RENAISSANCE SCHOOLS FUND-SUPPORTED SCHOOLS: EARLY OUTCOMES, CHALLENGES, AND OPPORTUNITIES

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RENAISSANCE SCHOOLS FUND-SUPPORTED SCHOOLS: EARLY OUTCOMES, CHALLENGES, AND OPPORTUNITIES

EXECUTIVE SUMMARY

Chicago's Renaissance 2010 seeks to create 100 new and autonomous schools by 2010. These new schools are expected to increase choice for parents and students, enact innovative practices, and help create a portfolio of schools designed to make the Chicago Public Schools (CPS) more diversified, responsive, and effective. Renaissance Schools Fund (RSF) is a private partner providing support and accountability for 38 of the 54 Renaissance 2010 schools as of the 2007–2008 school year.

This report documents early outcomes and implementation issues of the first two cohorts of RSF-supported schools. These 23 schools were established in 2005–06 and 2006–07, and the report is based on data collected during the 2006–07 and 2007–08 school years. This report is based on an analysis of student demographic and achievement data, descriptive data from applications and other documents, and interview and observational data from three rounds of site visits.

Demand for RSF-Supported Schools

By the 2007–08 school year, most RSF-supported Cohort 1 and Cohort 2 schools had more applications than available spaces. Cohort 1 schools averaged 1.19 applications for every space they had available, and all but two schools were oversubscribed. Cohort 2 averaged 1.27 applications for each available space. Because of variation in recruiting efforts (some schools recruited students more actively than others), the number of applicants for available spaces may not be the best measure of demand for the schools. Nonetheless, it appears that demand for these new schools is generally strong.

Characteristics of Students at RSF-Supported Schools

Despite criticisms that RSF-supported schools may lure the best students away from nearby neighborhood schools, students enrolled in RSF-supported schools were similar to the students who stayed in their neighborhood schools. RSF-supported schools served slightly higher proportions of African American and Latino students than CPS schools as a whole. RSF schools had poverty levels similar to the rest of CPS but lower rates of bilingual and special education. Beginning in second grade, RSF students were less likely to be old for their grade than other CPS students. With some exceptions, the prior average reading and mathematics performance of students at the majority of RSF-supported schools was similar to that of their counterparts at their previous schools. Exhibits ES-1 and ES-2 present the reading scores of Cohorts 1 and 2 students entering RSF-supported schools and the reading scores of students in the schools from which they came (the sending schools).

Exhibit ES-1. ITBS Reading Achievement (2004–05) Prior to School Opening, RSF Students in Cohort 1 Schools Compared with Students Remaining in Sending School
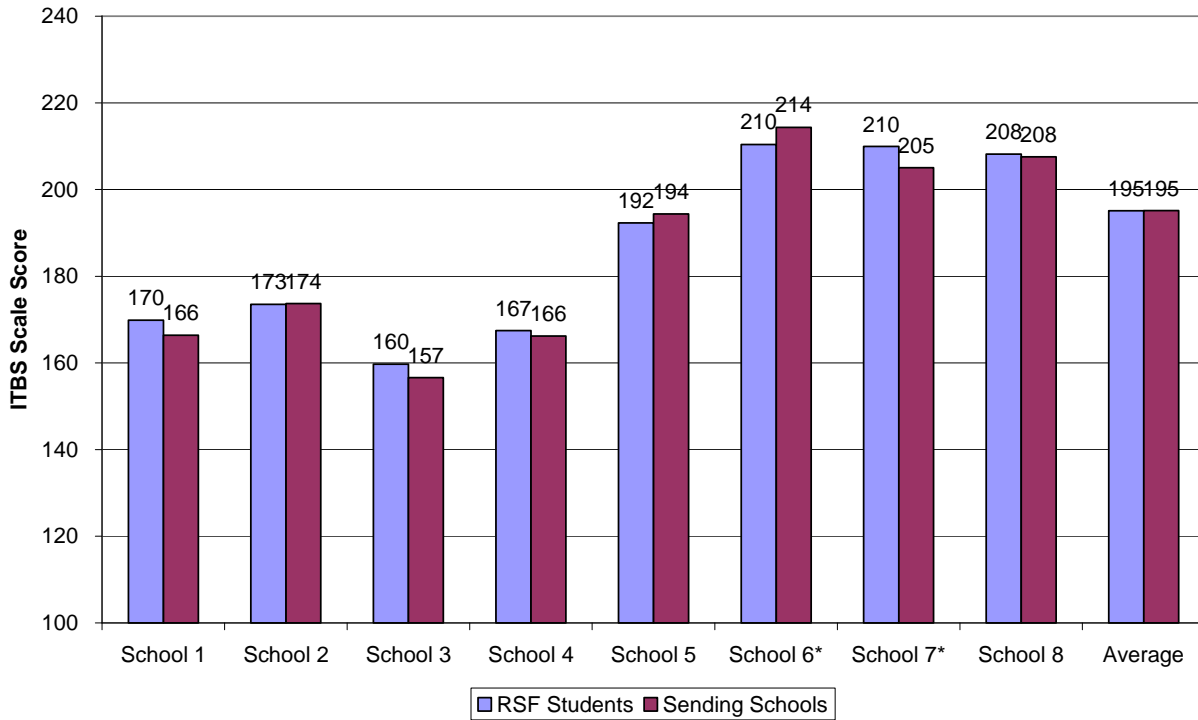
Source: Consortium on Chicago School Research analysis.

* Differences between RSF students and sending school students are statistically significant at *p* < .05.

**Exhibit ES-2. ISAT Reading Scale Scores (2005–06) Prior to School Opening,
RSF Students at Cohort 2 Schools Compared with
Students Remaining in Sending Schools**
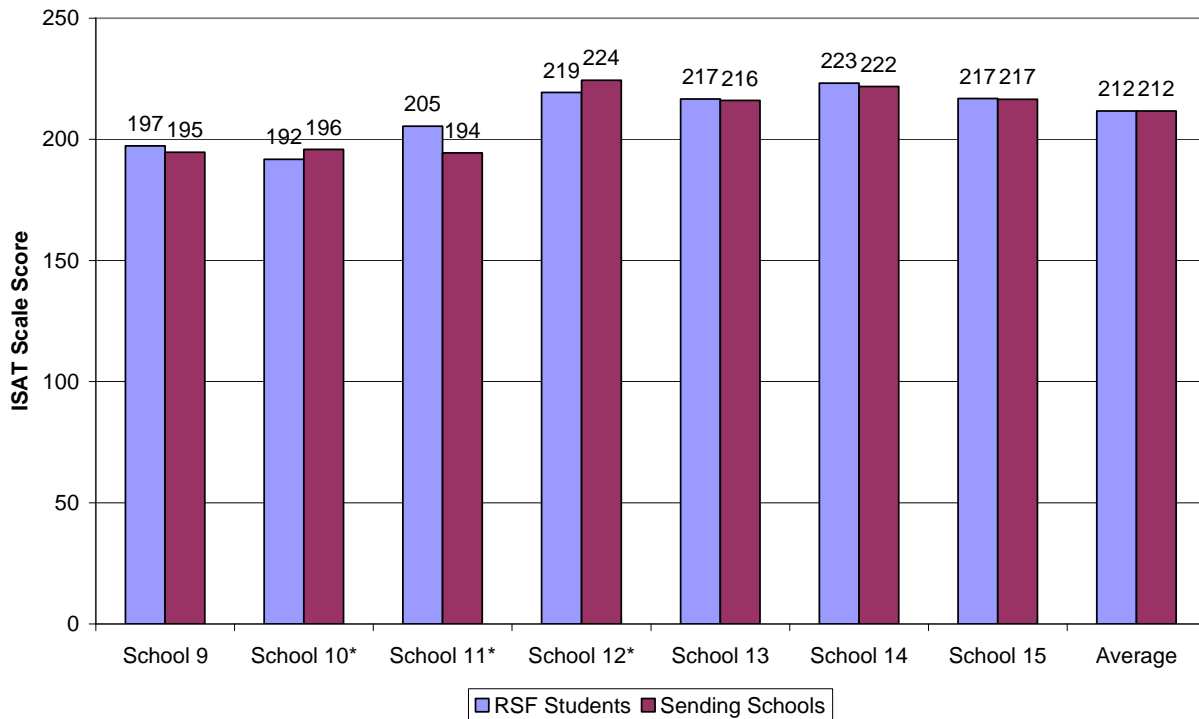
Source: Consortium on Chicago School Research analysis.
* Differences between RSF students and sending school students are statistically significant at *p* < .05.

The same pattern was found with mathematics test scores.

Overall, the demographic backgrounds and academic performance of students in RSF-supported schools closely matched those of their peers from their previous schools.

Early Outcomes Data

Most RSF-funded schools in both cohorts successfully increased the percentage of students who met or exceeded standards on the Illinois State Achievement Test, and most RSF-funded schools raised students' scaled scores as well. However, when we compared the performance of students in RSF-supported schools with a matched comparison of students from their sending schools, we found few statistically significant differences. That is, while students in RSF-supported schools did better on the state tests, so did similar students who stayed in their neighborhood schools.

There were a few exceptions to this general finding. At the end of the second year of operation, School 4 students scored a statistically significant 11 points higher than their matched control group in reading. In contrast, School 2 and School 6 students' performance was statistically significant and below their respective control groups in both reading and mathematics. Exhibit ES-3 shows the reading results, and Exhibit ES-4 provides the mathematics results for the first cohort of RSF-supported schools.

**Exhibit ES-3. ISAT Reading Achievement (2006–07),
RSF Cohort 1 Students and Matched Comparison Group after 2 Years of Operation**
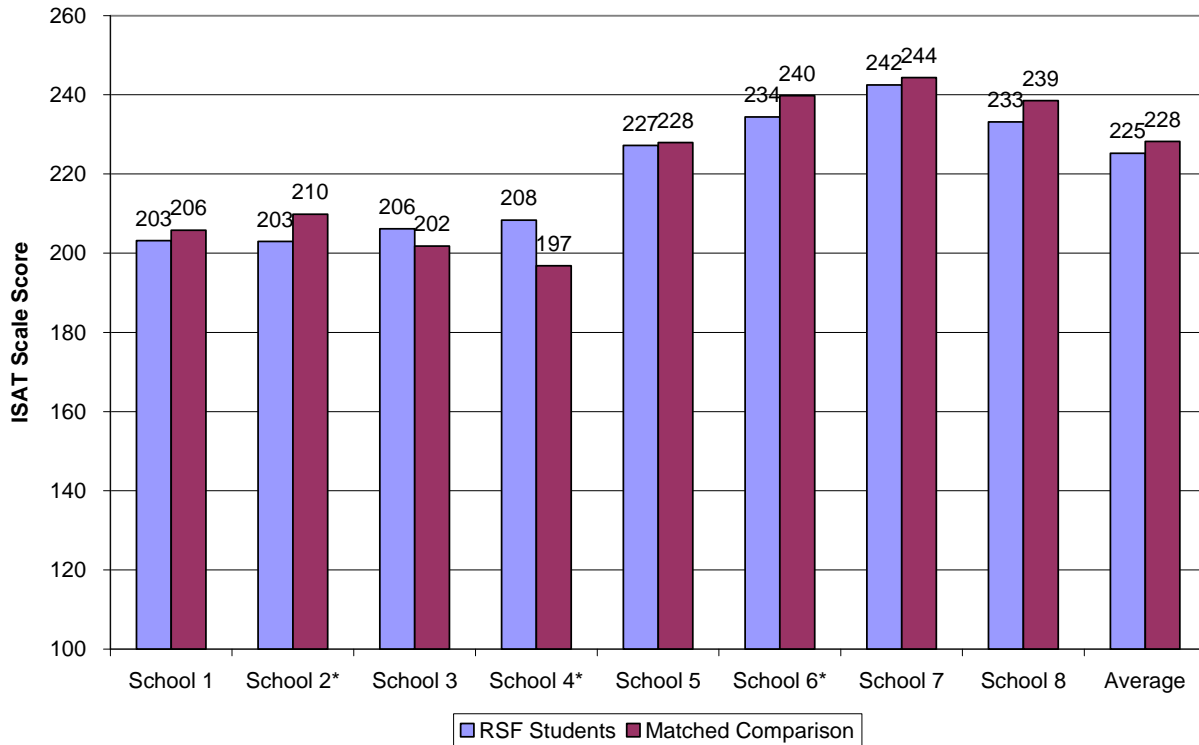
Source: Consortium on Chicago School Research analysis.
* Differences between RSF students and matched comparison students are statistically significant at $p < .05$.

**Exhibit ES-4. ISAT Mathematics Achievement (2006–07),
RSF Cohort 1 Students and Matched Comparison Group after 2 Years of Operation**
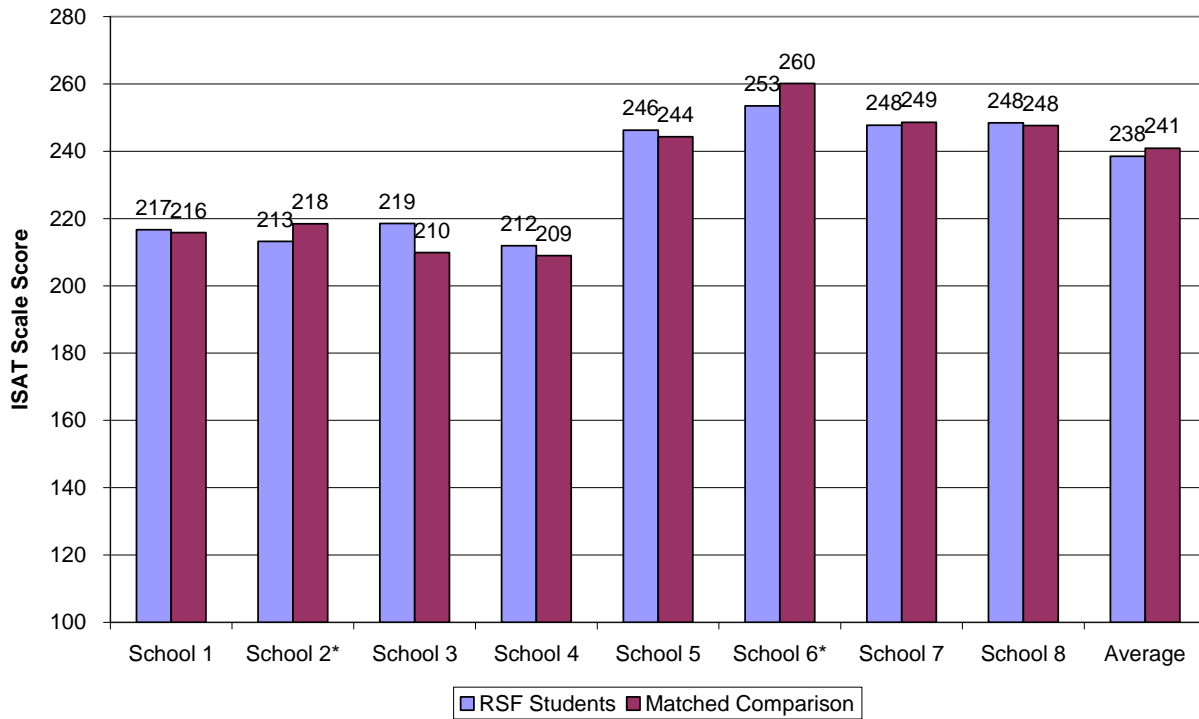
Source: Consortium on Chicago School Research analysis.
* Differences between RSF students and matched comparison students are statistically significant at $p < .05$.

We found a similar story for Cohort 2 schools. Most Cohort 2 RSF-supported schools for which data were available had students performing at the same levels as their matched counterparts in reading and mathematics after 1 year. Exhibits ES-5 and ES-6 provide reading and mathematics results, respectively, for Cohort 2 students and their matched comparison groups. We found only a few statistically significant differences: School 11 students scored eight points lower in reading; School 14 students scored five points higher in mathematics; and School 12 students scored four points higher in mathematics relative to their respective matched comparison students.

