0
		% within RESPSISURV	91.3%	8.7%	100.0%
		% within SPECIALED	75.8%	78.0%	76.0%
Total		Count	442	41	483
		Expected Count	442.0	41.0	483.0
		% within RESPSISURV	91.5%	8.5%	100.0%
		% within SPECIALED	100.0%	100.0%	100.0%

Yates Chi-square =0.018, df = 1, p = .895

Analyses II - b - iii (7): SY0506 EAST Target Students who stayed in the EAST class - Student Inventory Survey - RESPSISURV * LEP (ELL)

			LEP (ELL)		
			0	1	Total
RESPSISURV	Non-respondents - Student Inventory Survey	Count	115	1	116
		Expected Count	114.6	1.4	116.0
		% within RESPSISURV	99.1%	.9%	100.0%
		% within LEP (ELL)	24.1%	16.7%	24.0%
	Respondents - Student Inventory Survey	Count	362	5	367
		Expected Count	362.4	4.6	367.0
		% within RESPSISURV	98.6%	1.4%	100.0%
		% within LEP (ELL)	75.9%	83.3%	76.0%
Total		Count	477	6	483
		Expected Count	477.0	6.0	483.0
		% within RESPSISURV	98.8%	1.2%	100.0%
		% within LEP (ELL)	100.0%	100.0%	100.0%

Yates Chi-square =0.000, df = 1, p = 1.000

Appendix XXIII:
Demographic Comparisons of Respondents and Non-Respondents – Control Students

Analyses II - d - ii (1): SY0506 Control Students who stayed in class - ITBS Reading
RESPITBSRDG * RACE

			RACE					Total
			Native American/ Pacific Islander	Asian	Hispanic	Black	White	
RESP ITBS RDG	Non-respondents - ITBS Reading	Count	0	0	6	6	27	39
		Expected Count	.2	.4	1.5	8.8	28.1	39.0
		% within RESPITBSRDG	.0%	.0%	15.4%	15.4%	69.2%	100.0%
		% within RACE	.0%	.0%	31.6%	5.4%	7.5%	7.9%
	Respondents - ITBS Reading	Count	2	5	13	106	331	457
		Expected Count	1.8	4.6	17.5	103.2	329.9	457.0
		% within RESPITBSRDG	.4%	1.1%	2.8%	23.2%	72.4%	100.0%
		% within RACE	100.0%	100.0%	68.4%	94.6%	92.5%	92.1%
Total		Count	2	5	19	112	358	496
		Expected Count	2.0	5.0	19.0	112.0	358.0	496.0
		% within RESPITBSRDG	.4%	1.0%	3.8%	22.6%	72.2%	100.0%
		% within RACE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson Chi-square = 16.370, df = 4, **p = .003**

Analyses II - d - ii (2): SY0506 Control Students who stayed in class - ITBS Reading

RESPITBSRDG * SEX

			SEX		
			Male	Female	Total
RESPITBSRDG	Non-respondents - ITBS Reading	Count	19	20	39
		Expected Count	20.7	18.3	39.0
		% within RESPITBSRDG	48.7%	51.3%	100.0%
		% within SEX	7.2%	8.6%	7.9%
	Respondents - ITBS Reading	Count	244	213	457
		Expected Count	242.3	214.7	457.0
		% within RESPITBSRDG	53.4%	46.6%	100.0%
		% within SEX	92.8%	91.4%	92.1%
Total		Count	263	233	496
		Expected Count	263.0	233.0	496.0
		% within RESPITBSRDG	53.0%	47.0%	100.0%
		% within SEX	100.0%	100.0%	100.0%

Yates Chi-square =0.155, df = 1, p = .693

Analyses II - d - ii (3): SY0506 Control Students who stayed in class - ITBS Reading
RESPITBSRDG * GRADE

			GRADE							Total
			6	7	8	9	10	11	12	
RESPITBSRDG	Non-respondents - ITBS Reading	Count	3	5	9	4	4	4	10	39
		Expected Count	1.6	4.6	14.5	7.5	3.5	3.2	4.0	39.0
		% within RESPITBSRDG	7.7%	12.8%	23.1%	10.3%	10.3%	10.3%	25.6%	100.0%
		% within GRADE	15.0%	8.6%	4.9%	4.2%	8.9%	9.8%	19.6%	7.9%
	Respondents - ITBS Reading	Count	17	53	176	92	41	37	41	457
		Expected Count	18.4	53.4	170.5	88.5	41.5	37.8	47.0	457.0
		% within RESPITBSRDG	3.7%	11.6%	38.5%	20.1%	9.0%	8.1%	9.0%	100.0%
		% within GRADE	85.0%	91.4%	95.1%	95.8%	91.1%	90.2%	80.4%	92.1%
Total		Count	20	58	185	96	45	41	51	496
		Expected Count	20.0	58.0	185.0	96.0	45.0	41.0	51.0	496.0
		% within RESPITBSRDG	4.0%	11.7%	37.3%	19.4%	9.1%	8.3%	10.3%	100.0%
		% within GRADE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson Chi-square = 15.537, df = 6, **p = .016**

Analyses II - d - ii (4): SY0506 Control Students who stayed in class - ITBS Reading
RESPITBSRDG * TITLE1

			TITLE1		
			0	1	Total
RESPITBSRDG	Non-respondents - ITBS Reading	Count	5	34	39
		Expected Count	3.9	35.1	39.0
		% within RESPITBSRDG	12.8%	87.2%	100.0%
		% within TITLE1	10.2%	7.6%	7.9%
	Respondents - ITBS Reading	Count	44	412	456
		Expected Count	45.1	410.9	456.0
		% within RESPITBSRDG	9.6%	90.4%	100.0%
		% within TITLE1	89.8%	92.4%	92.1%
Total		Count	49	446	495
		Expected Count	49.0	446.0	495.0
		% within RESPITBSRDG	9.9%	90.1%	100.0%
		% within TITLE1	100.0%	100.0%	100.0%

Yates Chi-square =0.128, df = 1, p = .721

Analyses II - d - ii (5): SY0506 Control Students who stayed in class - ITBS Reading
RESPITBSRDG * GIFTED

			GIFTED		
			0	1	Total
RESPITBSRDG	Non-respondents - ITBS Reading	Count	33	6	39
		Expected Count	32.6	6.4	39.0
		% within RESPITBSRDG	84.6%	15.4%	100.0%
		% within GIFTED	8.0%	7.3%	7.9%
	Respondents - ITBS Reading	Count	381	76	457
		Expected Count	381.4	75.6	457.0
		% within RESPITBSRDG	83.4%	16.6%	100.0%
		% within GIFTED	92.0%	92.7%	92.1%
Total		Count	414	82	496
		Expected Count	414.0	82.0	496.0
		% within RESPITBSRDG	83.5%	16.5%	100.0%
		% within GIFTED	100.0%	100.0%	100.0%