**Exhibit ES-5. ISAT Reading Achievement (2006–07),
RSF Cohort 2 Students and Matched Comparison Group**
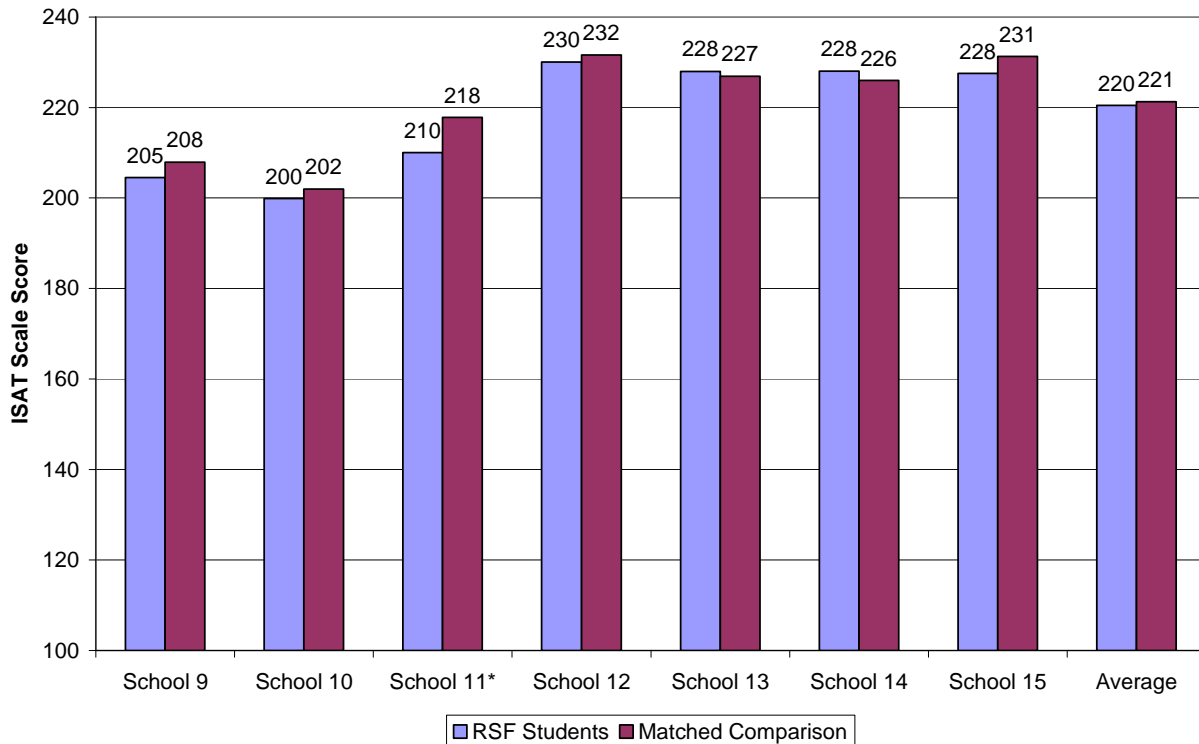
Source: Consortium on Chicago School Research analysis.

* Differences between RSF students and matched comparison students are statistically significant at *p* < .05.

**Exhibit ES-6. ISAT Mathematics Achievement (2006–07),
RSF Cohort 2 Students and Matched Comparison Group**
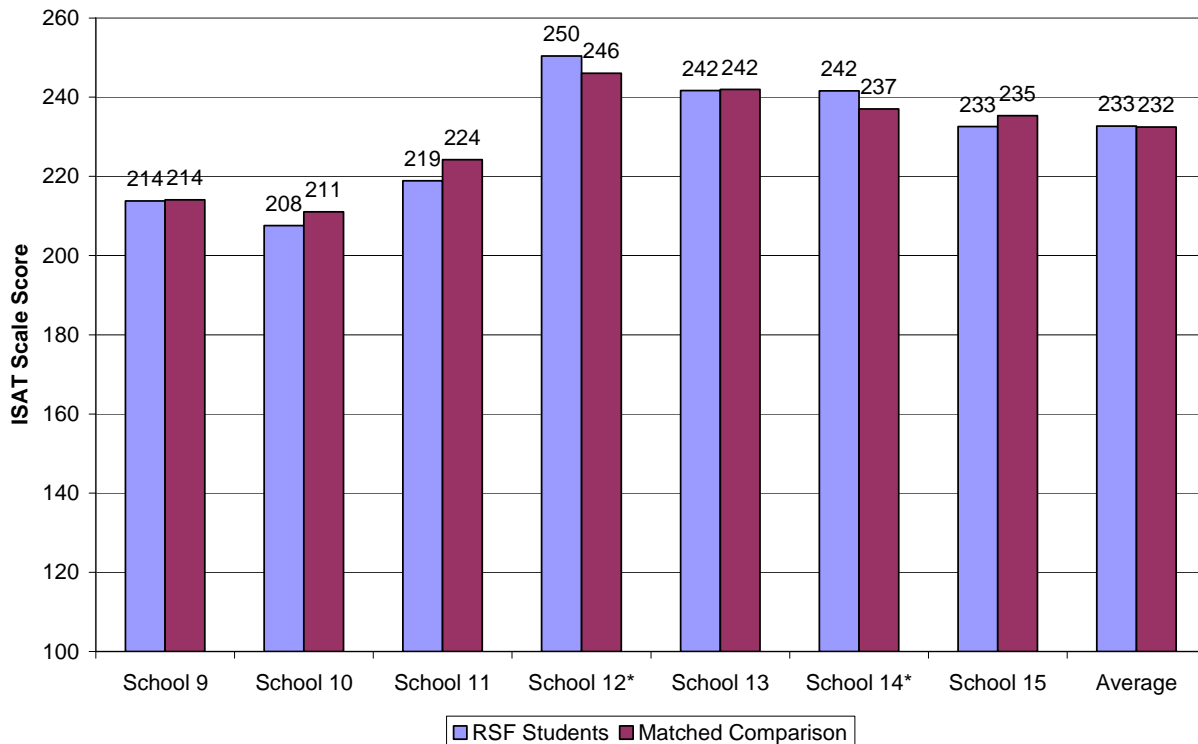
Source: Consortium on Chicago School Research analysis.
* Differences between RSF students and matched comparison students are statistically significant at *p* < .05.

Looking across all the Cohorts 1 and 2 RSF-supported schools, we found that students generally performed at the same levels as their matched comparison students from their sending schools with a few exceptions. Overall, students at both the RSF-supported schools and the sending schools were performing at low levels. For example, the average eighth grade mathematics score of students from RSF-supported schools on the ISAT was 260. Only 15% of students who score at this level are predicted to score a composite score of 20 (or better) on the ACT—a score well below the average ACT score of entering freshman at most public state universities in Illinois.

Explaining the Results

The outcomes reported here should come as no surprise. Previous research on new schools suggests that it is unusual for students to demonstrate large learning gains on standardized tests during the first few years of a school's development (Hanushek, Kain, & Rivkin, 2002; Loveless, 2003; Bifulco & Ladd, 2004; Rhodes et al., 2005). As the research shows, new schools rarely have adequate time to plan or establish the full complement of procedures and structures needed for immediate smooth operation.

Case studies of the first two cohorts of RSF-supported schools revealed principals were challenged by the many tasks associated with starting a new school, including recruiting students, hiring teachers, preparing the facility, ordering supplies and materials, planning professional development, and establishing policies and procedures. Teachers also had

difficulties with start-up challenges and reported a desire for more time to prepare for the school year. Even with schools in their second year, the addition of a new grade meant a doubling of staff and students. When combined with significant teacher turnover, as was the case in most of the Cohort 1 schools, the second year start-up challenges were almost as difficult as the first.

Promising Practices at RSF-Supported Schools

Even with these challenges, our case studies uncovered some important examples of innovation and promising practices that previous research has found associated with student learning gains in mature schools (Rhodes et al., 2005). A primary purpose of our case study research was to examine the implementation of the various school models and to identify particularly promising practices in five areas:

- The schools' efforts to build teacher capacity through their hiring, evaluation, and professional development practices

- The schools' use of data in decision-making at both the school and classroom levels

- The schools' degree of focus on continuous curricular and instructional improvement and their remediation strategies for low-performing students

- The schools' culture (defined as how the school enacts its vision) and expectations for students and teachers

- The schools' use of parents in promoting student learning.

Because these areas are interrelated, we selected examples of promising practices on the basis of coherence of combined practices and the depth and intensity (rather than superficiality) of those practices.

Building Teacher Capacity

Schools build teacher capacity through strategic staffing decisions, providing teachers with opportunities to hone their craft, and evaluating their ongoing performance. Teacher capacity is central to the whole educational enterprise, as classroom teachers have the most consistent contact with students while they are at school.

Hiring. All RSF-supported schools devoted many months to hiring teachers, but two schools provide important lessons for strategic hiring practices. One elementary school made sure that it hired teachers well-equipped to implement its instructional model. The principal sought candidates who had more than 3 years of teaching experience, had worked in urban schools, and had or were considering pursuing a master's degree. This principal saw each candidate teach either by observing the candidate at his or her previous school or by video. In addition, the school partnered with a local teacher preparation program to place apprentices in the classroom of a master teacher for a year. The principal then selected the most accomplished apprentices for teaching positions.

Another elementary school insisted on hiring only credentialed bilingual teachers in order to best meet the needs of its student population. The principal aggressively recruited experienced bicultural, biliterate teachers with masters degrees. These candidates were interviewed by the principal, asked to present a lesson, and then reinterviewed by the school's board of directors.

Despite the conventional wisdom that such highly qualified teachers are extremely difficult to find, the school used its focused mission to attract a particularly skilled set of teachers.

Supporting Professional Learning. All the RSF-supported schools made large investments in the professional development of their teachers. However, the tendency at most schools was to try to address everything at once. Several schools stood out for their intensive efforts to address a manageable set of key school-wide goals. At these schools, professional development was embedded in the daily work of the school through multiple conduits, such as team planning led by instructional coaches, modeling and individual coaching, after-school professional development, and feedback following regular observations.

At one elementary school, each teacher met with the principal to develop a professional development plan grounded in the school's explicit instructional goal for the year. During the year, afterschool professional development and collaborative time was scheduled 4 days per week, with 3 of those days devoted to literacy instruction, support for National Board certification for eligible teachers, and a similar process of student study for those not pursuing National Board certification. In addition, a full-time literacy coach planned with grade-level teams, modeled classroom instruction, and observed and coached individual teachers.

At a different elementary school, all faculty attended 4 weeks of professional development prior to the start of school. New teachers attended an additional 3-day orientation. During the school year, weekly workshops, in-classroom coaching, and stipends to attend outside training were all focused on teaching and assessing for mastery. The coaching was particularly intensive as the school's instructional leaders observed, coached, and met with teachers each week. The instructional leaders also received ongoing training to develop their expertise from math and literacy specialists who worked with all schools in the same charter management organization.

These schools used multiple methods of supporting teacher learning that were part of the daily operations of the school. The activities were mutually reinforcing and tightly focused on a limited set of school-wide goals.

Systems of Teacher Accountability. For most RSF-supported schools, teacher evaluation and accountability systems were still a work in progress. However, one school employed an exemplary approach to the integration of evaluation and professional development. At this school, the principal and instructional leaders evaluated teachers three times a year using a structured observation instrument and pre- and postconferences. Findings from these observations were used to refine the teachers' professional development plans and inform decisions about contract renewal and salary increases. Notably, the school leaders used the evaluation information across all teachers to identify common professional learning needs of the school overall.

Data-Driven Decision-Making

Improving student outcomes relies, in part, on the ability of teachers and principals to analyze and interpret data in ways that are relevant and actionable. Overall, all RSF-supported schools that we visited had begun to establish important structures that support data-driven decision-making.

Several schools had exemplary practices and had incorporated regular analysis of student outcome data into their ongoing efforts to improve their programs. At one elementary school,

teachers administered diagnostic assessments for literacy and mathematics. Then each teacher met with the school leader, the literacy coach, and a counselor to examine each student's progress as indicated by the assessments, classroom observations, and student work. At this meeting, the group developed intervention plans for individual students and instructional strategies for the teacher based on the overall classroom data.

Overall, RSF-supported schools were working to improve their use of data, but most still needed to establish expectations, routines, and supports for teachers to become "assessment literate" and use data for improvement.

Focus on Continuous Instructional Improvement

At RSF-supported schools, nearly every teacher we observed or interviewed was delivering the curricula and utilizing the instructional approaches the school advocated. However, we found significant differences between the schools in terms of the depth of focus on instruction as defined by the intensity and coherence of efforts to continuously improve instruction.

At least three RSF-supported schools provided strong examples of continuous instructional improvement. One school made major curricular changes in most subject areas every year because of dissatisfaction with their results. These changes were driven by close monitoring of student learning through frequent assessments, weekly monitoring of lesson plans and instructional strategies by the school leadership, and a passionate determination to improve students' progress. The school also reallocated its resources so as to add an instructional coach to supplement the work of the school's instructional leader and co-principal. As a result, the school focused on adult learning and the improvement of the curriculum and instructional practices. That focus appeared to be paying off, as we witnessed high levels of student engagement, improving test scores, and higher teacher retention rates.

As this and other examples suggest, continuous instructional improvement is not simply about trying to implement a specific curriculum. Rather, it is about equipping teachers with the skills to diagnose students' learning needs, understanding what students need next, and implementing the instructional strategies that address specific learning needs.

School Culture and High Expectations

All RSF-supported schools purport to have high academic expectations for their students. Establishing a school culture that promotes academic success, citizenship, and responsibility is not easily accomplished, but several RSF-supported schools created particularly strong school cultures.

One school has already earned a national reputation for its emphasis on valuing academic success and responsibility. All aspects of the school's operations are designed to deliver a consistently positive message about the value of academic success. The school's students, teachers, and leaders open every day with "Community" and public recognition of academic accomplishments and positive behaviors. During the rest of the school day, teachers are expected to acknowledge academic success in their classrooms. The school's system of rewards and recognitions is further reinforced by assigning students to "Prides"—small groups of students and a teacher—where teachers get to know each student well and students work as a group to reach academic and behavioral goals. While this example is particularly notable, all RSF-supported schools were making attempts to create positive school cultures.

Parent Engagement in and Commitment to RSF-Supported Schools

Most RSF-supported schools were just beginning to fully engage parents and tended to include parents in very traditional ways. However, we did find a few examples of innovative mechanisms to expand parent engagement and involvement. For example, one elementary school has two staff members who work with parents and identify needed services for them. The school holds well-attended family nights and seminars for parents. Further, parents are part of the intervention process when a student's academic performance is lagging and are provided concrete activities they are expected to do with their children at home.

Conclusion

Most RSF-supported schools demonstrated gains in the percentage of students meeting or exceeding standards during their early years. However, students at RSF-supported schools generally performed at the same levels as their matched comparison students from the sending schools. These findings are not surprising given the challenges of starting new schools. Much of this report focuses on the promising practices in evidence at RSF-supported schools that may result in better test scores in the future.

No one should underestimate the challenges ahead. The overall academic performance of the average student in RSF-supported schools is very low, as it is at most schools in the district. RSF-supported schools will need to rapidly accelerate the academic performance of their students if they are to realize their own expectations.

RENAISSANCE SCHOOLS FUND-SUPPORTED SCHOOLS: EARLY OUTCOMES, CHALLENGES, AND OPPORTUNITIES

INTRODUCTION

Chicago's Renaissance 2010 initiative calls for the creation of 100 new and autonomous schools by 2010. It seeks to accomplish this by allowing for multiple types of schools and governance structures—performance, charters, and contract schools—to be managed by a range of organizations. Renaissance 2010 strives to create a more vibrant market, broadening choice for parents and students, increasing competition among educators, and consequently establishing a more diversified, responsive, and effective system of schools within the Chicago Public Schools (CPS).

The Renaissance Schools Fund (RSF) is a private partner providing financial support, strategy, and accountability for Renaissance 2010. It supports public school reform by investing private dollars to help launch new public schools under Renaissance 2010 in Chicago's high-need communities. RSF partners with CPS in evaluating new school designs and school performance, conducting due diligence on potential Renaissance 2010 school investments, and providing start-up funding and technical assistance for new schools. RSF has supported 38 of the 54 Renaissance 2010 schools funded through 2007–08.

All RSF-supported schools have designed instructional and organizational structures to accelerate student learning. These structures include an extended school day and year, school-wide curricula and instructional approaches, frequent assessment of student learning, and extended time for teacher professional development. However, all RSF-supported schools are relatively young—the earliest opened in 2005–06. Our case study data suggest that schools are at different stages of developing and implementing these structures. While some schools have firmly established these structures and are using them meaningfully, others will take longer to fully implement them. More important, the case study data indicate that the crucial factor is how the schools use these structures to strengthen instruction rather than just that they are in place.

Previous research suggests that students do not usually post large gains on standardized tests during the first few years of a school's development (Hanushek, Kain, & Rivkin, 2002; Loveless, 2003; Bifulco & Ladd, 2004; Rhodes et al., 2005). Similar to the experiences of other new schools, RSF-supported schools confronted a combination of operational and instructional challenges. Thus, we were not surprised that our analysis of RSF student tests scores overall revealed few statistically significant advances over similar non-RSF students. However, we did identify practices at many of the RSF-supported schools that hold great promise for future student performance gains.

This report focuses on the first two cohorts of RSF-supported schools (those established in 2005–06 and 2006–07, 23 in total) and is based on an analysis of student demographic and achievement data, interview and observational data from multiple site visits, and descriptive data on the schools from a variety of sources. Analyses of demographic characteristics include all Cohorts 1 and 2 schools; student achievement analyses include all Cohorts 1 and 2 schools that served students who were tested prior to enrolling in RSF-supported schools; and site visits were conducted in all Cohort 1 schools and a subset of Cohort 2 schools (see Appendices B and C for full discussions of our research methods). We begin with an analysis of the RSF students'

background characteristics before presenting the students' achievement test results. We then examine the challenges facing the schools and highlight the most promising practices in place in the schools. We conclude with a discussion of the issues the overall initiative will need to address going forward and a list of recommendations based on the report's findings.

WHO ATTENDS RSF-SUPPORTED SCHOOLS

Charter schools are sometimes criticized for attracting the most academically motivated families and students and leaving regular public schools with the students most in need. Our analysis of student demographics and prior achievement in RSF's schools suggests that this criticism is mostly unwarranted. RSF-supported schools had a higher portion of African American and Latino students and a similar level of low-income students, reflecting the neighborhoods they serve. In addition, prior to attending RSF schools, those students had achievement levels similar to those of the students who remained in their previous non-RSF schools.

This section describes the characteristics of students prior to attending RSF schools in terms of demographics, participation in various programs, and academic achievement. These data are descriptive only and include the population of students in RSF and other CPS schools.

Approach to Student Background Analysis

We examined the basic characteristics of the RSF Cohorts 1 and 2 schools to describe the students who attended them and how they compared with non-RSF students in CPS. The data came from files that are released twice each year by CPS to the Consortium on Chicago School Research. The files contain student-level data on all schools in the district, including demographics and participation in programs such as free and reduced-price lunch, bilingual education, and special education, as well as test scores. We used the spring data from the previous school year to describe the status of the students prior to entering RSF schools. This analysis addressed the question of whether the students selecting to attend RSF schools differed from those in the average CPS school. The fall data describe the students being served by the RSF schools in a given school year. For Cohort 1 schools (opened in 2005–06), analysis of successive fall files indicated whether the composition of their enrollment had changed over time.

Comparing the fall and spring files provided measures of student turnover because it is possible to track whether students remain at the same school within a given academic year and across academic years. Moreover, tracing RSF-enrolled students to their prior schools provided data on the number of schools from which each RSF school drew (the sending schools) and the concentration of students from the top sending schools, proxies for how widely a given school attracts students. Using GIS software, we calculated the distances students travel from home to school.

Demand for RSF-Supported Schools

As schools of choice, RSF-supported schools aim to offer innovative programming to attract enrollment. They accomplish this in various ways, for example, through specific themes such as technology or arts-infused curricula, promoting community through strong school culture, or promoting high expectations such as college preparation, among others. Although this study was

not designed to measure demand for RSF schools, attracting new families is an essential RSF school function. Certain proxies for demand were available in the data sets used in this study: the distance travelled by students to attend school, the percentage of students from non-CPS schools, and the ratio of applications to available spaces.

Chicago families are free to apply to any Renaissance 2010 school or to attend their local neighborhood school. Some families may be willing to travel across the city to send their children to a particular school, but given the constraints of daily life and the resources families in the poorest neighborhoods possess, far more choose schools within a short radius of their home. Almost 50% of RSF students lived within 1 mile of their school, and two-thirds lived within 2 miles. Fourteen percent of the students were willing to travel farther than 4 miles to attend their RSF-supported school (see Appendix A).

The percentage of RSF students who were not previously enrolled in CPS is also a proxy for the ability of RSF-supported schools to attract new families into the CPS system. Although it is not possible to distinguish those who were previously in private schools and are now choosing to enter CPS from those who were in public school systems elsewhere and had just moved into Chicago, the measure nevertheless indicates the attractiveness of RSF-supported schools for former non-CPS families. Thirty percent of Cohort 1 students in Grades 1 through 12 and 17% of those in Cohort 2 schools came from outside the CPS system (see Appendix A).

In the 2007–08 school year, many Cohorts 1 and 2 schools received more applications than they had space. Cohort 1 schools, which had had 2 years to establish their reputation, averaged 1.19 applications for every space they had available, and all but two schools were oversubscribed. All of the Cohort 2 schools received more applications than they could accept, with an average of 1.27 applications for each available space.[1] We note that these data could be low, as applications are a function of student recruiting activities and some schools specifically managed recruitment efforts to create only as much demand as they could meet. Also, some of the schools that had strong reputations and sufficient demand did not recruit as heavily and relied on word of mouth. In these cases, the applications-to-spaces ratio might not reflect latent demand. That is, demand may be even greater than it appears at these schools. In at least one other case, however, the school did not prioritize student recruitment and was under-enrolled. A true analysis of demand for schools of choice in Chicago would need to include an independent study of CPS and non-CPS families and their propensity for opting out of their schools in favor of a Renaissance 2010 school. Nevertheless, these data indicate that, on average, there is demand for Renaissance 2010 schools.

Characteristics of Students at RSF-Supported Schools

RSF-supported schools overwhelmingly serve racial and ethnic minority students. Nearly all RSF students were either African American or Latino. The ethnic composition of RSF-supported schools' student population appears to reflect the ethnic composition of the neighborhoods where the schools are located. As Exhibit 1 illustrates, RSF students in both cohorts were more likely to be African American than those in the average non-RSF Chicago public school (68% compared to 49%). At the same time, the Cohort 2 schools served more Latino students and fewer African

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[1] Data on applications and available space collected and analyzed by RSF.

Americans compared with Cohort 1 schools (Latino students in Cohort 1 amounted to 25% compared with 34% among Cohort 2 schools).

Exhibit 1. RSF and Chicago Public School Students, by Ethnicity (2006–07)
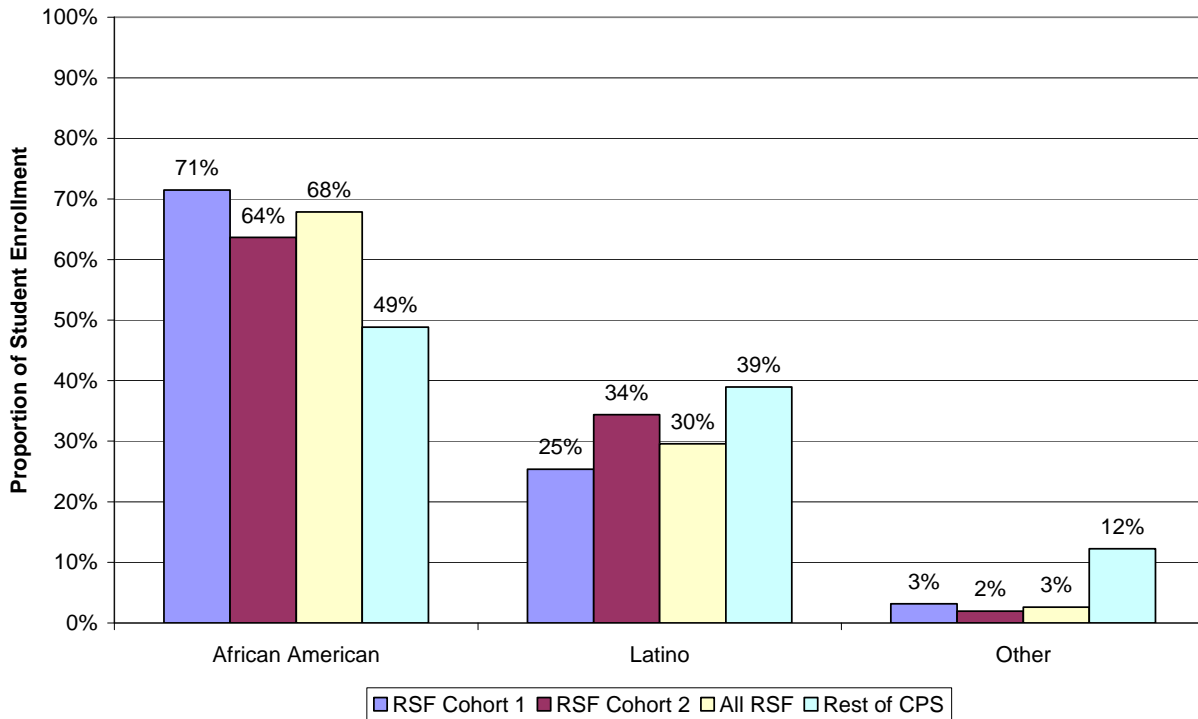
Source: Consortium on Chicago School Research analysis.

As illustrated in Exhibit 2, RSF students came from low-income families at a rate similar to the rest of CPS (88% and 86%, respectively). By contrast, a smaller proportion of RSF students were bilingual compared with the rest of CPS (24% and 36%, respectively). In addition, RSF-supported schools served a lower percentage of special education students than the average non-RSF Chicago public school (11% compared with 15%).

**Exhibit 2. RSF and Chicago Public Schools Students,
by Various Characteristics (2006–07)**
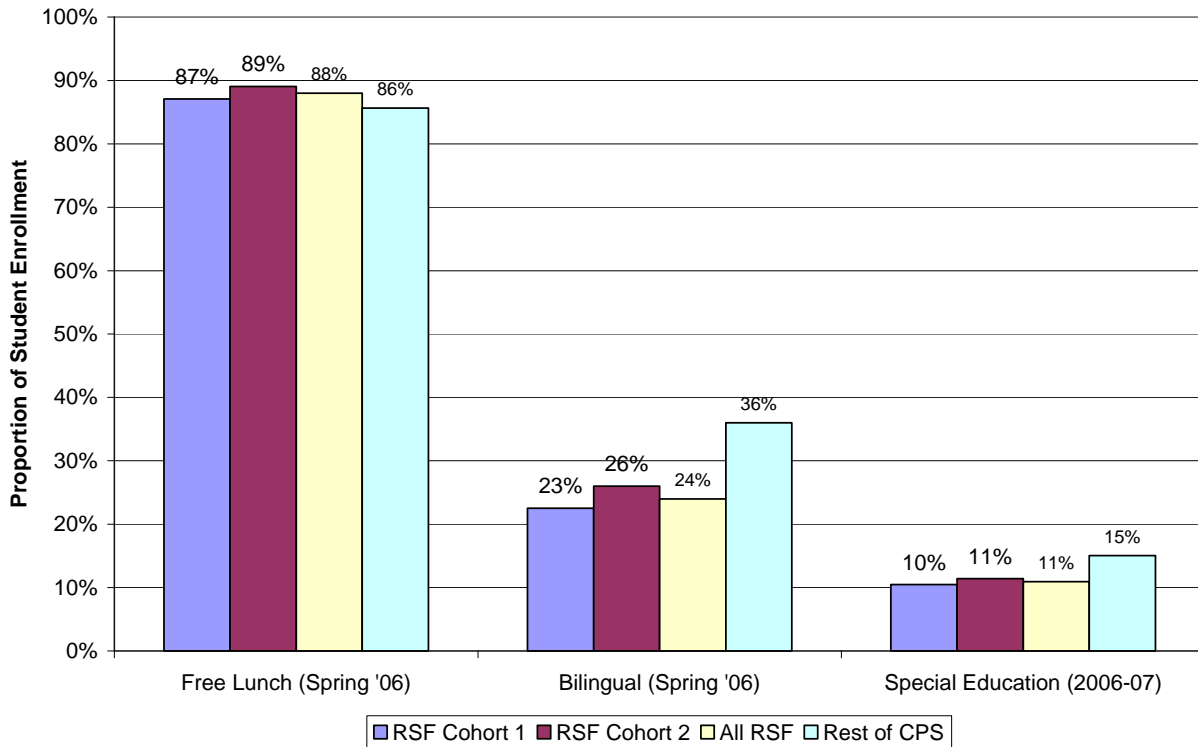
Source: Consortium on Chicago School Research analysis.

Perhaps the most significant difference between RSF and other CPS students was in the percentage of students who were old for their grade (Exhibit 3). Overage and undercredited students are more likely to drop out of school than those who have made steady progress through the grades. Exhibit 3 illustrates that beginning in second grade, RSF students were less likely to be old for their grade than other CPS students.

Exhibit 3. Old for Grade, RSF and Chicago Public Schools Students (2006–07)
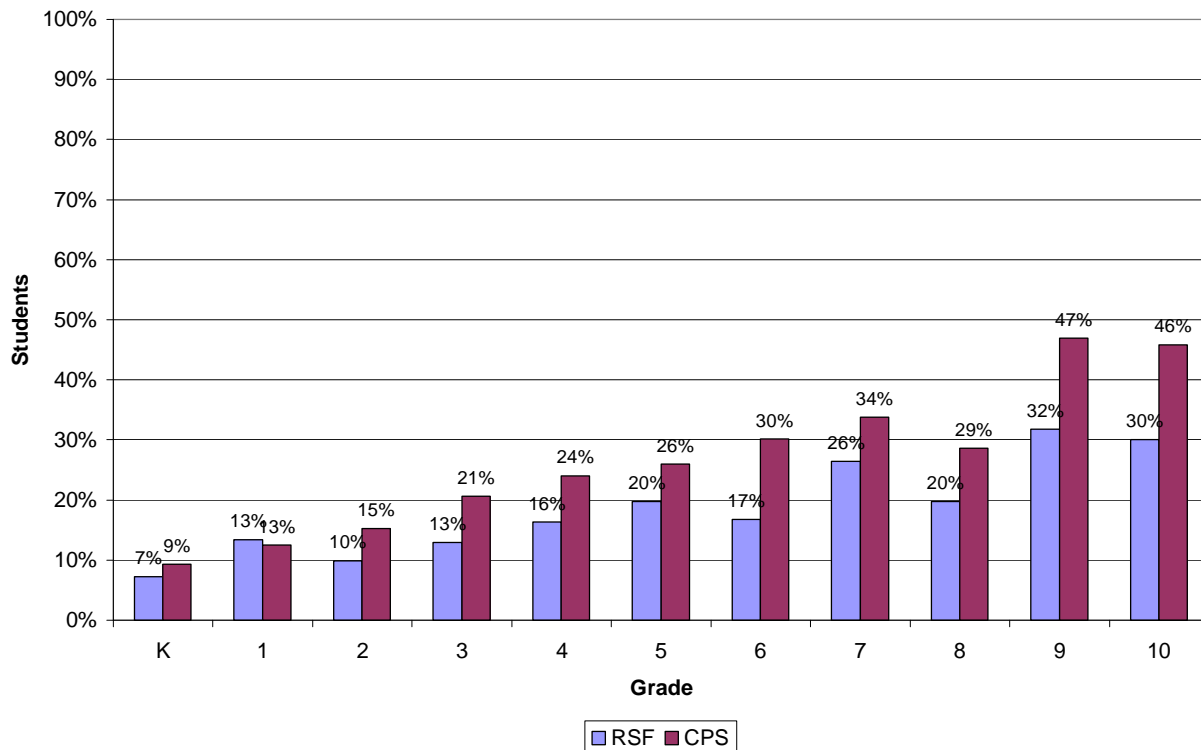
Source: Consortium on Chicago School Research analysis.

Despite these differences in background characteristics, RSF students' academic performance prior to enrolling in RSF-supported schools was similar to that of their peers at the schools they attended previously. For six of the eight Cohort 1 schools for which data were available,[2] the average Iowa Test of Basic Skills (ITBS) reading performance from the year prior to enrolling in the RSF-supported school was not statistically different between RSF students and their counterparts at the sending schools (Exhibit 4). At one school, School 7,[3] students performed on average higher in reading than did their sending school peers, prior to entering the RSF-supported schools. At School 6, students performed below their former fellow students at the sending schools.[3]

In mathematics, the prior ITBS performance of students in all eight RSF-supported Cohort 1 schools was not statistically different from that of the students remaining at the sending schools (Exhibit 5). In short, with a few exceptions, RSF students' academic achievement prior to enrolling in an RSF school was similar to that of their peers at the schools they left.

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[2] The analyses on student achievement required student test scores for the year prior to starting at the RSF school. State testing begins only in third grade and continues annually through eighth grade, where there is a gap until eleventh grade. Thus, to be included in this student achievement analysis, an RSF school had to have students at fourth grade or higher and in the tested grades in its first year of operation.

[3] Differences between RSF students and sending school students are statistically significant at $p < .05$.