Yates Chi-square =0.000, df = 1, p = 1.000

Analyses II - d - ii (6): SY0506 Control Students who stayed in class - ITBS Reading
RESPITBSRDG * SPECIALED

			SPECIALED		
			0	1	Total
RESPITBSRDG	Non-respondents - ITBS Reading	Count	37	2	39
		Expected Count	34.4	4.6	39.0
		% within RESPITBSRDG	94.9%	5.1%	100.0%
		% within SPECIALED	8.4%	3.4%	7.9%
	Respondents - ITBS Reading	Count	401	56	457
		Expected Count	403.6	53.4	457.0
		% within RESPITBSRDG	87.7%	12.3%	100.0%
		% within SPECIALED	91.6%	96.6%	92.1%
Total		Count	438	58	496
		Expected Count	438.0	58.0	496.0
		% within RESPITBSRDG	88.3%	11.7%	100.0%
		% within SPECIALED	100.0%	100.0%	100.0%

Yates Chi-square =1.144, df = 1, p = .285

Analyses II - d - ii (7): SY0506 Control Students who stayed in class - ITBS Reading
RESPITBSRDG * ELL

			ELL		
			0	1	Total
RESPITBSRDG	Non-respondents - ITBS Reading	Count	33	6	39
		Expected Count	38.4	.6	39.0
		% within RESPITBSRDG	84.6%	15.4%	100.0%
		% within ELL	6.7%	85.7%	7.9%
	Respondents - ITBS Reading	Count	456	1	457
		Expected Count	450.6	6.4	457.0
		% within RESPITBSRDG	99.8%	.2%	100.0%
		% within ELL	93.3%	14.3%	92.1%
Total		Count	489	7	496
		Expected Count	489.0	7.0	496.0
		% within RESPITBSRDG	98.6%	1.4%	100.0%
		% within ELL	100.0%	100.0%	100.0%

Yates Chi-square = 49.000, df = 1, **p = .000**

Analyses II - d - iii (1): SY0506 Control Students who stayed in class - Student Inventory Survey RESPSISURV * RACE

			RACE					
			Native American/Pacific Islander	Asian	Hispanic	Black	White	Total
RESPSISURV	Non-respondents - Student Inventory Survey	Count	2	2	5	32	64	105
		Expected Count	.4	1.1	4.0	23.7	75.8	105.0
		% within RESPSISURV	1.9%	1.9%	4.8%	30.5%	61.0%	100.0%
	Respondents - Student Inventory Survey	Count	0	3	14	80	294	391
		Expected Count	1.6	3.9	15.0	88.3	282.2	391.0
		% within RESPSISURV	.0%	.8%	3.6%	20.5%	75.2%	100.0%
Total		Count	2	5	19	112	358	496
		Expected Count	2.0	5.0	19.0	112.0	358.0	496.0
		% within RESPSISURV	.4%	1.0%	3.8%	22.6%	72.2%	100.0%

Pearson Chi-Square = 14.814, df = 4, p = .005

Analyses II - d - iii (2): SY0506 Control Students who stayed in class - Student Inventory Survey RESPSISURV * SEX

			SEX		
			Male	Female	Total
RESPSISURV	Non-respondents - Student Inventory Survey	Count	53	52	105
		Expected Count	55.7	49.3	105.0
		% within RESPSISURV	50.5%	49.5%	100.0%
	Respondents - Student Inventory Survey	Count	210	181	391
		Expected Count	207.3	183.7	391.0
		% within RESPSISURV	53.7%	46.3%	100.0%
Total		Count	263	233	496
		Expected Count	263.0	233.0	496.0
		% within RESPSISURV	53.0%	47.0%	100.0%

Pearson Chi-Square = .347, df = 1, p =.556

Analyses II - d - iii (3): SY0506 Control Students who stayed in class - Student Inventory Survey
RESPSISURV * GRADE

			GRADE							Total
			6	7	8	9	10	11	12	
RESPSISURV	Non-respondents - Student Inventory Survey	Count	3	8	41	32	6	5	10	105
		Expected Count	4.2	12.3	39.2	20.3	9.5	8.7	10.8	105.0
		% within RESPSISURV	2.9%	7.6%	39.0%	30.5%	5.7%	4.8%	9.5%	100.0%
	Respondents - Student Inventory Survey	Count	17	50	144	64	39	36	41	391
		Expected Count	15.8	45.7	145.8	75.7	35.5	32.3	40.2	391.0
		% within RESPSISURV	4.3%	12.8%	36.8%	16.4%	10.0%	9.2%	10.5%	100.0%
Total		Count	20	58	185	96	45	41	51	496
		Expected Count	20.0	58.0	185.0	96.0	45.0	41.0	51.0	496.0
		% within RESPSISURV	4.0%	11.7%	37.3%	19.4%	9.1%	8.3%	10.3%	100.0%

Pearson Chi-Square = 14.677, df = 6, ***p* = .023**

Analyses II - d - iii (4): SY0506 Control Students who stayed in class - Student Inventory Survey
RESPSISURV * TITLE1

			TITLE1		
			0	1	Total
RESPSISURV	Non-respondents - Student Inventory Survey	Count	7	98	105
		Expected Count	10.4	94.6	105.0
		% within RESPSISURV	6.7%	93.3%	100.0%
	Respondents - Student Inventory Survey	Count	42	348	390
		Expected Count	38.6	351.4	390.0
		% within RESPSISURV	10.8%	89.2%	100.0%
Total		Count	49	446	495
		Expected Count	49.0	446.0	495.0
		% within RESPSISURV	9.9%	90.1%	100.0%

Pearson Chi-Square = 1.561, df = 1, *p* = .211

Analyses II - d - iii (5): SY0506 Control Students who stayed in class - Student Inventory Survey
RESPSISURV * GIFTED

			GIFTED		
			0	1	Total
RESPSISURV	Non-respondents - Student Inventory Survey	Count	87	18	105
		Expected Count	87.6	17.4	105.0
		% within RESPSISURV	82.9%	17.1%	100.0%
	Respondents - Student Inventory Survey	Count	327	64	391
		Expected Count	326.4	64.6	391.0
		% within RESPSISURV	83.6%	16.4%	100.0%
Total		Count	414	82	496
		Expected Count	414.0	82.0	496.0
		% within RESPSISURV	83.5%	16.5%	100.0%

Pearson Chi-Square = .036, df = 1, *p* =.850

Analyses II - d - iii (6): SY0506 Control Students who stayed in class - Student Inventory Survey RESPSISURV * SPECIALED

			SPECIALED		
			0	1	Total
RESPSISURV	Non-respondents - Student Inventory Survey	Count	92	13	105
		Expected Count	92.7	12.3	105.0
		% within RESPSISURV	87.6%	12.4%	100.0%
	Respondents - Student Inventory Survey	Count	346	45	391
		Expected Count	345.3	45.7	391.0
		% within RESPSISURV	88.5%	11.5%	100.0%
Total		Count	438	58	496
		Expected Count	438.0	58.0	496.0
		% within RESPSISURV	88.3%	11.7%	100.0%

Pearson Chi-Square = .061, df =1, *p* = .805

Analyses II - d - iii (7): SY0506 Control Students who stayed in class - Student Inventory Survey RESPSISURV * ELL

			ELL		
			0	1	Total
RESPSISURV	Non-respondents - Student Inventory Survey	Count	103	2	105
		Expected Count	103.5	1.5	105.0
		% within RESPSISURV	98.1%	1.9%	100.0%
	Respondents - Student Inventory Survey	Count	386	5	391
		Expected Count	385.5	5.5	391.0
		% within RESPSISURV	98.7%	1.3%	100.0%
Total		Count	489	7	496
		Expected Count	489.0	7.0	496.0
		% within RESPSISURV	98.6%	1.4%	100.0%

Yates Chi-Square = .000, df = 1, *p* = .987

Appendix XXIV:
Demographic Comparisons of EAST and Control Students among ITBS Respondents

			RACE					Total
			Native American/Pacific Islander	Asian	Hispanic	Black	White	
PROGRAM06	Target	Count	2	4	13	147	260	426
		Expected Count	1.9	4.3	12.3	121.6	285.9	426.0
		% within PROGRAM06	.5%	.9%	3.1%	34.5%	61.0%	100.0%
	Control	Count	2	5	13	109	342	471
		Expected Count	2.1	4.7	13.7	134.4	316.1	471.0
		% within PROGRAM06	.4%	1.1%	2.8%	23.1%	72.6%	100.0%
Total		Count	4	9	26	256	602	897
		Expected Count	4.0	9.0	26.0	256.0	602.0	897.0
		% within PROGRAM06	.4%	1.0%	2.9%	28.5%	67.1%	100.0%

Pearson Chi-Square = 14.701, df = 4, ***p* = .005**

			SEX		Total
			Male	Female	
PROGRAM06	Target	Count	230	196	426
		Expected Count	229.4	196.6	426.0
		% within PROGRAM06	54.0%	46.0%	100.0%
	Control	Count	253	218	471
		Expected Count	253.6	217.4	471.0
		% within PROGRAM06	53.7%	46.3%	100.0%
Total		Count	483	414	897
		Expected Count	483.0	414.0	897.0
		% within PROGRAM06	53.8%	46.2%	100.0%

Pearson Chi-Square = .007, df = 1, *p* = .934

			GRADE							
			6	7	8	9	10	11	12	Total
PROGRAM06	Target	Count	21	57	178	74	29	27	40	426
		Expected Count	19.0	52.2	171.0	81.2	33.2	30.9	38.5	426.0
		% within PROGRAM06	4.9%	13.4%	41.8%	17.4%	6.8%	6.3%	9.4%	100.0%
	Control	Count	19	53	182	97	41	38	41	471
		Expected Count	21.0	57.8	189.0	89.8	36.8	34.1	42.5	471.0
		% within PROGRAM06	4.0%	11.3%	38.6%	20.6%	8.7%	8.1%	8.7%	100.0%
Total		Count	40	110	360	171	70	65	81	897
		Expected Count	40.0	110.0	360.0	171.0	70.0	65.0	81.0	897.0
		% within PROGRAM06	4.5%	12.3%	40.1%	19.1%	7.8%	7.2%	9.0%	100.0%

Pearson Chi-Square = 5.070, df = 6, p = .535

			TITLE1		
			0	1	Total
PROGRAM06	Target	Count	59	367	426
		Expected Count	49.4	376.6	426.0
		% within PROGRAM06	13.8%	86.2%	100.0%
	Control	Count	45	425	470
		Expected Count	54.6	415.4	470.0
		% within PROGRAM06	9.6%	90.4%	100.0%
Total		Count	104	792	896
		Expected Count	104.0	792.0	896.0
		% within PROGRAM06	11.6%	88.4%	100.0%

Pearson Chi-Square = 3.981, df = 1, ***p* = .046**

			GIFTED		
			0	1	Total
PROGRAM06	Target	Count	358	68	426
		Expected Count	357.6	68.4	426.0
		% within PROGRAM06	84.0%	16.0%	100.0%
	Control	Count	395	76	471
		Expected Count	395.4	75.6	471.0
		% within PROGRAM06	83.9%	16.1%	100.0%
Total		Count	753	144	897
		Expected Count	753.0	144.0	897.0
		% within PROGRAM06	83.9%	16.1%	100.0%

Pearson Chi-Square = .005, df = 1, *p* = .944

			SPECIALED		
			0	1	Total
PROGRAM06	Target	Count	390	36	426
		Expected Count	382.3	43.7	426.0
		% within PROGRAM06	91.5%	8.5%	100.0%
	Control	Count	415	56	471
		Expected Count	422.7	48.3	471.0
		% within PROGRAM06	88.1%	11.9%	100.0%
Total		Count	805	92	897
		Expected Count	805.0	92.0	897.0
		% within PROGRAM06	89.7%	10.3%	100.0%

Pearson Chi-Square = 2.874, df = 1, *p* = .090

			ELL		
			0	1	Total
PROGRAM06	Target	Count	419	7	426
		Expected Count	422.2	3.8	426.0
		% within PROGRAM06	98.4%	1.6%	100.0%
	Control	Count	470	1	471
		Expected Count	466.8	4.2	471.0
		% within PROGRAM06	99.8%	.2%	100.0%
Total		Count	889	8	897
		Expected Count	889.0	8.0	897.0
		% within PROGRAM06	99.1%	.9%	100.0%

Yates Chi-Square = 3.689, df = 1, p = .055

						t-test for Equality of Means	
	PROGRAM06	N	Mean	Std. Deviation	Std. Error Mean	t	P
ITBSRDGSSF05	Target	426	243.78	41.488	2.010	.977	.329
	Control	471	246.50	41.771	1.925		
ITBSMATHSSF05	Target	425	243.09	36.707	1.781	.329	.221
	Control	471	246.15	37.936	1.748		

Appendix XXV:
Demographic Comparisons of EAST and Control Students
Among Student Inventory Respondents