Exhibit 4. ITBS Reading Achievement (2004–05) Prior to School Opening, RSF Students in Cohort 1 Schools Compared with Students Remaining in Sending School
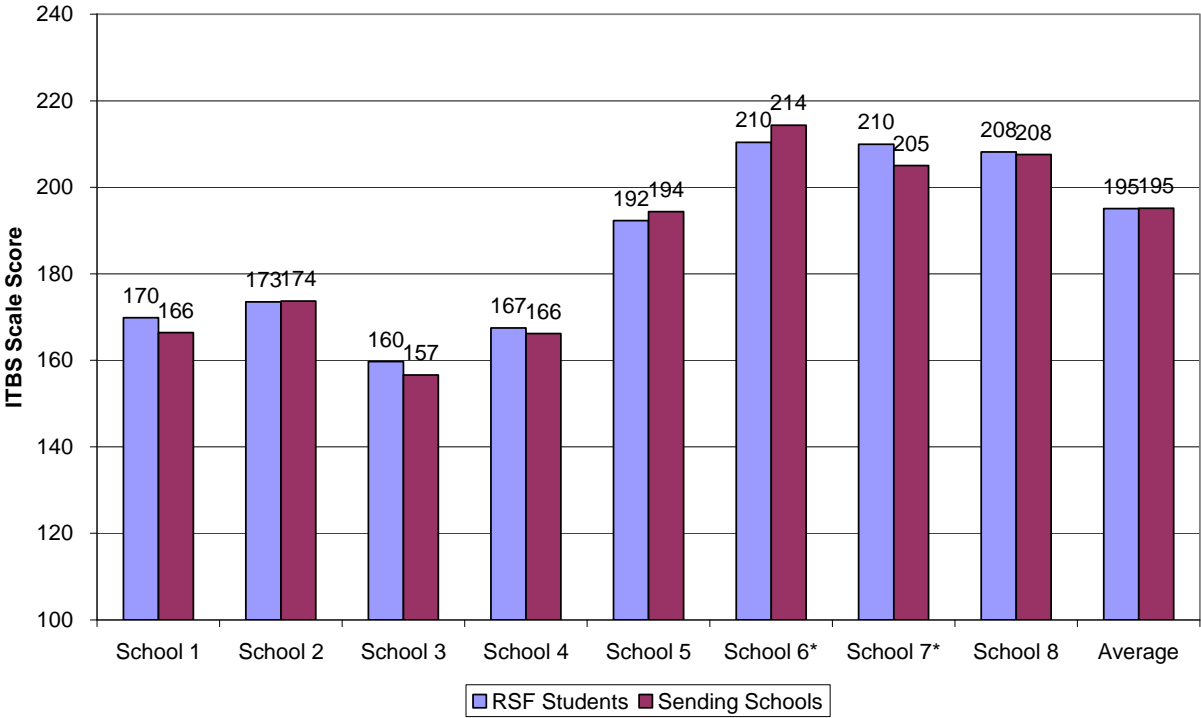
Source: Consortium on Chicago School Research analysis.
* Differences between RSF students and sending school students are statistically significant at *p* < .05.

Exhibit 5. ITBS Mathematics Achievement (2004–05) Prior to School Opening, RSF Students at Cohort 1 Schools Compared with Students Remaining in Sending School
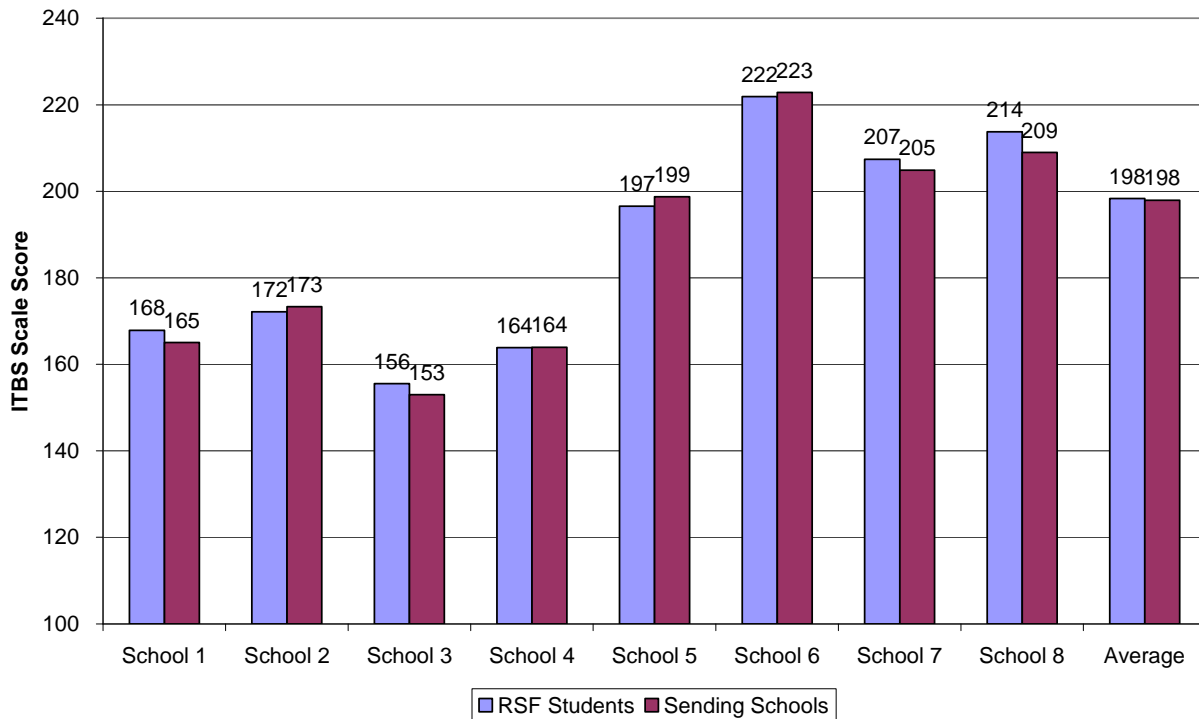
Source: Consortium on Chicago School Research analysis.
Note: No statistically significant differences at $p < .05$ between RSF students and sending school students.

Cohort 2 schools also served students with Illinois State Assessment Test (ISAT) scores similar to those of their peers at their previous schools, with the exception of four schools (Exhibits 6 and 7). Most notably students enrolling at School 11 had stronger average reading and mathematics performance prior to enrolling than the students remaining in the sending schools. On the other hand, the average prior reading and mathematics achievement of students at School 10 and at School 12 was lower than that of their sending school peers. The prior mathematics achievement of School 14 students was below that of their peers in their former schools.

**Exhibit 6. ISAT Reading Scale Scores (2005–06) Prior to School Opening,
RSF Students at Cohort 2 Schools Compared with
Students Remaining in Sending Schools**

School	RSF Students	Sending Schools
School 9	197	195
School 10*	192	196
School 11*	205	194
School 12*	219	224
School 13	217	216
School 14	223	222
School 15	217	217
Average	212	212

☐ RSF Students ☐ Sending Schools
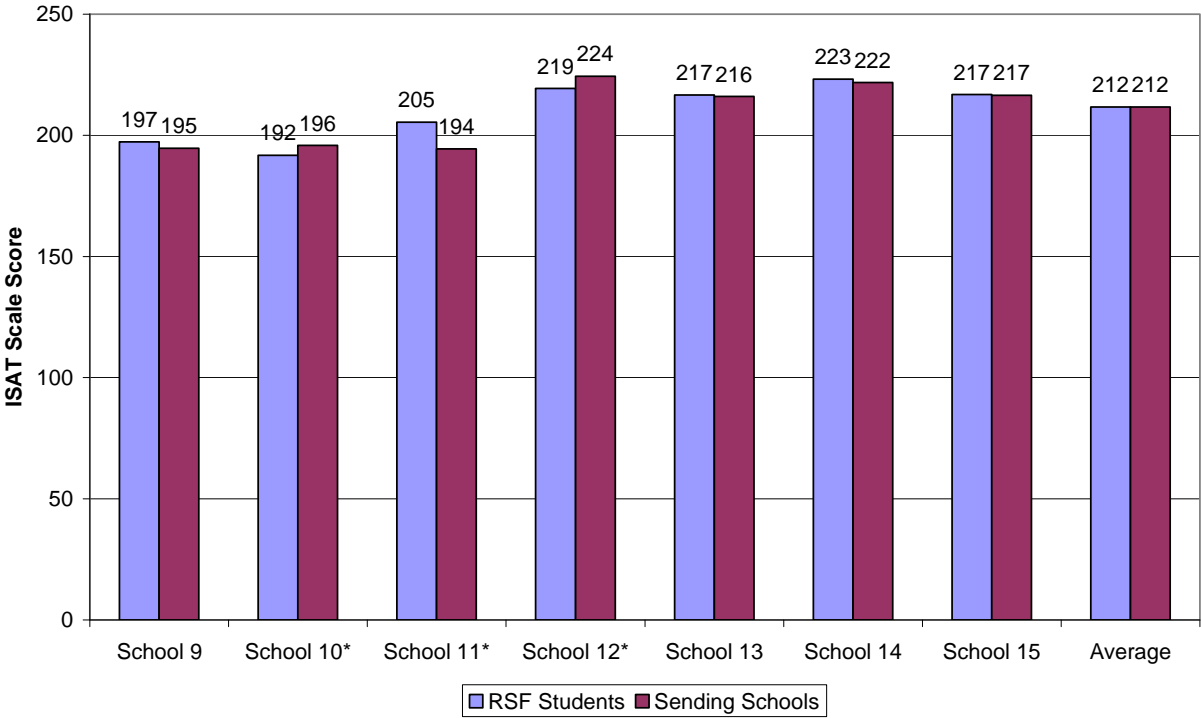
Source: Consortium on Chicago School Research analysis.
* Differences between RSF students and sending school students are statistically significant at *p* < .05.

Exhibit 7. ISAT Mathematics Scale Scores (2005–06) Prior to School Opening, RSF Students at Cohort 2 Schools Compared with Students Remaining in Sending Schools
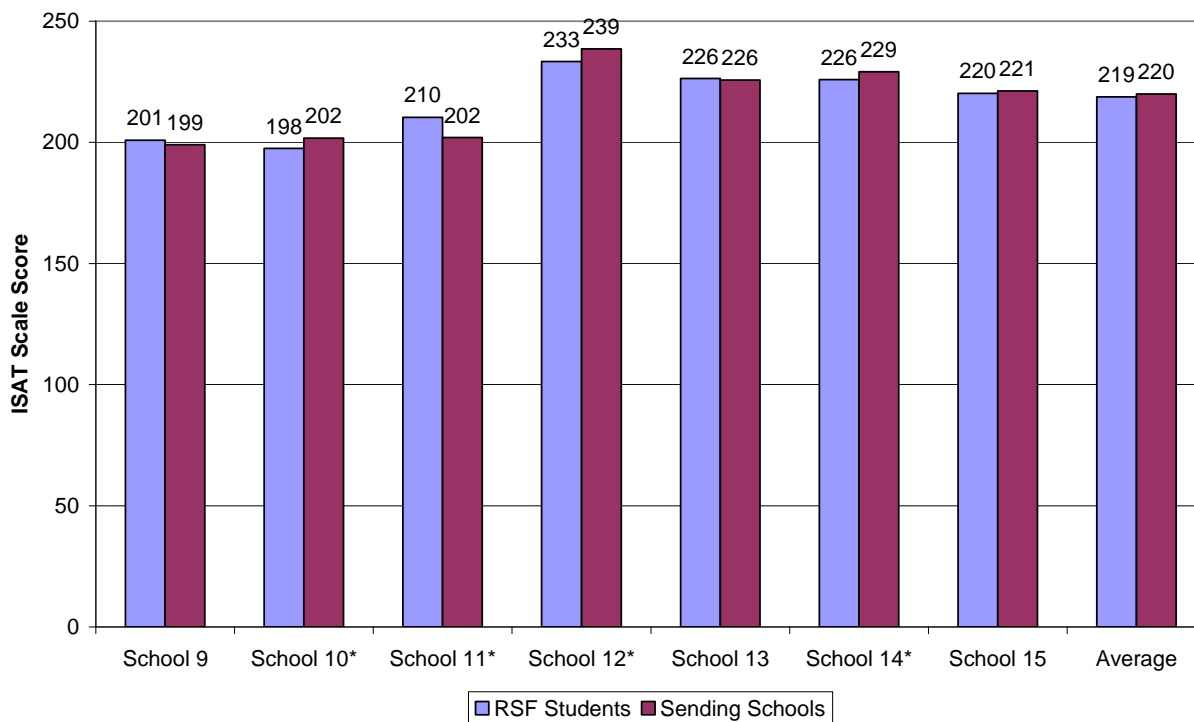
Source: Consortium on Chicago School Research analysis.
* Differences between RSF students and sending school students are statistically significant at *p* < .05.

Thus, overall the findings show that RSF-supported schools included in this study served higher proportions of African American and Latino students than CPS schools as a whole. In addition, this analysis shows that RSF students had poverty levels similar to the rest of CPS but lower rates of bilingual and special education. Nevertheless, with a few exceptions, the prior average reading and mathematics performance of students at the majority of RSF-supported schools was similar to that of their counterparts at their previous schools.

MEASURING STUDENT LEARNING

This study was designed to understand the challenges associated with starting new schools, determine if students were performing better as a result of attending these new schools, and identify potential promising practices that might lead to accelerated growth in student learning. Of course, there are significant challenges associated with answering such questions, especially in identifying changes in student learning.

First, measuring student learning solely with standardized tests excludes other key components of student learning. For example, the tests the state uses do not measure the higher order skills expected of RSF-supported school students (such as analytical thinking). The tests currently used measure only some subset of basic skills. Also, because cognitive science has shown that

learning is not hierarchical (that is, humans do not first learn basic skills before they can learn higher order skills), the tests do not measure a whole host of important skills. In addition, we lack measures of other noncognitive characteristics that are also associated with academic and occupational success, such as engagement in learning, perseverance, self-efficacy, self-discipline, communication skills, social responsibility, and the ability to work with others. Despite these cautions, policymakers and parents want to know what the test scores say. In addition, state tests are the only measures that all RSF-supported and CPS schools have in common.

Because we wanted to know if students who attended RSF-supported schools performed higher on the tests available than they would have if they had stayed in their old school, we had to take into consideration any differences between students who went to one of the new schools and those who did not. Because the RSF-supported schools are schools of choice, students and families who decide to leave their existing school and to attend another may differ systematically from their peers who remain in their prior schools. An experiment that would randomly assign students to RSF-supported schools and neighborhood schools was not feasible. Usable and comparable waiting lists across schools, which would control for motivational aspects of families making active choices in the schools their children attend, also were not available for this phase of the analysis. Therefore, to control for potential inherent differences between RSF and non-RSF students, we used propensity score matching—the most rigorous method available.

Propensity score matching creates a comparison group of students at traditional CPS schools by statistically matching individual students based on such characteristics as ethnicity, free and reduced-price lunch, English language learner, and previous academic performance. Although this approach is not perfect, it is widely recognized as the best way to control for observable differences between groups of students when random assignment is not available. In general, the more characteristics on which we could effectively match RSF and non-RSF students to create an appropriate comparison group, the more confidence we could have in attributing any differences in outcomes to a school effect.

Regardless of the ability to identify appropriate comparison groups, we were limited by the availability of test data. We could include in the analysis only the RSF-supported schools that served fourth-graders and higher in their first year of operation because only those students had test scores prior to starting at the RSF-supported schools. In addition, certain grades are untested in the state (e.g., ninth and tenth grades) and therefore could not be included in the analysis. Given these stipulations, 8 out of 11 RSF-supported Cohort 1 schools and 7 of 12 RSF-supported Cohort 2 schools were included in the analysis. Appendix B provides full technical details on the student achievement analysis and a list of schools for which data were not available for this study.

EARLY OUTCOMES DATA

The student achievement analysis includes 2 years of postperformance for Cohort 1 schools for 2005–06 and 2006–07 and 1 year of postperformance for Cohort 2 schools for 2006–07. We also discuss changes in achievement from the first to the second year in Cohort 1 schools. For each school, we examine both the percentage of students meeting or exceeding standards and scale scores for RSF students and their matched comparison groups (or "control" students).

Overall, most RSF-supported Cohort 1 schools showed an increase in the percentage of students meeting or exceeding standards on the ISAT from 2005–06 to 2006–07, among those students for whom we had prior test data. In particular, all but two Cohort 1 schools gained in the percentage of students meeting or exceeding standards in reading, with gains ranging from 6% to 16% (Exhibit 8). The average percentage of students meeting or exceeding standards in reading increased from 58% to 66% among Cohort 1 schools, compared with a change of 2%, from 59% to 61% districtwide, without controlling for differences in background characteristics. All but one Cohort 1 school demonstrated such gains in mathematics as well, ranging from 3% to 31% increases, with one school decreasing by 2% (Exhibit 9). Overall, the percentage of students meeting or exceeding standards in mathematics among Cohort 1 students remaining at the school for 2 years increased from 64% to 73%, compared with a change from 64% to 69% districtwide.