			RACE					Total
			Native American/ Pacific Islander	Asian	Hispanic	Black	White	
PROGRAM06	Target	Count	3	5	11	118	231	368
		Expected Count	1.4	3.8	12.0	95.6	255.1	368.0
		% within PROGRAM06	.8%	1.4%	3.0%	32.1%	62.8%	100.0%
		% within RACE	100.0%	62.5%	44.0%	59.3%	43.5%	48.0%
	Control	Count	0	3	14	81	300	398
		Expected Count	1.6	4.2	13.0	103.4	275.9	398.0
		% within PROGRAM06	.0%	.8%	3.5%	20.4%	75.4%	100.0%
		% within RACE	.0%	37.5%	56.0%	40.7%	56.5%	52.0%
Total		Count	3	8	25	199	531	766
		Expected Count	3.0	8.0	25.0	199.0	531.0	766.0
		% within PROGRAM06	.4%	1.0%	3.3%	26.0%	69.3%	100.0%
		% within RACE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson Chi-Square = 18.559, df = 4, ***p* = .001**

			SEX		Total
			Male	Female	
PROGRAM06	Target	Count	188	180	368
		Expected Count	193.6	174.4	368.0
		% within PROGRAM06	51.1%	48.9%	100.0%
		% within SEX	46.7%	49.6%	48.0%
	Control	Count	215	183	398
		Expected Count	209.4	188.6	398.0
		% within PROGRAM06	54.0%	46.0%	100.0%
		% within SEX	53.3%	50.4%	52.0%
Total		Count	403	363	766
		Expected Count	403.0	363.0	766.0
		% within PROGRAM06	52.6%	47.4%	100.0%
		% within SEX	100.0%	100.0%	100.0%

Yates Chi-Square = 0.547, df = 1, *p* = .459

			GRADE							Total
			6	7	8	9	10	11	12	
PROGRAM06	Target	Count	22	49	132	69	30	26	40	368
		Expected Count	19.7	47.6	133.6	64.9	33.1	30.3	38.9	368.0
		% within PROGRAM06	6.0%	13.3%	35.9%	18.8%	8.2%	7.1%	10.9%	100.0%
		% within GRADE	53.7%	49.5%	47.5%	51.1%	43.5%	41.3%	49.4%	48.0%
	Control	Count	19	50	146	66	39	37	41	398
		Expected Count	21.3	51.4	144.4	70.1	35.9	32.7	42.1	398.0
		% within PROGRAM06	4.8%	12.6%	36.7%	16.6%	9.8%	9.3%	10.3%	100.0%
		% within GRADE	46.3%	50.5%	52.5%	48.9%	56.5%	58.7%	50.6%	52.0%
Total		Count	41	99	278	135	69	63	81	766
		Expected Count	41.0	99.0	278.0	135.0	69.0	63.0	81.0	766.0
		% within PROGRAM06	5.4%	12.9%	36.3%	17.6%	9.0%	8.2%	10.6%	100.0%
		% within GRADE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Pearson Chi-Square = 2.938, df = 6, *p* = .817

			TITLE1		Total
			0	1	
PROGRAM06	Target	Count	59	309	368
		Expected Count	49.1	318.9	368.0
		% within PROGRAM06	16.0%	84.0%	100.0%
		% within TITLE1	57.8%	46.6%	48.1%
	Control	Count	43	354	397
		Expected Count	52.9	344.1	397.0
		% within PROGRAM06	10.8%	89.2%	100.0%
		% within TITLE1	42.2%	53.4%	51.9%
Total		Count	102	663	765
		Expected Count	102.0	663.0	765.0
		% within PROGRAM06	13.3%	86.7%	100.0%
		% within TITLE1	100.0%	100.0%	100.0%

Yates Chi-Square = 4.032, df = 1, ***p* = .045**

			GIFTED		
			0	1	Total
PROGRAM06	Target	Count	309	59	368
		Expected Count	308.9	59.1	368.0
		% within PROGRAM06	84.0%	16.0%	100.0%
		% within GIFTED	48.1%	48.0%	48.0%
	Control	Count	334	64	398
		Expected Count	334.1	63.9	398.0
		% within PROGRAM06	83.9%	16.1%	100.0%
		% within GIFTED	51.9%	52.0%	52.0%
Total		Count	643	123	766
		Expected Count	643.0	123.0	766.0
		% within PROGRAM06	83.9%	16.1%	100.0%
		% within GIFTED	100.0%	100.0%	100.0%

Yates Chi-Square = 0.000, df = 1, p = 1.000

			SPECIALED		
			0	1	Total
PROGRAM06	Target	Count	336	32	368
		Expected Count	331.0	37.0	368.0
		% within PROGRAM06	91.3%	8.7%	100.0%
		% within SPECIALED	48.8%	41.6%	48.0%
	Control	Count	353	45	398
		Expected Count	358.0	40.0	398.0
		% within PROGRAM06	88.7%	11.3%	100.0%
		% within SPECIALED	51.2%	58.4%	52.0%
Total		Count	689	77	766
		Expected Count	689.0	77.0	766.0
		% within PROGRAM06	89.9%	10.1%	100.0%
		% within SPECIALED	100.0%	100.0%	100.0%

Yates Chi-Square = 1.167, df = 1, p = .280

			ELL		
			0	1	Total
PROGRAM06	Target	Count	363	5	368
		Expected Count	363.2	4.8	368.0
		% within PROGRAM06	98.6%	1.4%	100.0%
		% within ELL	48.0%	50.0%	48.0%
	Control	Count	393	5	398
		Expected Count	392.8	5.2	398.0
		% within PROGRAM06	98.7%	1.3%	100.0%
		% within ELL	52.0%	50.0%	52.0%
Total		Count	756	10	766
		Expected Count	756.0	10.0	766.0
		% within PROGRAM06	98.7%	1.3%	100.0%
		% within ELL	100.0%	100.0%	100.0%

Yates Chi-Square = 0.000, df = 1, p = 1.000

						t-test for Equality of Means	
	PROGRAM06	N	Mean	Std. Deviation	Std. Error Mean	t	P
ITBSRDGSSF05	Target	350	245.23	42.451	2.269	1.088	.277
	Control	395	248.56	41.126	2.069		
ITBSMATHSSF05	Target	350	244.87	37.486	2.004	.943	.346
	Control	396	247.48	38.219	1.921		

Appendix XXVI:
Results of Hierarchical Linear Modeling of Predictors of Student Outcomes

Dependent Variables

Abbreviation	Variable
RDG_POST	Spring ITBS/ITED: Reading Comprehension Score
MTH_POST	Spring ITBS Math Total Score (excluding Computation)/ITED Math Concepts & Problems Score
EFF_POST	Spring Student Inventory: ISM – Effort score
RPS_POST	Spring Student Inventory: ISM – Praise score
SOC_POST	Spring Student Inventory: ISM – Social Concern score
GMA_POST	Spring Student Inventory: ISM – General Mastery score
GSO_POST	Spring Student Inventory: ISM – General Social score
PSS_POST	Spring Student Inventory: SPSI-A – Problem Solving Skills score
PID_POST	Spring Student Inventory: SPSI-A – Problem Identification score
ALT_POST	Spring Student Inventory: SPSI-A – Alternative Generation score
CON_POST	Spring Student Inventory: SPSI-A – Consequence Prediction score
IMP_POST	Spring Student Inventory: SPSI-A – Implementation score
EVL_POST	Spring Student Inventory: SPSI-A – Evaluation score
REO_POST	Spring Student Inventory: SPSI-A – Reorganization score
FACTOR2	Spring Student Survey: Learning Style composite score
POSTHSED	Spring Student Survey: Plans for After HS composite score

Level 2 Predictor Variables

Abbreviation	Variable
URBAN	School locale (1="urban", 0="rural")
SCH_MS, SCH_MSHS	School level (middle school Y/N, middle/high school Y/N)
enr.c10	Total school enrollment [centered at 400 and divided by 10^2]
TRT	Program status (EAST, Control)
Y2OBSTOT	Program Total Fidelity score (control schools=1) [averaged across observations for each facilitator]
COHORT	Number of years in EAST, (0-2; 0 = control group)
TRTxHS	Interaction of Program status with school type [high school]
TRTxURB	Interaction of Program status with school locale [urban]

[2] Enrollment was re-scaled in order to make the interpretation of the coefficients more intuitive.

Level 1 Predictor Variables

Abbreviation	Variable[3]
rdgpre50	Fall ITBS/ITED: Reading Comprehension Score [centered at 50 NCEs]
mthpre50	Fall ITBS Math Total Score (excluding Computation)/ITED Math Concepts & Problems Score [centered at 50 NCEs]
cpre_eff	Fall Student Inventory: ISM – Effort score [centered at the overall group mean]
cpre_prs	Fall Student Inventory: ISM – Praise score [centered at the overall group mean]
cpre_soc	Fall Student Inventory: ISM – Social Concern score [centered at the overall group mean]
cpre_gma	Fall Student Inventory: ISM – General Mastery score [centered at the overall group mean]
cpre_gso	Fall Student Inventory: ISM – General Social score [centered at the overall group mean]
cpre_pss	Fall Student Inventory: SPSI-A – Problem Solving Skills score [centered at the overall group mean]
cpre_pid	Fall Student Inventory: SPSI-A – Problem Identification score [centered at the overall group mean]
cpre_alt	Fall Student Inventory: SPSI-A – Alternative Generation score [centered at the overall group mean]
cpre_con	Fall Student Inventory: SPSI-A – Consequence Prediction score [centered at the overall group mean]
cpre_imp	Fall Student Inventory: SPSI-A – Implementation score [centered at the overall group mean]
cpre_evl	Fall Student Inventory: SPSI-A – Evaluation score [centered at the overall group mean]
cpre_reo	Fall Student Inventory: SPSI-A – Reorganization score [centered at the overall group mean]
grade	Grade level (6-12)
lep	English proficiency (limited English proficient Y/N)
female	Gender
race	Race (Asian, Black, Hispanic, Native American, White/non-Hispanic)
frlunch	Socioeconomic status (eligible for free/reduced lunch Y/N)
sp_ed	Special education status (Y/N)
gifted	Gifted status (Y/N)
nmath, neng, ntech, nsci	# regular math, English, technology or science courses in which student enrolled during SY05-06 (separate count for each subject)
nmathenr, nengenr, ntechenr, nscienr	# enriched math, English or science courses in which student enrolled during SY05-06 (separate count for each subject)
femxsped	Interaction of gender with special education status
Frlxceff, frlxcprs, frlxcsoc, frlxcgma, frlxcgso	Interaction of free lunch status with each of the ISM scale pretest scores
Frlxcpss	Interaction of free lunch status with Problem Solving Skills pretest score
Frlxrdg	Interaction of free lunch status with reading pretest score
Frlxmth	Interaction of free lunch status with math pretest score

[3] Several variables were rescaled in order to make interpretation of the coefficients more intuitive. Rescaling is indicated in brackets in the second column.

Model 1: DV = RDG_POST (Post – ITBS Reading)

Coefficient Esimates					*Variance Estimates*			
			Coeff	P		Var	SD	P
B0	G00	Intcpt	51.747	P<.001	*T00*	*4.950*	*2.225*	**p=.009**
	G01	(SCH_MSHS)	5.749	P=.003				
	G02	(SCH_HS)	-5.029	P=.010				
B1	G10	rdgpre50	0.558	P<.001	*T11*	*0.007*	*0.086*	p=.101
B2	G20	mthpre50	0.243	P<.001	*T22*	*0.001*	*0.035*	p>.500
B3	G30	Sp_Ed	-5.003	P=.018	*T33*	*16.521*	*4.065*	p=.082
	G31	(enr.c10)	0.189	P=.027				
					Sig^2	*149.283*	*12.218*	

RDG_POST=

[51.747 + 5.749(sch_mshs) - 5.029(sch_hs)] + 0.558(rdgpre50) + 0.243(mthpre50) + [-5.003 + 0.189(enr.c10)]*(sp_ed) + e

Model 2: DV = MATH_POS (Post - ITBS Math)

*Coefficient Esimates**					*Variance Estimates*			
			Coeff	P		Var	SD	P
B0	G00	Intcpt	53.097	p<.001	*T00*	*22.820*	*4.774*	p<.001
B1	G10	rdgpre50	0.201	p<.001	*T11*	*0.004*	*0.066*	p=.396
B2	G20	mthpre50	0.574	p<.001	*T22*	*0.020*	*0.141*	p=.017
B3	G30	Female	-2.743	p=.012	*T33*	*1.704*	*1.306*	p>.500
B4	G40	Sp_Ed	-7.178	p=.004	*T44*	*26.437*	*5.142*	p=.024
					sig^2	*155.708*	*12.478*	

*No L2 Predictors "comfortably" loaded in any L1 equation

MATH_POS =

53.097 + 0.201(rdgpre50) + 0.574(mthpre50) - 2.743(female) - 7.178(Sp_Ed) + e

Model 3: DV = POST_PSS (Post SPSI – Total Problem Solving Skills)

Coefficient Esimates					*Variance Estimates*			
			Coeff	**p**		***Var***	***SD***	**P**
B0	**G00**	**Intcpt**	2.497	p<.001	***T00***	*0.002*	*0.041*	p>.500
B1	**G10**	**rdgpre50**	0.005	p=.003	***T11***	*0.000*	*0.002*	P=.404
B2	**G20**	**cpre_prs**	0.078	p=.037	***T22***	*0.003*	*0.057*	p>.500
B3	**G30**	**cpre_gma**	0.168	p=.005	***T33***	*0.005*	*0.074*	p>.500
B4	**G40**	**cpre_gso**	0.115	p=.023	***T44***	*0.006*	*0.087*	p>.500
B5	**G50**	**cpre_pss**	0.309	p<.001	***T55***	*0.008*	*0.091*	P=.435
					sig^2	*0.359*	*0.599*	

*No L2 Predictors "comfortably" loaded in any L1 equation and weren't necessary anyway b/c variance estimates are low (p's > .05).