**Exhibit 8. ISAT Reading Performance (2005–06 and 2006–07),
Students Meeting or Exceeding Standards at RSF-Supported Cohort 1 Schools**
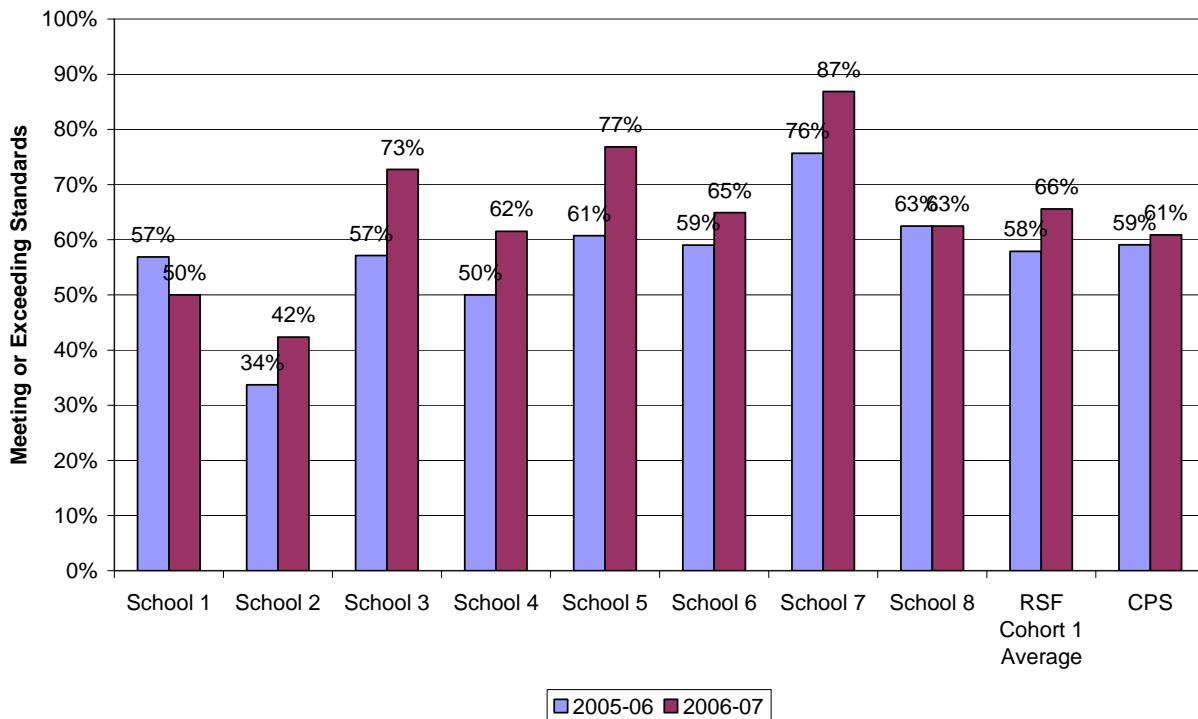
Source: Consortium on Chicago School Research analysis; http://research.cps.k12.il.us/cps/accountweb/Report/
  citywide.html
Notes: School-specific data include only those students for whom test scores prior to enrolling in the RSF school
  were available and therefore do not necessarily match published results, which include all tested students
  in a given year. CPS average is cross-sectional based on all students tested districtwide.

Exhibit 9. ISAT Mathematics Performance (2005–06 and 2006–07), Students Meeting or Exceeding Standards at RSF-Supported Cohort 1 Schools

Source: Consortium on Chicago School Research analysis; http://research.cps.k12.il.us/cps/accountweb/Reports/citywide.html
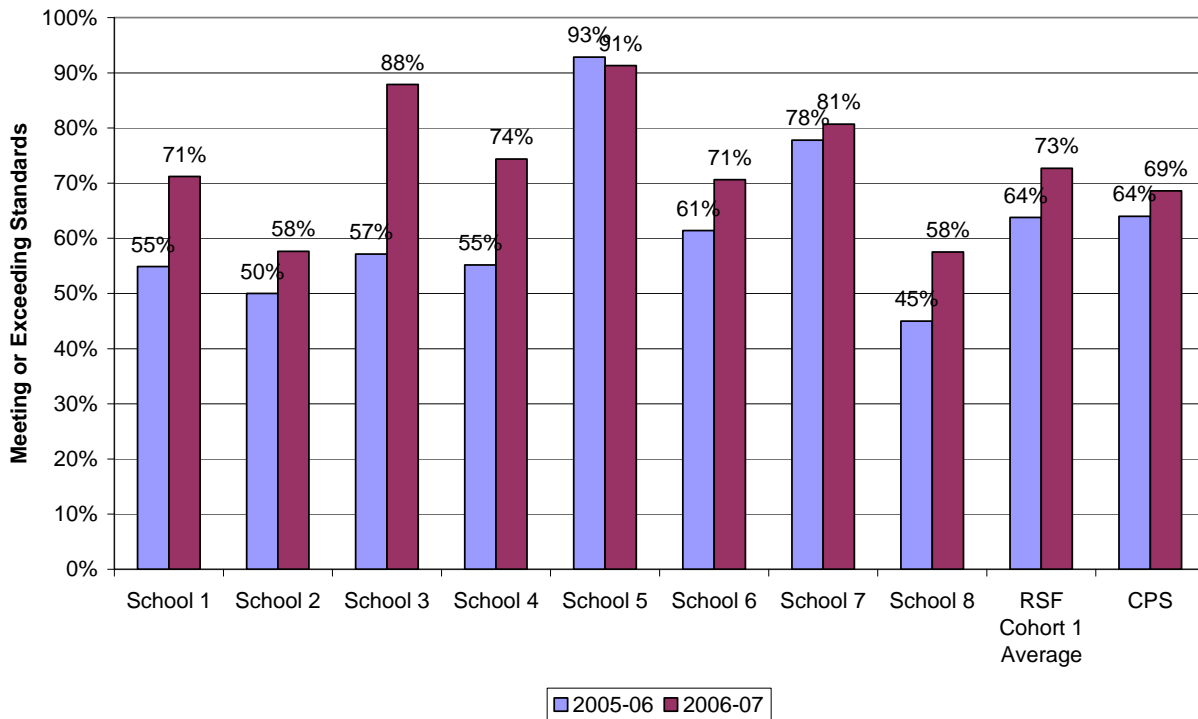
Notes: School-specific data include only those students for whom test scores prior to enrolling in the RSF school were available and therefore do not necessarily match published results, which include all tested students in a given year. CPS average is cross-sectional based on all students tested districtwide.

At half of the RSF Cohort 1 schools for which data were available, the percentages of students meeting or exceeding reading standards after 2 years generally were not statistically different from those of the control students identified through propensity score matching. In other words, although RSF-supported schools were successful at raising the percentage of students above standards on the state tests, the sending schools were able to do the same for students with similar characteristics. The few exceptions included School 4, which had 23 percentage points more students (59% versus 36%), and School 7, which had 11% more students who met or exceeded standards in reading in 2006–07 versus the control group (87% versus 76%). A lower percentage of students at School 6 met or exceeded standards in both reading (65% versus 76%) and mathematics (71% versus 78%) compared with their matched control group (Exhibits 10 and 11).

Exhibit 10. ISAT Reading Performance (2006–07), Meeting or Exceeding Standards, RSF Cohort 1 Schools and Matched Comparison Group after 2 Years of Operation
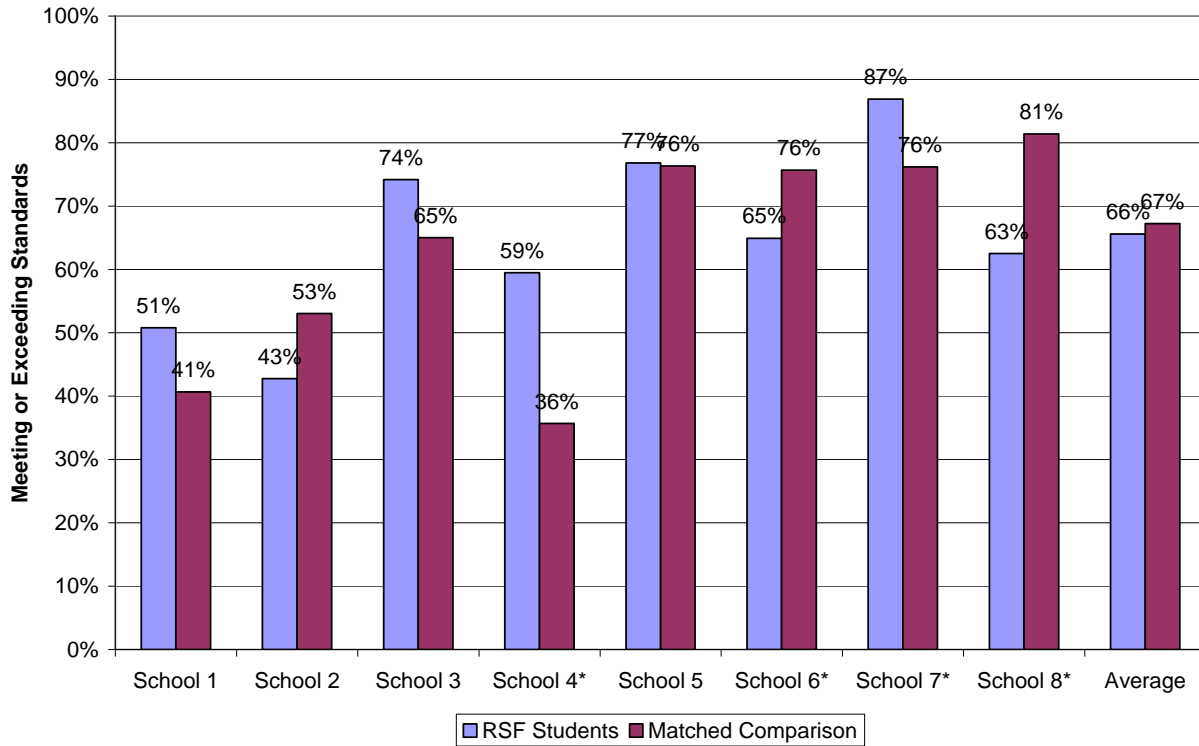
Source: Consortium on Chicago School Research analysis.
* Differences between RSF students and matched comparison students are statistically significant at *p* < .05.

Exhibit 11. ISAT Mathematics Performance (2006–07), Meeting or Exceeding Standards, RSF Cohort 1 Schools and Matched Comparison Group after 2 Years of Operation
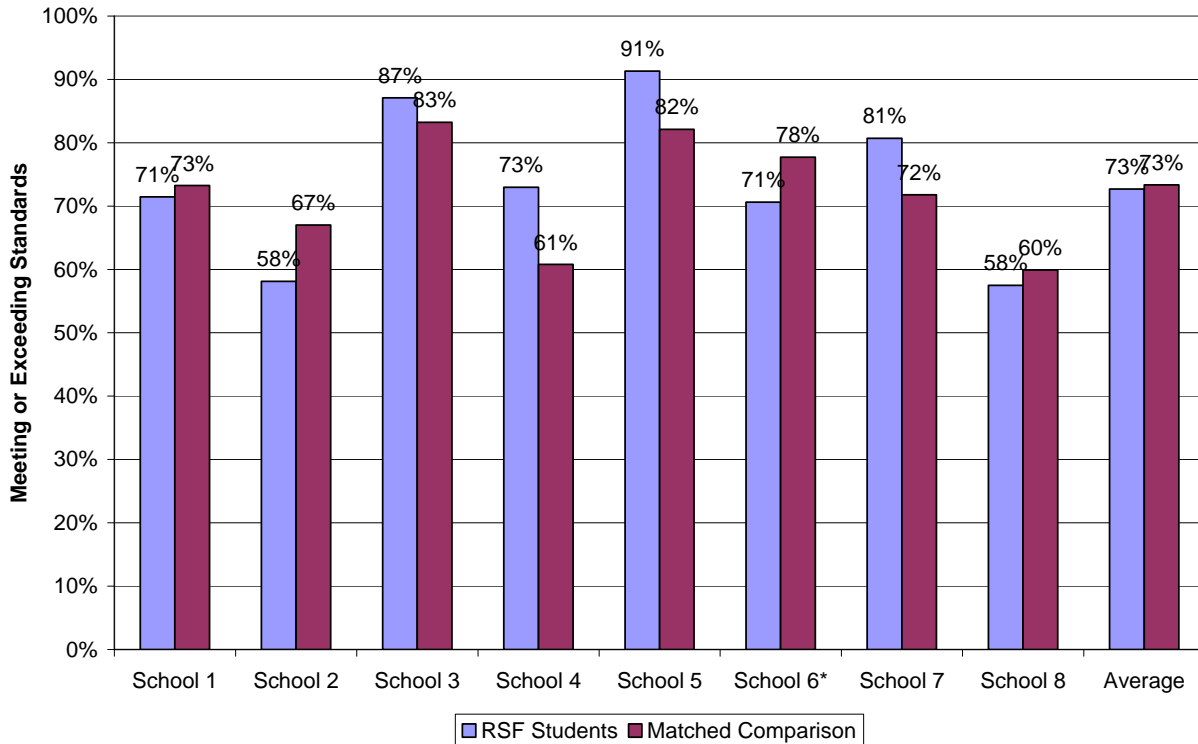
Disaggregating these results by year can suggest whether RSF Cohort 1 school performance changed from the first to the second year. Again focusing on the percentage of students meeting or exceeding standards, RSF schools' reading performance was similar in statistical terms to that of sending schools in the second year of operation. Exhibit 12 illustrates the effects of RSF Cohort 1 schools at the end of year 1 and cumulatively at the end of year 2 on reading performance, compared with their matched control students. In three Cohort 1 schools, there was no statistical difference in reading performance between RSF and control students in both the first and second years of operation. In three schools, School 4, School 7, and School 2, RSF student performance improved in reading relative to their control students in the second year. At Schools 4 and 7, RSF students outperformed the comparison students in reading by a greater margin by the end of the second year. School 2's improved second year performance helped it close the gap with its matched comparisons from having 23% fewer students meeting or exceeding standards to 10% fewer. In two schools, School 6 and School 8, RSF students performed worse in reading in the second year compared with the control students, and the gap between them increased. At three schools, School 1, School 3, and School 5, no statistically significant differences were detected between RSF and comparison students in either year.

**Exhibit 12. ISAT Reading Performance (2005–06 and 2006–07),
Meeting or Exceeding Standards, End of Year 1 and Cumulative Year 2 Effects,
RSF Cohort 1 Schools and Matched Comparison Group**

For most Cohort 1 schools, RSF students' mathematics performance appeared to improve relative to their comparison group from the first to the second year; however, the improvements do not appear to be statistically significant (Exhibit 13). One school, School 2, closed a statistically significant gap of 15 percentage points to show no statistically significant gap between its students and their comparison group by the end of the second year. School 6 also appeared to improve, reducing the gap with its comparison group from an estimated 12% to 7%. However, the mathematics performance of School 5 students may have deteriorated relative to their comparison group, decreasing from a positive and statistically significant difference of 14% to no statistical difference between the groups.

Exhibit 13. ISAT Mathematics Performance (2005–06 and 2006–07), Meeting or Exceeding Standards, End of Year 1 and Cumulative Year 2 Effects, RSF Cohort 1 Schools and Matched Comparison Group

Results for only the first year (2006–07) were available for Cohort 2 schools. After 1 year, students at RSF Cohort 2 schools for whom data were available met or exceeded standards in reading at the same rate as the control students, with one exception. School 14 students met or exceeded standards in reading at 11 percentage points higher than their comparison students (estimated 65% versus 54%, respectively) (Exhibit 14). There were no statistically significant differences in the percentage of students meeting or exceeding standards in mathematics between RSF Cohort 2 schools and their respective sending schools (Exhibit 15).

Exhibit 14. ISAT Reading Performance (2006–07), Meeting or Exceeding Standards, RSF Cohort 2 Schools and Matched Comparison Group
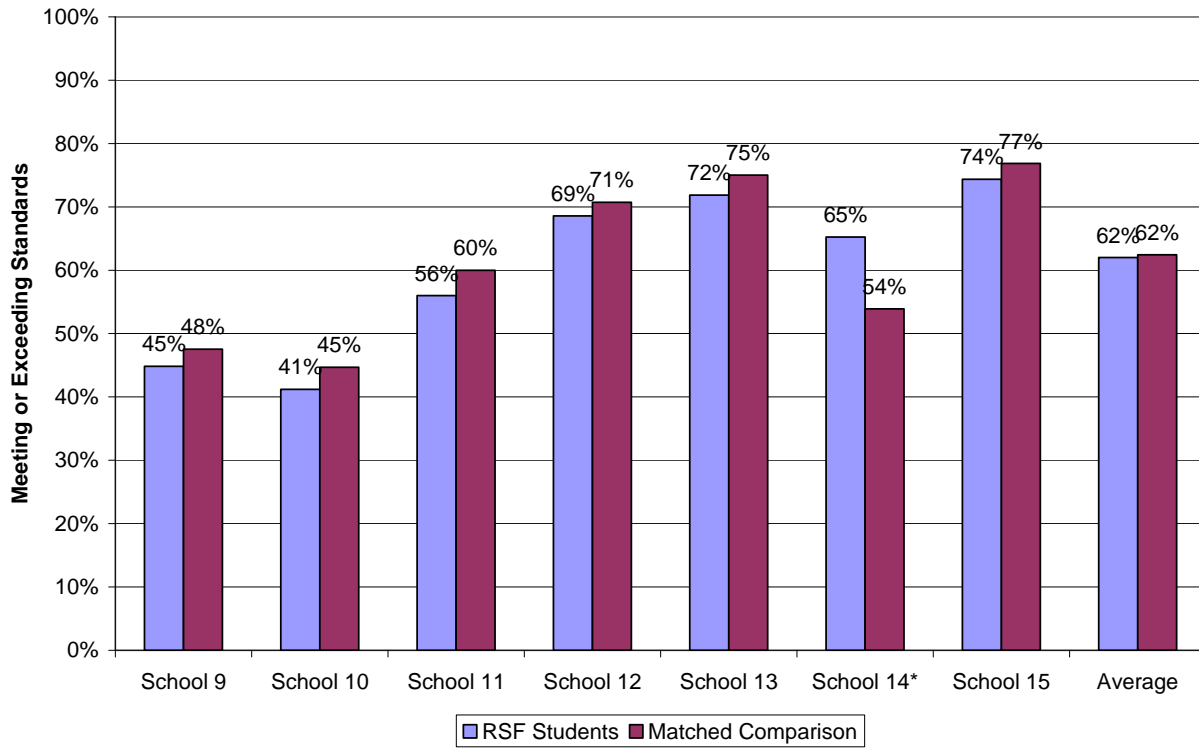
Source: Consortium on Chicago School Research analysis.
* Differences between RSF students and matched comparison students are statistically significant at *p* < .05.