POST_PSS =

2.497 + 0.005(rdgpre50) + 0.078(cpre_prs) + 0.168(cpre_gma) + 0.115(cpre_gso) + 0.309(cpre_pss) + e

Model 4: DV = POST_EFF (Post ISM – Effort scale)

Coefficient Esimates					*Variance Estimates*			
			Coeff	**P**		***Var***	***SD***	**P**
B0	**G00**	**intcpt**	2.676	p<.001	***T00***	*0.014*	*0.120*	p=.007
B1	**G10**	**frlunch**	-0.054	p=.416	***T11***	*0.017*	*0.130*	p=.309
B2	**G20**	**Sp_ed**	-0.260	p=.016	***T22***	*0.010*	*0.098*	p>.500
B3	**G30**	**cpre_eff**	0.284	p=.006	***T33***	*0.040*	*0.199*	p=.034
	G31	**(sch_mshs)**	0.248	p=.024				
B4	**G40**	**cpre_prs**	0.186	p=.002	***T44***	*0*	*0.018*	p=.119
B5	**G50**	**cpre_pss**	0.262	p<.001	***T55***	*0.01*	*0.101*	p=.364
B6	**G60**	**frlxcprs**	-0.205	p=.008	***T66***	*0.011*	*0.103*	p=.030
					sig^2	*0.494*	*0.703*	

frlunch must remain in the equation (even though not sig) b/c interaction is in equation.
*No other L2 Predictors "comfortably" loaded in any L1 equation

POST_EFF =

2.676 - 0.054(frlunch) - 0.260(sp_ed) + {[0.284 + 0.248(sch_mshs)]*(cpre_eff)} + 0.186(cpre_prs) + 0.262(cpre_pss) - 0.205(frlxprs) + e

Model 5: DV = POST_PRS (Post ISM – Praise scale)

Coefficient Esimates					*Variance Estimates*			
			Coeff	P		Var	SD	p
B0	G00	intcpt	2.530	p<.001	*T00*	*0.004*	*0.064*	p=.273
B1	G10	frlunch	-0.149	p=.042	*T11*	*0.012*	*0.109*	p>.500
B2	G20	cpre_prs	0.362	p<.001	*T22*	*0.011*	*0.106*	p=.077
B3	G30	cpre_gso	0.114	p=.048	*T33*	*0.009*	*0.095*	p>.500
B4	G40	cpre_pss	0.291	p<.001	*T44*	*0.005*	*0.070*	p=.317
					sig^2	*0.645*	*0.803*	

*No L2 Predictors "comfortably" loaded in any L1 equation

POST_PRS =

2.530 - 0.149(frlunch) + 0.362(cpre_prs) + 0.114(cpre_gso) + 0.291(cpre_pss) + e

Model 6: DV = POST_SOC (Post ISM – Social Concern scale)

Coefficient Esimates					*Variance Estimates*			
			Coeff	p		Var	SD	P
B0	G00	intcpt	2.427	p<.001	*T00*	*0.021*	*0.145*	p=.125
B1	G10	female	0.169	p=.028	*T11*	*0.021*	*0.144*	p=.306
B2	G20	frlunch	-0.123	p=.126	*T22*	*0.037*	*0.192*	p=.062
B3	G30	cpre_eff	0.186	p=.016	*T33*	*0.028*	*0.167*	p=.386
B4	G40	cpre_prs	0.185	p=.004	*T44*	*0.004*	*0.062*	p=.286
B5	G50	cpre_gso	0.138	p=.010	*T55*	*0.002*	*0.046*	p>.500
B6	G60	cpre_pss	0.274	p<.001	*T66*	*0.011*	*0.104*	p=.191
B7	G70	frlxcprs	-0.183	p=.019	*T77*	*0.008*	*0.089*	p=.339
					sig^2	*0.556*	*0.746*	

frlunch must remain in the equation (even though not significant) b/c interaction is in equation.
*No L2 Predictors "comfortably" loaded in any L1 equation and weren't necessary anyway b/c variance estimates are low (p's > .05).

POST_SOC =

2.427 + 0.169(female) - 0.123(frlunch) + 0.186(cpre_eff) + 0.185(cpre_prs) + 0.138(cpre_gso) + 0.274(cpre_pss) - 0.183(frlxcprs) + e

Model 7: DV = POST_GMA (Post ISM – General Mastery scale)

Coefficient Esimates					*Variance Estimates*			
			Coeff	**p**		***Var***	***SD***	**P**
B0	**G00**	**intcpt**	2.637	p<.001	***T00***	*0.013*	*0.115*	P=.330
B1	**G10**	**COHORT**	0.118	p=.047	***T11***	*0.005*	*0.069*	p>.500
B2	**G20**	**frlunch**	-0.057	p=.392	***T22***	*0.011*	*0.106*	p>.500
B3	**G30**	**cpre_eff**	0.172	p=.017	***T33***	*0.005*	*0.072*	p>.500
B4	**G40**	**cpre_prs**	0.198	p=.004	***T44***	*0.008*	*0.088*	p>.500
B5	**G50**	**cpre_gma**	0.197	p=.014	***T55***	*0.013*	*0.112*	p>.500
B6	**G60**	**cpre_pss**	0.228	p<.001	***T66***	*0.006*	*0.07*	p>.500
B7	**G70**	**frlxcprs**	-0.210	p=.011	***T77***	*0.014*	*0.117*	p=.128
					sig^2	*0.569*	*0.755*	

frlunch must remain in the equation (even though not sig) b/c interaction is in equation.
*No L2 Predictors "comfortably" loaded in any L1 equation and weren't necessary anyway b/c variance estimates are low (p's > .05).