Exhibit 15. ISAT Mathematics Performance (2006–07), Meeting or Exceeding Standards, RSF Cohort 2 Schools and Matched Comparison Group
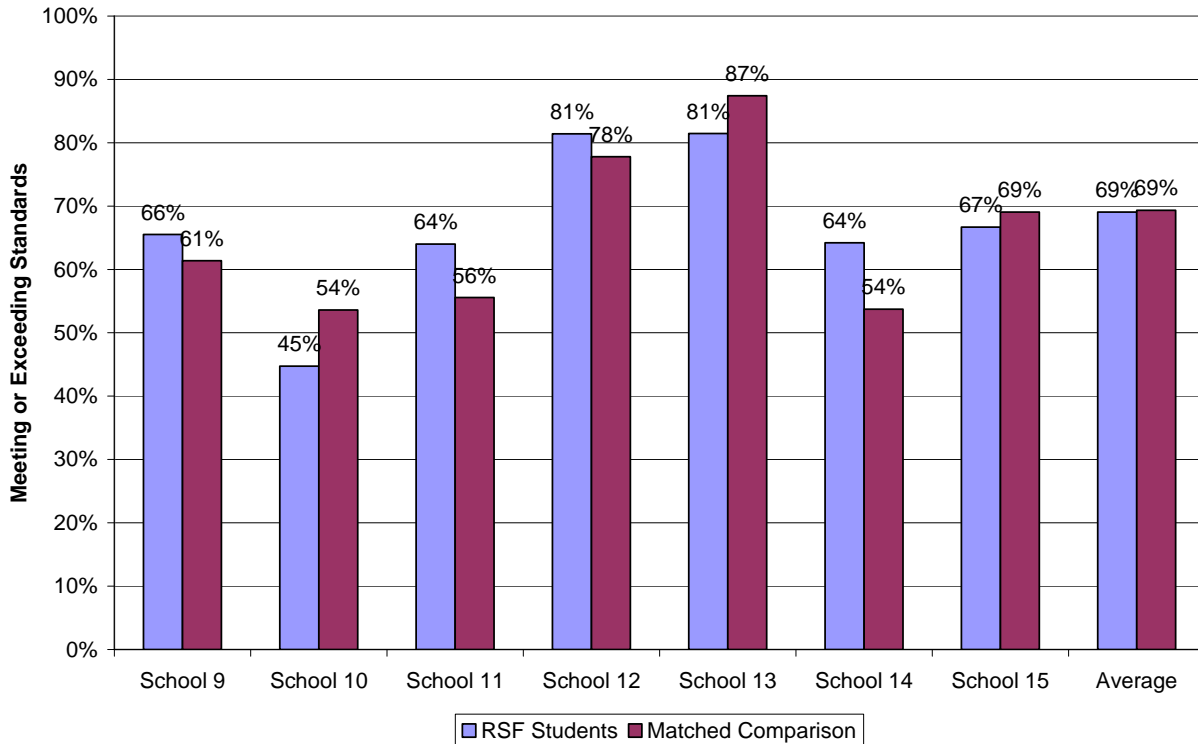
Note: No statistically significant differences at *p* < .05 between RSF students and sending school students.
Source: Consortium on Chicago School Research analysis.

The percentage of students meeting or exceeding standards is one view on school performance. However, examining how students performed as measured by scale scores better captures achievement variations between students. Thus, we examined the ISAT scale scores in reading and mathematics to take into account the performance of students at all levels as opposed to meeting/exceeding standards which measures progress only at a certain level. Although accountability measures focus on the percentage of students meeting or exceeding standards, this measure at the school level can mask the performance of both the lower and higher performing students. It is possible to increase the percentage of students meeting standards by boosting those closest to the cutoff without necessarily improving the performance of students below or above the bar. Thus, scale scores can be a more inclusive measure of a school's performance.

In terms of scale scores, most RSF-supported schools for which data were available showed small or no statistically significant advantages in achievement over students who remained in their neighborhood schools. At the end of year 2, School 4 students scored a statistically significant 11 points higher than their matched control group in reading, and School 3 students scored 9 points higher in mathematics.[4] In some cases, RSF students performed below the

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[4] Differences in reading scores between School 4 students and their matched comparison students are statistically significant at *p* < .05. Differences in mathematics scores between School 3 students and their matched comparison students are large but not statistically significant, most likely because only 31 School 3 students could be included in the analysis. The number of School 3 students included is small because only students who began at fourth

matched comparison students from traditional CPS schools. After 2 years of operation, School 2 and School 6 students' performance was statistically significant and below their respective control groups in both reading and mathematics.[5] Exhibit 16 shows the reading results, and Exhibit 17 provides the mathematics results for the first cohort of RSF-supported schools.

Exhibit 16. ISAT Reading Achievement (2006–07),
RSF Cohort 1 Students and Matched Comparison Group after 2 Years of Operation
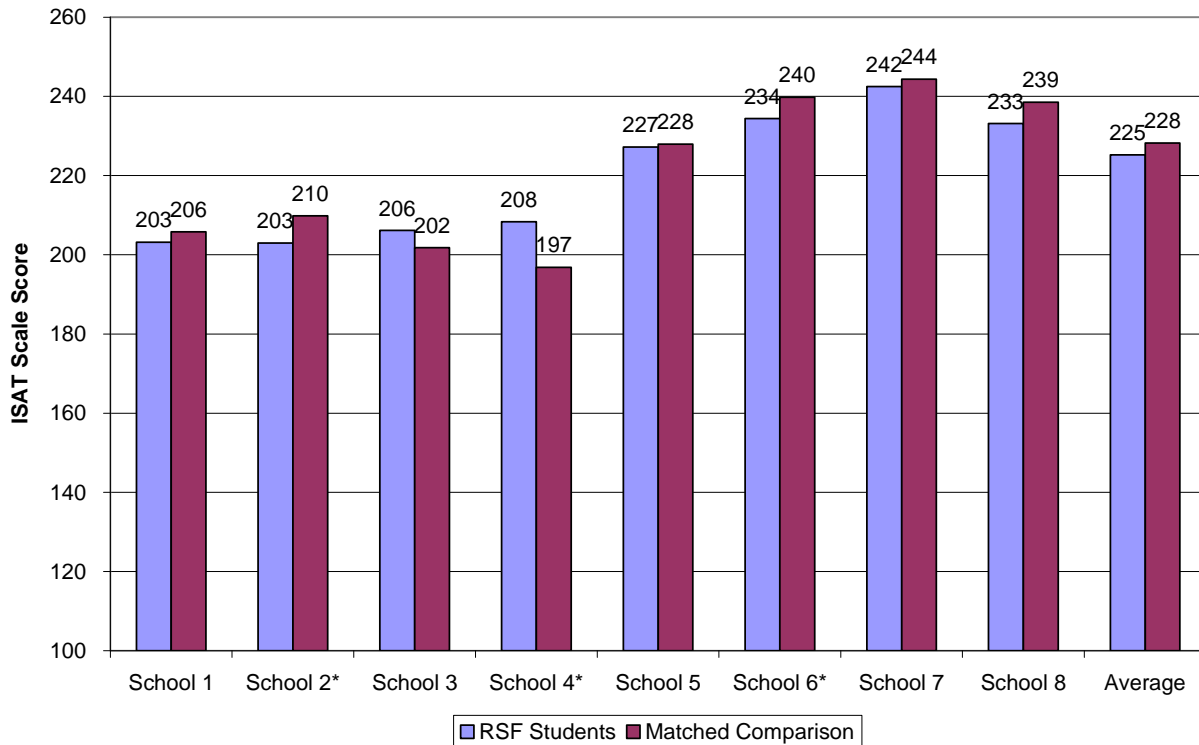
Source: Consortium on Chicago School Research analysis.
* Differences between RSF students and matched comparison students are statistically significant at *p* < .05.

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grade or above in the year the schools opened had test scores prior to the school opening. In its first year of operation, School 3 served only K-4, and only the fourth graders from that first year of operations could be included in this analysis.

[5] Differences in reading and mathematics scores between School 6 and its matched comparison group and between School 2 and its matched comparison group are statistically significant at *p* < .05.

**Exhibit 17. ISAT Mathematics Achievement (2006–07),
RSF Cohort 1 Students and Matched Comparison Group after 2 Years of Operation**
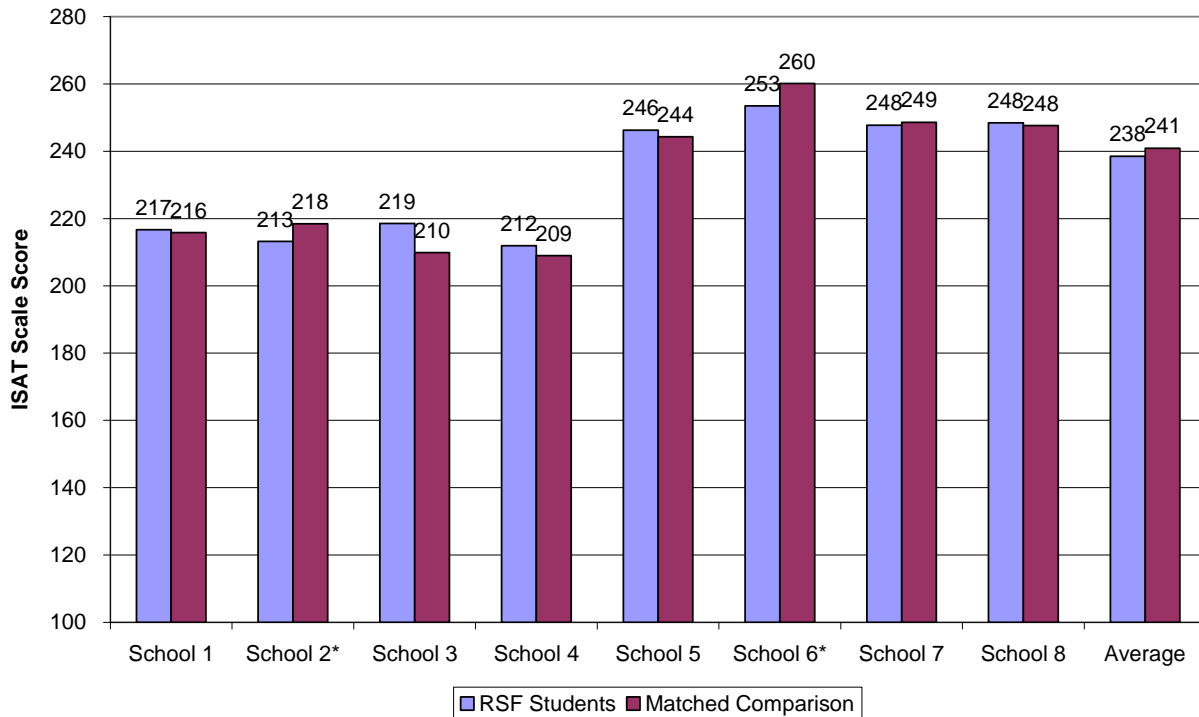
* Differences between RSF students and matched comparison students are statistically significant at $p < 0.05$.
Source: Consortium on Chicago School Research analysis.

Displaying the first year and cumulative second year results for Cohort 1 schools for which data were available indicates that RSF schools generally performed similarly to their matched comparison groups in both years. Several exceptions were apparent in reading. Students at School 4 scored higher than their peers in reading at the end of the second year, representing an improvement over the first year. Students at School 2 also slightly improved in reading relative to the control group, even though their reading scores still lagged behind after 2 years. By contrast, the gap in reading achievement between School 6 students' and comparison students increased from the end of the first year to the end of the second year. In all other cases, RSF schools' performance in reading did not change relative to their comparison schools and was not statistically different from that of their comparison schools (Exhibit 18).

Exhibit 18. ISAT Reading Achievement (2005–06 and 2006–07), End of Year 1 and Cumulative Year 2 Differences Between Cohort 1 RSF Students and Matched Comparison Students
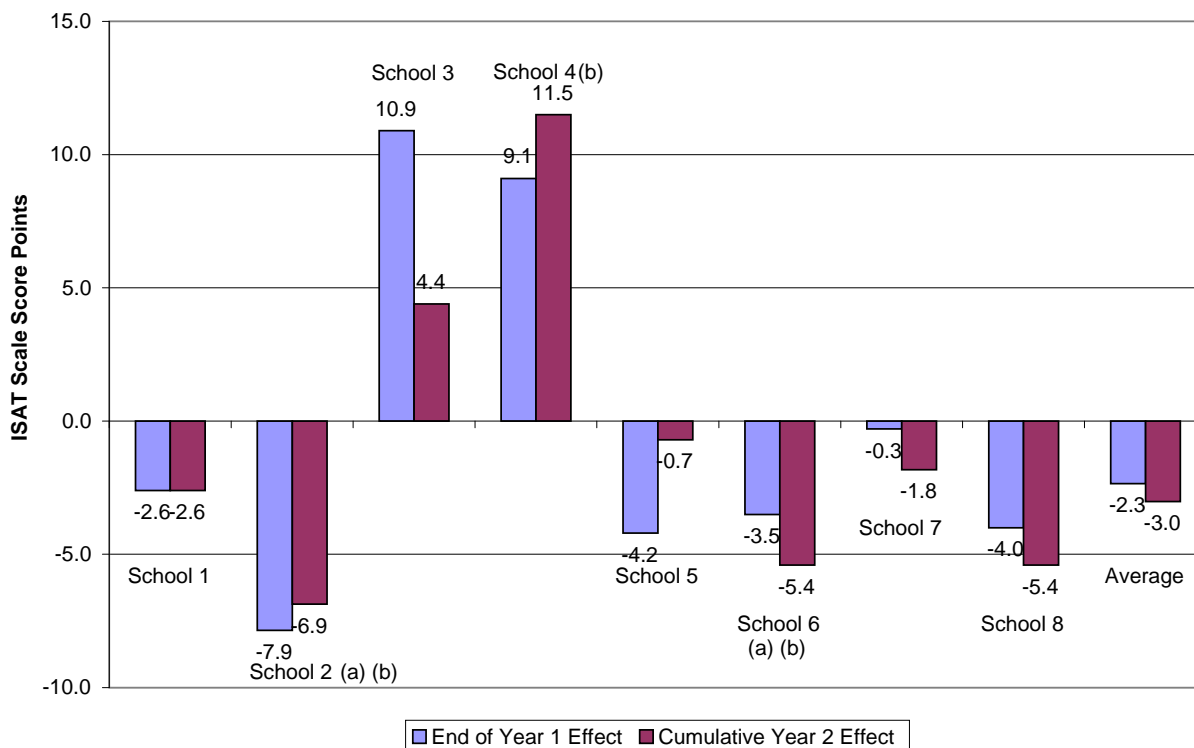
Source: Consortium on Chicago School Research analysis.
Note: Standard deviation was 31 points for CPS ISAT reading scale scores in 2005–06 and 2006–07.
[a] Differences between RSF students and matched comparison students are statistically significant at $p < .05$ at end of first year (2005–06).
[b] Cumulative second-year differences between RSF students and matched comparison students are statistically significant at $p < .05$.

In mathematics, student performance at two schools, Schools 1 and 2, improved relative to their comparison groups from the end of the first year to the end of the second year. School 1 students moved from a statistically significant 8.6-point gap in mathematics versus its comparison students to no statistical difference between the groups. School 2 seemed to halve the gap from 10.5 points to 5.2 points. At School 5, students appeared to do worse in the second year relative to the comparison group—from a statistically significant 6-point difference at the end of the first year to no statistically significant difference at the end of the second year. The other five schools demonstrated performance similar to their comparison groups at both the end of the first and cumulatively at the end of the second year, including a persisting gap between School 6 and its control group (Exhibit 19).

Exhibit 19. ISAT Mathematics Achievement (2005–06 and 2006–07), End of Year 1 and Cumulative Year 2 Differences Between Cohort 1 RSF Students and Matched Comparison Students
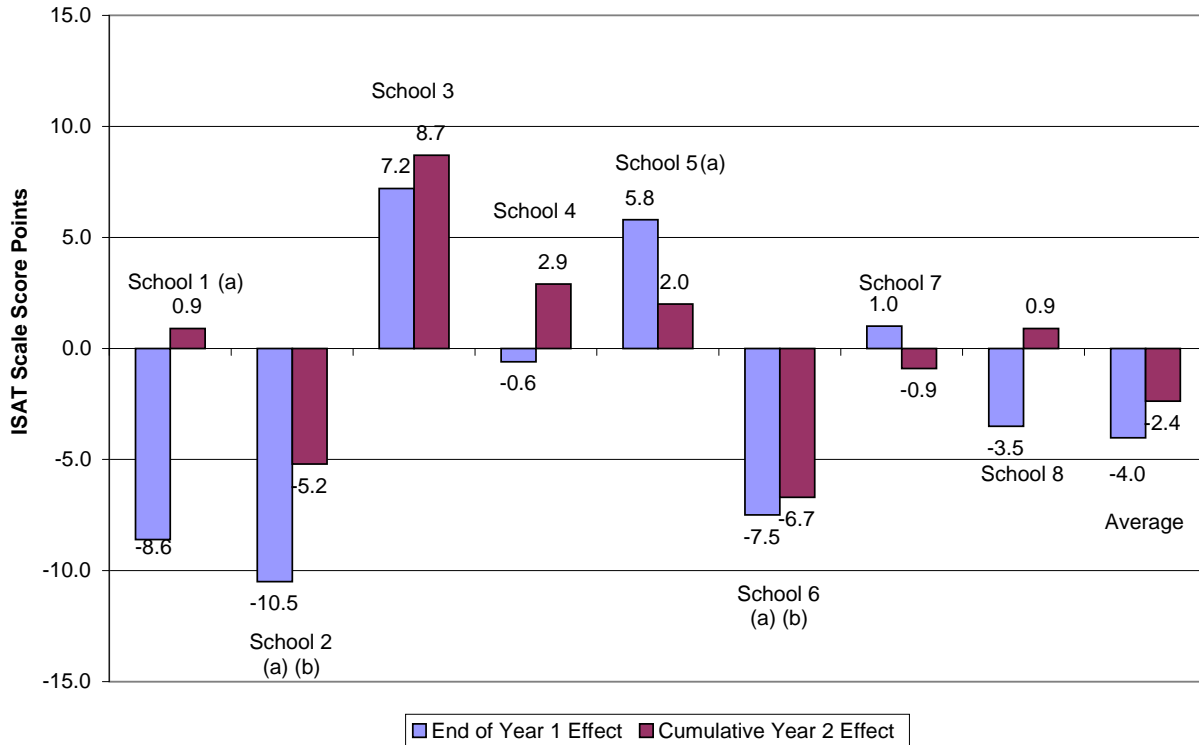
Source: Consortium on Chicago School Research analysis.

Note: Standard deviation was 33 and 34 points, respectively, for CPS ISAT mathematics scale scores in 2005–06 and 2006–07.

[a] Differences between RSF students and matched comparison students are statistically significant at $p < .05$ at end of first year (2005–06).

[b] Cumulative second year differences between RSF students and matched comparison students are statistically significant at $p < .05$.

Among the majority of Cohort 2 RSF-supported schools for which data were available, students performed at the same levels as their matched counterparts in reading and mathematics after 1 year. Exhibits 20 and 21 provide reading and mathematics results, respectively, for Cohort 2 students and their matched comparison groups. Students in all Cohort 2 schools for whom data were available performed similarly in math and reading to their matched comparison students, with only a few statistically significant differences: School 11 students scored eight points lower in reading; School 14 students scored five points higher in mathematics; and School 12 students scored four points higher in mathematics relative to their respective matched comparison students.

**Exhibit 20. ISAT Reading Achievement (2006–07)
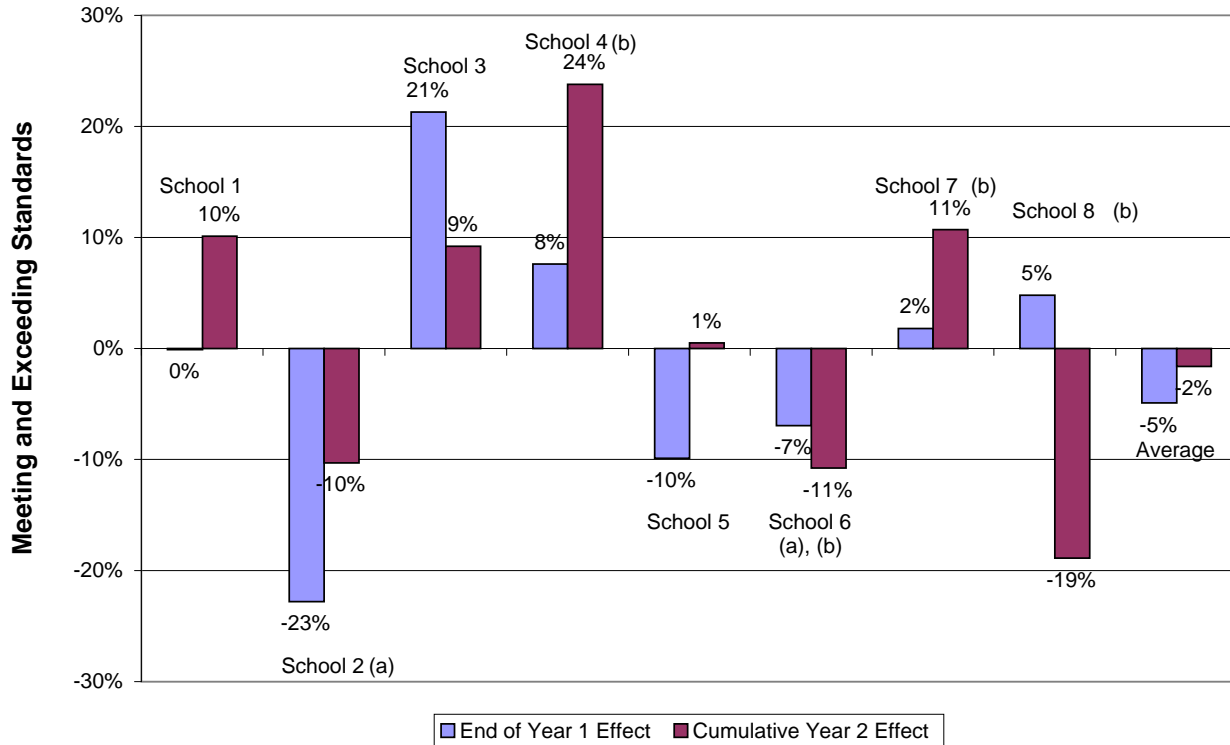RSF Cohort 2 Students and Matched Comparison Group**
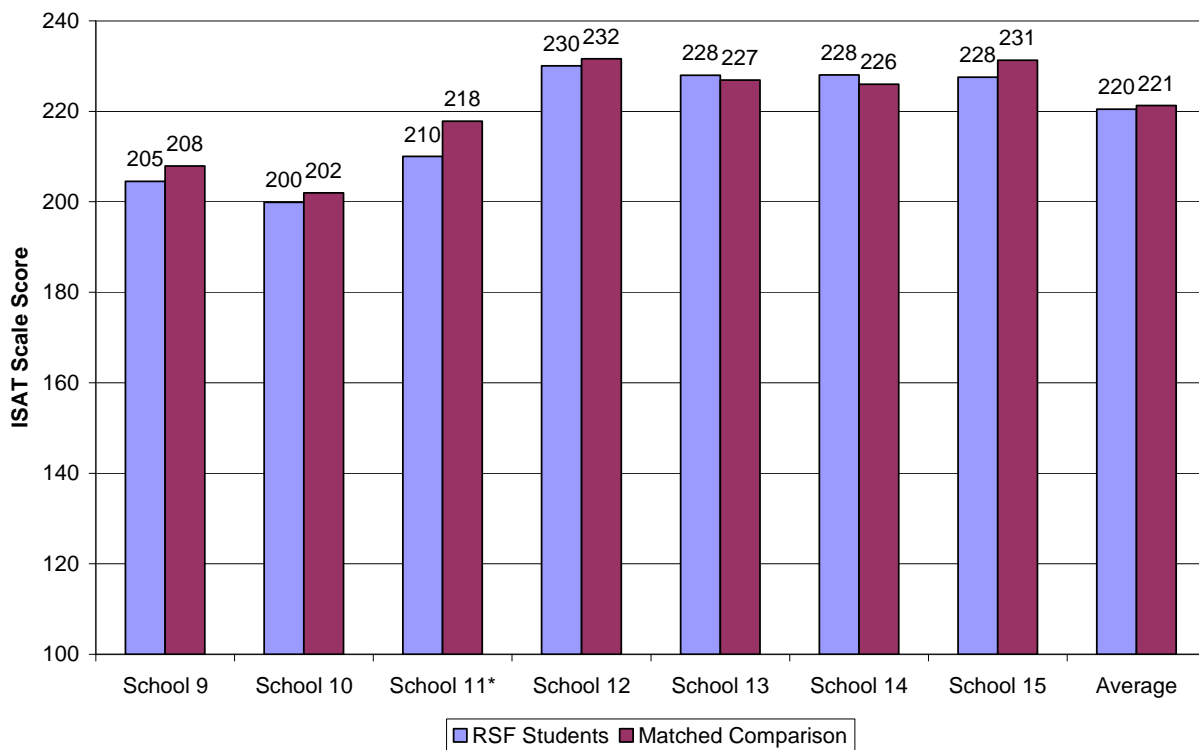
Source: Consortium on Chicago School Research analysis.
* Differences between RSF students and matched comparison students are statistically significant at *p* < .05.

**Exhibit 21. ISAT Mathematics Achievement (2006–07),
RSF Cohort 2 Students and Matched Comparison Group**

Bar chart showing ISAT Scale Score (y-axis from 100 to 260) by school:

School	RSF Students	Matched Comparison
School 9	214	214
School 10	208	211
School 11	219	224
School 12*	250	246
School 13	242	242
School 14*	242	237
School 15	233	235
Average	233	232

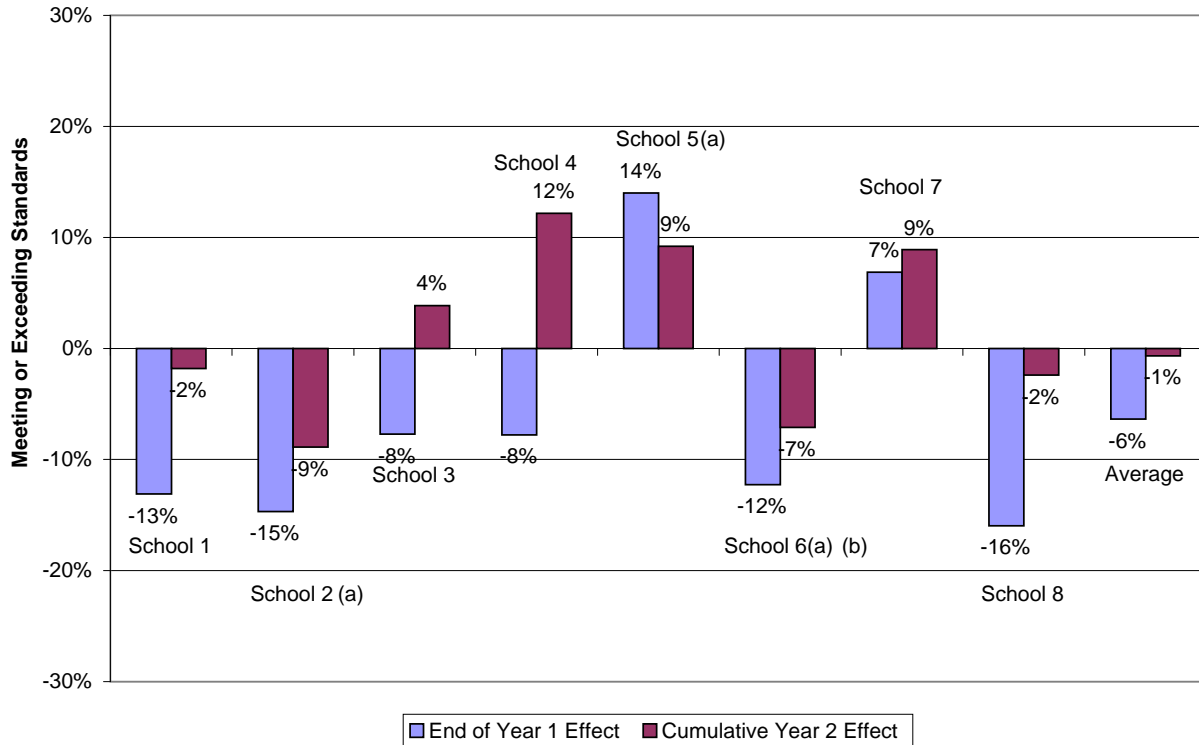Legend: ☐ RSF Students ■ Matched Comparison
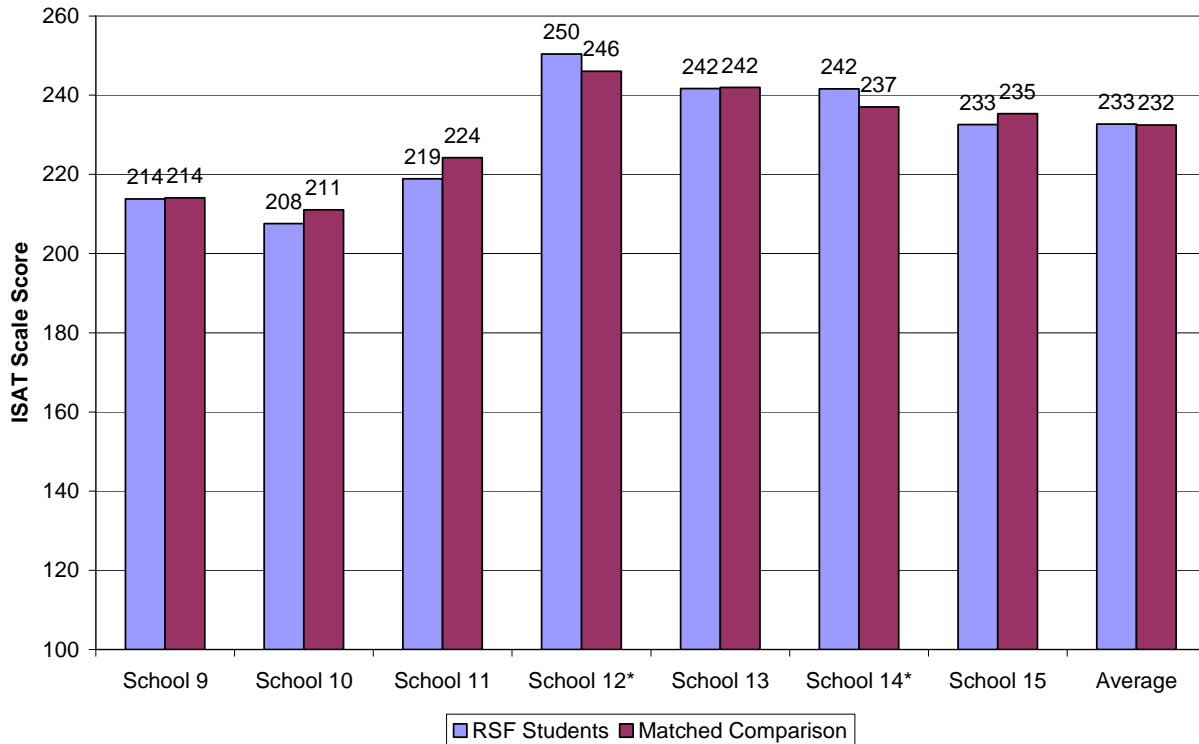
Source: Consortium on Chicago School Research analysis.

* Differences between RSF students and matched comparison students are statistically significant at *p* < .05.

To summarize the student achievement results, students in both Cohorts 1 and 2 RSF-supported schools generally performed at the same levels as their matched comparison students from their sending schools, with a few schools showing statistically significant differences, positive and negative. RSF Cohort 1 schools increased the percentage of students meeting or exceeding standards from year 1 (2005–06) to year 2 (2006–07), as did sending schools serving similar students, with very few statistically significant differences between the two groups. In terms of scale scores, which take into consideration student performance at all levels, the performance of RSF Cohort 1 students after 2 years of operation was not statistically different from their matched comparisons. Examining the results separately for the end of the first year and cumulatively for the end of the second year, several schools improved in reading and mathematics performance relative to their comparison groups. By the same token, several schools' performance decreased as compared with their control students from the end of the first year to the end of the second. Cohort 2 schools performed similarly to their matched comparisons with a few exceptions.