POST_GMA =

2.637 + 0.118(COHORT) - 0.057(frlunch) + 0.172(cpre_eff) + 0.198(cpre_prs) + 0.197(cpre_gma) + 0.228(cpre_pss) - 0.210(frlxcprs) + e

Model 8: DV = POST_GSO (Post ISM – General Social scale)

Coefficient Esimates					*Variance Estimates*			
			Coeff	**p**		***Var***	***SD***	**P**
B0	**G00**	**intcpt**	2.578	p<.001	***T00***	*0.006*	*0.076*	P=.256
B1	**G10**	**Sp_Ed**	-0.253	p=.038	***T11***	*0.049*	*0.222*	p>.500
B2	**G20**	**cpre_prs**	0.119	p=.017	***T22***	*0.011*	*0.107*	p=.108
B3	**G30**	**cpre_gso**	0.244	p<.001	***T33***	*0.000*	*0.019*	p>.500
B4	**G40**	**Cpre_pss**	0.310	p<.001	***T44***	*0.009*	*0.092*	p>.500
					sig^2	*0.547*	*0.740*	

*No L2 Predictors "comfortably" loaded in any L1 equation and weren't necessary anyway because variance estimates are low (p's > .05).

POST_GSO = 2.578 - 0.253(Sp_Ed) + 0.119(cpre_prs) + 0.244(cpre_gso) + 0.310(cpre_pss) + e

Model 9: DV = FACTOR2 (Student Survey - students' perceptions of their learning styles)

Coefficient Esimates					*Variance Estimates*			
			Coeff	**P**		***Var***	***SD***	**p**
B0	**G00**	**Intcpt**	3.868	p<.001	***T00***	*0.008*	*0.089*	p=.043
	G01	**Y2OBSTOT**	0.056	p=.040				
B1	**G10**	**Mthpre50**	0.007	p=.004	***T11***	*0.000*	*0.006*	p=.011
B2	**G20**	**cpre_eff**	0.199	p=.001	***T22***	*0.003*	*0.057*	p=.386
B3	**G30**	**cpre_gso**	0.198	p<.001	***T33***	*0.001*	*0.034*	p=.393
B4	**G40**	**cpre_pss**	0.161	p=.006	***T44***	*0.011*	*0.105*	p=.066
					sig^2	*0.476*	*0.690*	

FACTOR2 =

[3.868 + 0.056(Y2OBSTOT)] + 0.007(mthpre50) + 0.199(cpre_eff) + 0.198(cpre_gso) + 0.161(cpre_pss) + e

Model 10: DV = POSTHSED[1] (Student Survey – students' educational aspirations/expectations)

Coefficient Estimates					*Variance Estimates*			
			Coeff	**P**		***Var***	***SD***	**P**
B0	**G00**	**Intcpt**	-1.3365	p<.001	***T00***	*0.1033*	*0.3214*	p=.127
B1	**G10**	**Rdgpre50**	0.0202	p=.013	***T11***	*0.0001*	*0.0097*	p>.500
B2	**G20**	**Mthpre50**	0.0178	p=.024	***T22***	*0.0001*	*0.0117*	p=.270
B3	**G30**	**Frlunch**	-0.5877	p=.004	***T33***	*0.0020*	*0.0446*	p>.500
B4	**G40**	**Cpre_eff**	0.6246	p<.001	***T44***	*0.0648*	*0.2546*	p>.500

*No L2 Predictors "comfortably" loaded in any L1 equation

logit(Y ≤ *m*) =

log {P(Y ≤ *m*) / [1-P(Y ≤ *m*)]} =
-1.3365 + 0.0202*(rdgpre50) + 0.0178*(mthpre50) – 0.5877*(FRLUNCH) + 0.6246*(cpre_eff) + δ_m

where

Y = POSTHSED[2]

POSTHSED ("How much education do you think you will complete in your life?") category values included:

1 ("Graduate degree")
2 ("Finish college (a four or five year degree)")
3 ("2 or more years of college")
4 ("complete a career/tech, trade or business school")
5 ("HS graduation or GED")
6 ("Less than HS Graduation")

m = possible values of (POSTHSED) ranging from 1 to 6

and thresholds (δ_m's) of:
$\boldsymbol{\delta_1}$ = 0
$\boldsymbol{\delta_2}$ = 2.7785
$\boldsymbol{\delta_3}$ = 4.0281
$\boldsymbol{\delta_4}$ = 4.6447
$\boldsymbol{\delta_5}$ = 7.2596
$\boldsymbol{\delta_6}$ = *NA*

[1] Because it is an ordinal variable, the POSTHSED outcome was modeled using a cumulative probability distribution rather than a normal distribution. As described by Raudenbush & Bryk (2002, pp. 317–325), when dealing with ordinal data, HLM expresses estimates on a logit (or log odds) scale. Slopes for each of the student-level predictors remain constant across all categories, while intercepts change with each cumulative category of the outcome variable.
[2] The original response scale for this variable was reversed in order to make interpretation of results more intuitive.

Model 10: DV = POSTHSED (continued)

Example:

Conditional probability of a response that the student plans to pursue education beyond high school (a response of **(4) "complete a career/tech, trade or business school"** or lower), from a student who is average on pre-ITBS reading and math (NCEs=50) and on pre-ISM EFF and is NOT eligible for free/reduced lunch (FRLUNCH=0) = $exp(G00+ \delta_4)/[1+exp(G00+\delta_4)]$

log odds = $G00 + \delta_4$ **= 3.3082**
odds = $exp(G00+ \delta_4)$ **= 27.33588**
prob = $exp(G00+ \delta_4)/[1+exp(G00+ \delta_4)]$ **=96.47%**

Conditional probability of a response that the student plans to pursue education beyond high school (a response of **(4) "complete a career/tech, trade or business school"** or lower), from a student who is average on pre-ITBS reading and math (NCEs=50) and on pre-ISM EFF and IS eligible for free/reduced lunch (FRLUNCH=1) = $exp(G00+ \delta_4 + G30)/[1+exp(G00+ \delta_4 + G30)]$

log odds = $G00 + \delta_4 + G30$ **= 2.7205**
odds = $exp(G00+ \delta_4 + G30)$ **= 15.18791**
prob = $exp(G00+ \delta_4 + G30)/[1+exp(G00+ \delta_4 + G30)] = 93.82\%$

Model 11: DV = POST_PID (Post SPSI – Problem Identification skills)

Coefficient Esimates					*Variance Estimates*			
			Coeff	**P**		***Var***	***SD***	**p**
B0	**G00**	**Intcpt**	2.435	p<.001	***T00***	*0.005*	*0.068*	p=.376
	G01	**TRTxHS**	0.216	p=.013				
B1	**G10**	**mthpre50**	0.005	p=.003	***T11***	*0.000*	*0.002*	p>.500
B2	**G20**	**cpre_gma**	0.161	p=.010	***T22***	*0.010*	*0.098*	p>.500
B3	**G30**	**cpre_gso**	0.167	p=.008	***T33***	*0.018*	*0.133*	p=.167
B4	**G40**	**cpre_pid**	0.137	p=.017	***T44***	*0.010*	*0.098*	p=.439
B5	**G50**	**cpre_evl**	0.272	p=.002	***T55***	*0.008*	*0.089*	p>.500
	G51	**Y2OBSTOT**	-0.058	p=.035				
					sig^2	*0.446*	*0.668*	

POST_PID =

[2.435 + 0.216(TRTxHS)] + 0.005(mthpre50) + 0.161(cpre_gma)
+ 0.167(cpre_gso) + 0.137(cpre_pid) + {[0.272-0.058(Y2OBSTOT)]*(cpre_evl)} + e

Model 12: DV = POST_ALT (Post SPSI – Alternative Generation skills)

Coefficient Esimates					*Variance Estimates*			
			Coeff	**p**		***Var***	***SD***	**p**
B0	**G00**	**intcpt**	2.478	p<.001	***T00***	*0.005*	*0.070*	p=.408
	G01	**URBAN**	-0.184	p=.033				
B1	**G10**	**mthpre50**	0.004	p=.022	***T11***	*0.000*	*0.000*	p>.500
B2	**G20**	**cpre_prs**	0.141	p=.005	***T22***	*0.004*	*0.063*	p>.500
B3	**G30**	**cpre_gma**	0.235	p=.001	***T33***	*0.001*	*0.025*	p>.500
B4	**G40**	**cpre_alt**	0.236	p<.001	***T44***	*0.001*	*0.323*	p>.500
					sig^2	*0.659*	*0.812*	

POST_ALT =

[2.478 - 0.184(URBAN)] + 0.004(mthpre50) + 0.141(cpre_prs)
+ 0.235(cpre_gma) + 0.236(cpre_alt) + e

Model 13: DV = POST_CON (Post SPSI – Consequence Prediction skills)

Coefficient Esimates					*Variance Estimates*			
			Coeff	**p**		***Var***	***SD***	**p**
B0	**G00**	**intcpt**	2.469	p<.001	***T00***	*0.004*	*0.062*	p=.206
B1	**G10**	**rdgpre50**	0.005	p=.013	***T11***	*0.000*	*0.004*	p=.200
B2	**G20**	**cpre_gma**	0.149	p=.028	***T22***	*0.015*	*0.113*	p=.444
B3	**G30**	**cpre_gso**	0.228	p<.001	***T33***	*0.006*	*0.079*	p>.500
B4	**G40**	**cpre_alt**	0.150	p=.009	***T44***	*0.008*	*0.089*	p>.500
B5	**G50**	**cpre_con**	0.101	p=.034	***T55***	*0.001*	*0.033*	p>.500
					sig^2	*0.549*	*0.741*	

*No L2 Predictors "comfortably" loaded in any L1 equation and weren't necessary anyway b/c variance estimates are low (p's > .05).

POST_CON =

2.469 + 0.005(rdgpre50) + 0.149(cpre_gma) + 0.227(cpre_gso) + 0.150(cpre_alt) + 0.101(cpre_con) + e

Model 14: DV = POST_IMP (Post SPSI – Implementation skills)

Coefficient Esimates					*Variance Estimates*			
			Coeff	**p**		***Var***	***SD***	**p**
B0	**G00**	**intcpt**	2.637	p<.001	***T00***	*0.003*	*0.051*	p>.500
B1	**G10**	**mthpre50**	0.004	p=.042	***T11***	*0.000*	*0.004*	p>.500
B2	**G20**	**cpre_eff**	0.206	p=.007	***T22***	*0.016*	*0.128*	p>.500
B3	**G30**	**cpre_gso**	0.189	p=.004	***T33***	*0.008*	*0.090*	p>.500
B4	**G40**	**cpre_imp**	0.195	p<.001	***T44***	*0.008*	*0.089*	p=.098
					sig^2	*0.690*	*0.831*	

*No L2 Predictors "comfortably" loaded in any L1 equation and weren't necessary anyway b/c variance estimates are low (p's > .05).

POST_IMP =

2.637 + 0.004(mthpre50) + 0.206(cpre_eff) + 0.189(cpre_gso) + 0.195(cpre_imp) + e

Model 15: DV = POST_EVL (Post SPSI – Evaluation skills)

Coefficient Esimates					*Variance Estimates*			
			Coeff	P		Var	SD	p
B0	G00	intcpt	2.628	p<.001	*T00*	*0.001*	*0.028*	p>.500
B1	G10	rdgpre50	0.005	p=.019	*T11*	*0.000*	*0.004*	p>.500
B2	G20	cpre_eff	0.166	p=.020	*T22*	*0.114*	*0.107*	p>.500
B3	G30	cpre_gma	0.216	p=.003	*T33*	*0.002*	*0.046*	p>.500
B4	G40	cpre_alt	0.217	p<.001	*T44*	*0.001*	*0.028*	p>.500
	G41	TRTxHS	-0.247	p=.009				
B5	G50	cpre_evl	0.112	p=.028	*T55*	*0.001*	*0.027*	p>.500
					sig^2	*0.529*	*0.727*	

POST_EVL =

2.628 + 0.005(rdgpre50) + 0.166(cpre_eff) + 0.216(cpre_gma)
+ {[0.217-0.247(TRTxHS)] * (cpre_alt)} + 0.112(cpre_evl) + e

Model 16: DV = POST_REO (Post SPSI – Reorganization skills)

Coefficient Esimates					*Variance Estimates*			
			Coeff	P		Var	SD	p
B0	G00	intcpt	2.339	p<.001	*T00*	*0.002*	*0.041*	p>.500
B1	G10	COHORT	0.120	p=.019	*T11*	*0.002*	*0.042*	p>.500
B2	G20	FRLUNCH	-0.178	p=.008	*T22*	*0.006*	*0.077*	p>.500
B3	G30	cpre_eff	0.161	p=.010	*T33*	*0.013*	*0.114*	p>.500
B4	G40	cpre_gso	0.122	p=.019	*T44*	*0.006*	*0.077*	p=.272
B5	G50	cpre_pid	0.230	p=.001	*T55*	*0.007*	*0.081*	p>.500
B6	G60	cpre_alt	0.179	p=.002	*T66*	*0.006*	*0.078*	p>.500
					sig^2	*0.520*	*0.721*	

*No L2 Predictors "comfortably" loaded in any L1 equation and weren't necessary anyway b/c variance estimates are low (p's > .05).

POST_REO =

2.339 + 0.120(COHORT) - 0.178(FRLUNCH) + 0.161(cpre_eff) + 0.122(cpre_gso)
+ 0.230(cpre_pid) + 0.179(cpre_alt) + e