Finally, it is important to recognize the low level of academic performance of the average student in both RSF-supported schools and the matched comparison. While some students were performing at high academic levels, the majority of students were not. An example of this can be found in the average mathematics score of all eighth graders in the first two cohorts of RSF-supported schools. These students had an average score of 260 on the ISAT. At first glance, this appears to be well above the state's cutoff (246) for the category called "meets standard."

However, a recent analysis by the Consortium on Chicago School Research showed that students who scored 260 on the eighth grade math ISAT had about a 15% chance of making a 20 composite score on the ACT when they take that test as juniors. The average ACT composite score of entering freshman at most public state universities is in the low to mid-20s (University of Illinois, Chicago, averages range from 21 to 27), small liberal arts colleges are in the upper 20s (Loyola University at Chicago is 25), and elite universities are in the 30s. This difference involves a larger policy issue regarding the low proficiency standards set in the state of Illinois. With the vast majority of eighth graders at RSF-supported schools facing long odds of being ready for college, academic performance will have to rapidly accelerate if the schools' vision for their students is to be realized.

EXPLAINING THE RESULTS

The outcomes reported here should not be surprising. Previous research on new schools suggests that it is unusual for students to demonstrate large learning gains on standardized tests during the first few years of a school's development (Bifulco & Ladd, 2004; Hanushek et al., 2002; Loveless, 2003; Rhodes et al., 2005). New schools rarely have adequate time to plan or establish the full complement of procedures and structures needed for immediate smooth operation.

Leaders at the RSF-supported new schools reported that they had multiple and simultaneous demands, including recruiting students; orienting parents; hiring teachers; preparing teachers to implement the school's curricular and instructional approach; preparing the facility; ordering supplies, materials, and equipment; developing teacher evaluation procedures; selecting assessments; and training teachers to use the assessment data. Although the many RSF schools run by charter management organizations (CMOs) or educational management organizations (EMOs) benefited from the organizations' experience and infrastructure, CMO or EMO oversight and resources did not guarantee an easy school opening or smooth first year. These challenges were even more severe among the three Cohort 1 schools that had "quick start" status, opening in 6 months or less. Even among schools with a year or more to plan and prepare, many encountered the need for extensive building repairs and renovations that resulted in limited time to ready classrooms for the first day of school.

Teachers in new RSF-supported schools also reported the difficulties associated with start-up challenges. Specifically, teachers in these new schools reported that they did not have enough time to plan their lessons and organize their classrooms, and that many tasks associated with opening a new school required extensive work hours.

In addition to the challenges school leaders and teachers faced, students—however motivated to be at the new school—may nevertheless experience some disruption by moving to a new school. During our student focus groups conducted during the Cohort 1 schools' first year of operation, we heard a wide range of students' opinions about their new school. At one end of the continuum, students at one school explained that they changed schools because they were not learning enough at their old school to attend college, and that they needed a longer school day and school year to get ahead. On the other end of the continuum, students at another school complained about the longer school day, the large amount of homework, and the lack of recess time.

Perhaps the greatest drawback to the challenges of opening and operating a new school is that curriculum and instruction issues can be overshadowed by the immediate pressure of facility and logistical problems. All of the non-quick start schools were able to offer teachers extended professional development (PD) opportunities prior to school opening, but most schools had less time to devote to curriculum implementation and instructional approaches than they would have preferred.

The research on program implementation and school reform is filled with examples of how local contexts surface unexpected challenges (McLaughlin, 1987). Although these implementation challenges are important to understand, our approach in this report is to document examples of schools able to implement practices associated with improved student learning. We take this approach for two reasons. First, recent research shows that when new schools have the opportunity to mature and employ practices shown to have contributed to student learning, they can begin to raise test scores (Rhodes et al., 2005). Second, identifying what research shows to be best practices and documenting examples in the RSF-supported schools focuses on what the schools are doing well, not just what challenged them in their first few years.

At the same time that we highlight promising practices at the RSF-supported schools, we acknowledge that our research findings do not allow us to determine what caused differences in student performance from one school to another. Even among those schools that demonstrated statistically significant higher scores than their comparison group, we can make no causal inference between those schools' scores and their practices. We do not know if practices at the comparison schools were similar or different from those at the higher scoring RSF-supported school. Firmly establishing causation between specific practices and test score differences would require examining practices at both RSF-supported and non-RSF schools, which was outside the scope of this study.

That said, our research was designed to examine the implementation of the various school models and to identify particularly promising practices. At RSF's request, our case study data collection focused on selected topics, such as the use of data, teacher professional development, and instructional practices. Moreover, our analysis of the case study data led to the identification of schools with comprehensive best practices based on existing research and the selection criteria described in the next section. This analysis of best practices has two purposes: to document the practices that are most likely to contribute to raising test scores in the future and to inform school improvement efforts across RSF-supported schools and in schools in Chicago more generally. In the next section, we summarize the research-based best practices that we examined, explain our methods for identifying promising practices at the RSF-supported schools, delineate the criteria for selecting examples of promising practices among the schools, and describe those promising practices.

PROMISING PRACTICES AT RSF-SUPPORTED SCHOOLS

We worked in partnership with RSF to identify the areas we examined through the site visits. Overall, we concentrated on five areas associated with student achievement. First, we documented the schools' efforts to build teacher capacity through their hiring, evaluation, and professional development practices. Second, we examined the schools' use of data in decision-making at both the school and classroom levels. Third, we looked closely at the schools' degree

of focus on continuous curricular and instructional improvement and their remediation strategies for low-performing students. Fourth, we collected evidence on the schools' culture (defined as how the school enacts its vision) and expectations for students and teachers. Fifth, we collected data on the role of parents in the school. Our five areas are consistent with themes and lists of best practices associated with effective schools literature. [See, for example, Edmunds (1979), Levine & Lezotte (1990), and NCEA (2008)].

Finally, we wish to emphasize that the combination of practices and how they are related are more important than an individual practice in isolation. Thus, our categories of best practices are actually artificial constructs and are best viewed as interrelated. As we present examples of the best practices we found in the RSF-supported schools, our first selection criterion was the coherence of the combined practices. That is, we feature schools that employed an integrated set of practices rather than schools with just some of these practices. Our second selection criterion was the depth or intensity (rather than superficiality) of the combined practices. In particular, structures for various activities such as professional development or data use may appear similar across schools. However, the examples highlighted as promising practices demonstrate that their defining feature is how those structures are used—their substantive content—and how they relate to each other to reinforce school strategies.

Case Study Methods

In the earlier sections of the report, we described the quantitative methods used to provide information on the characteristics of RSF-supported schools. Similarly, this section offers a brief description of our qualitative research methods. More details about the qualitative methods can be found in Appendix C, along with samples of our interview protocols and debriefing guides.

We used case study methodology as the heart of the qualitative analysis. Generally, two-person teams of one senior and one junior (but experienced) researcher were assigned to prepare a case study of two to four schools during each round of data collection. Study leaders led training sessions for all researchers prior to each of three rounds of data collection to review the interview protocols and debriefing guides.

We visited 11 schools in fall 2006, 12 schools in spring 2007, and 10 schools during fall 2007. We visited 8 Cohort 1 schools twice, 2 Cohort 1 schools three times, 5 Cohort 2 schools twice, and one Cohort 1 school just once. All together we prepared case reports on the 11 schools opened in 2005–06 and 5 schools that opened in 2006–07.

The substantive focus for each round of data collection varied, beginning with a broad overview at Cohort 1 schools in fall 2006, then data-driven decision-making and systems of teacher accountability in spring 2007, followed by professional development and curriculum and instruction in fall 2007. Data collection activities varied slightly during each round and cumulatively included gathering and analyzing background data, on-site interviews with teachers and school leaders, student and teacher focus groups, classroom observations, and follow-up telephone interviews as needed. Exhibit 22 displays the data sources for the major categories examined through the case studies.

Exhibit 22. Themes Examined Through Site Visits

Themes	Extant Documents	Leader Interviews	Teacher Interviews	Student Focus Groups	Classroom Observations
Teacher capacity	✓	✓	✓		✓
Data use	✓	✓	✓		
Instruction	✓	✓	✓		✓
School culture	✓	✓	✓	✓	✓
Parents	✓	✓			

At the beginning of each round of data collection, each team gathered background information on its schools through publicly available sources (e.g., state and district databases, school applications to RSF, school website). Teams familiarized themselves with each school, reviewed any prior data gathered, and then worked with the schools to schedule a site visit. Once at the school site, the researchers conducted interviews with school leaders (2 to 3) and teachers (5 to 10) using a semistructured interview protocol. Research teams also interviewed charter management organization and education management organization leaders as appropriate. Each interview was digitally recorded using Quindi, a software package that records the interview and allows the researchers to enter running notes synchronized to the recording. Other data collection activities took place during different rounds, including student and teacher focus groups in round 1, school profiles codeveloped with school leaders in round 2, and classroom walk-throughs in round 3.[6]

Once data collection was complete, researchers prepared a case study based on a common debriefing guide. The guide asks specific questions of researchers and ensures that each case study had a uniform structure. We distributed completed case reports to the entire research team (eight researchers) and held a series of analysis meetings. Typically, the first meeting was designed to address questions from the individual cases and develop a preliminary list of cross-cutting themes. At subsequent meetings, senior researchers developed a set of hypotheses based on their analysis of the case studies and had the entire research team meet to challenge or support the hypotheses and provide evidence from the case studies (including direct quotes from informants). This hypothesis-testing process was iterative and continued during two to four research team meetings following each round of data collection.

Data analysis continued during the report-writing process as authors reexamined the case study documents and retrieved direct quotes from the Quindi recordings. In addition, drafts of sections of the report were shared with the research team to ensure accuracy.

Building Teacher Capacity

Schools build teacher capacity through strategic staffing decisions, providing teachers with opportunities to hone their craft, and evaluating their ongoing performance. Teacher capacity is central to the whole educational enterprise, as classroom teachers have the most consistent contact with students while they are at school. Professional development has been shown to

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[6] Classroom walk-throughs were brief observations in up to eight classrooms to document physical environment, teacher and student activities at the time of the walk-throughs, and estimates of student engagement.

improve teachers' effectiveness in various capacities (e.g., Fennema et al., 1993), although traditional short-term workshops have been criticized for being disconnected from classroom practice (e.g., Little et al., 1987), and research has distilled characteristics of high-quality professional development (see, for example, Corcoran, Shields, & Zucker, 1998; Garet, Birman, Porter, Desimone, & Herman, 1999). We discuss teacher capacity at RSF schools through the lenses of hiring, training, and using evaluation to develop the optimal mix of staff.

Hiring Effective Teachers

Student learning largely depends on the quality of teaching. Hiring is how schools begin to develop the human capital they need. In opening a new school, hiring high-quality teachers is a top priority and requires a great amount of time and energy.

RSF school leaders sought individuals with expertise related to their respective school models and a commitment to the school's mission. Criteria for hiring by RSF schools reflected concerns for instructional expertise, fit with organizational values, and passion for children and teaching. Schools varied in their specific requirements, some emphasizing experience, others fit. Exhibit 23 illustrates the range in hiring criteria across seven RSF-supported schools.

Exhibit 23. Illustrative Hiring Criteria Across RSF-Supported Schools

1. Love being with kids

2. More than 3 years of experience, urban teaching experience, masters degree, committed to profession, balanced literacy knowledge, reflective disposition, someone who will "stand up and take responsibility for student behavior and learning"

3. Credentialed, bicultural/biliterate background

4. High expectations for students, collaborative disposition, able to employ various teaching strategies, can differentiate lessons, good classroom management

5. Flexibility, good sense of how children learn, knowledge of problem-based learning, model lesson that engages students and is interesting

6. Commitment to balanced literacy, interested in professional development, not opposed to research-based learning, had a lot of prior training , flexible, loves kids

7. Teacher "voice" coming through cover letter, consistent answers to interview questions

RSF schools faced a couple of challenges in hiring teachers who had relevant experience and were successful within the respective core missions of the schools. First, salaries at a substantial number of RSF schools were lower than those at CPS. In 5 out of 12 schools for which we collected relevant data, teachers or principals reported that the RSF teachers were paid less than CPS employees with equivalent years of experience. In the second year of operation, one of the schools paying below CPS rates gave teachers a uniform raise to match the CPS salary schedule. Other schools acknowledged that despite comparable salaries, the extended time integral to their school models meant that teachers work longer days and school years.

Second, RSF-supported schools opened with significant proportions of novice teachers. Among 10 of the first cohort of RSF schools for which we had resume information, 4 schools were able to establish a balance between novice teachers (i.e., those with less than 3 years of teaching experience) and those with more experience so that veteran teachers were more than one-third of the school. At the other schools, in the years covered by this study, novices comprised more than

two-thirds of the staff. Certain schools expected to attract primarily inexperienced teachers. For example, one principal explained, "[I] knew a lot of teachers … would need training …." Because of this expectation, the principal sought candidates who could be groomed, who want to learn, love working with children, and "love doing what they do." This school opened with all teachers having less than 3 years of teaching experience (based on an analysis of resumes in fall 2006). Novice teachers can bring fresh ideas, energy, and skills to a school; however, experienced and expert colleagues are a critical resource that can help novices develop their instructional repertoire and help them with the nuts and bolts of planning, classroom management, and time management.

Promising Practices in Strategic Hiring: Two Examples. Two schools provide important lessons for strategic hiring practices. One elementary school demonstrated a strong linkage between its hiring criteria and its instructional model (Exhibit 24). This school differed from other RSF schools in the prominent role its instructional approach played in the hiring criteria. Although finding candidates that met its standards extended through the summer before the school opened, the school was able to recruit two teachers with sufficient expertise to eventually serve as literacy coaches, in addition to the other experienced teachers. The depth of expertise on the staff meant that within the first trimester of opening, the school could release one teacher to be a full-time literacy coach to better support teachers' learning.

At this school, leadership also continuously evaluated how particular staff members might leverage their strengths by shifting roles to positions that the school needs. For example, one highly skilled teacher with prior experience as an instructional coach developed student intervention in literacy when the school identified weak instructional practices in one classroom. Another teacher was identified as a future math coach, and school leaders invested in her development towards that goal. And a teacher with relatively few years of teaching experience but strong relationships with adults and students and an interest in technology was tapped as the technology coordinator to support teachers in meaningfully integrating technology into their lessons. Thus, the school continuously assessed the support structures it needed for staff development, identified any candidates from within who might have the requisite disposition and expertise, and invested in their further development in preparation for a transition to those positions in the medium term.

Exhibit 24. Integrating Hiring Strategy with the School Instructional Model:
An RSF School Example

Context: An RSF elementary school clearly articulated a balanced literacy approach and a strong commitment to teacher development.

Challenge: The school leaders aimed to hire teachers who were capable of delivering the balanced literacy program and were dedicated to their own professional learning.

Lesson: The hiring criteria incorporated the instructional and professional growth demands of the school model. The principal sought candidates who had more than 3 years of teaching experience, had worked in urban schools, and had or were considering pursuing a master's degree. She also wanted teachers who understood, had prior experience with, and were committed to implementing the school's balanced literacy components. This principal began hiring in the spring before school began and made sure she saw each candidate teach, either by observing the candidate at his or her previous school or by video. The hiring period extended through the summer prior to school opening in order to find teachers who met the stringent criteria. In addition to these recruiting activities, the school partnered with a local teacher preparation program to take on apprentices who spend 1 year in the classroom of a master teacher. This arrangement gave the principal the opportunity to assess the teacher candidate's skills and fit with the school's mission and instructional needs and thereby greatly reduced the inherent risk of a new hire.

Another elementary school placed a primacy on hiring teachers and assistants who were credentialed and literate in both English and Spanish, which was critical to the school's mission and to serving the school's students. Adding cultural background to the licensure requirements added to the recruiting challenge, but the principal was successful in finding bicultural, biliterate teachers who held credentials in early childhood development, bilingual education, and special education. The principal described that she primarily looked for teacher candidates among CPS teachers as her most likely source of credentialed and bilingual teachers:

> The process I use to identify a teacher is not an easy one. Do they have a master's? How many years of experience? Have they worked in an urban setting? Then I invite them to … a very informal thing, because as much as I'm interviewing them, they are interviewing me and the school. If that is a go, then we go on to a mock lesson, and then I will do an extensive reference check (two to three) and I recommend them to the board, and they are interviewed through them.

This multistage hiring process exemplifies attempts to gather relatively broad perspectives on the candidate and information from different sources, including a teaching performance that the most strategic schools followed.

In hiring novice teachers who have little prior experience and expertise in the specific literacy approach of the school, the school leaders used an apprentice approach. They hired apprentices affiliated with the Academy for Urban School Leadership who spend 1 year at the school assisting a master teacher. That school year allowed the candidate to learn about the school's culture and instructional strategies, participate in professional development specific to the school, and experience teaching in an urban setting. The school evaluated the novice through this extended time in its specific school context. On the basis of this experience, the school declined to ask back one apprentice who did not effectively learn and use the school's balanced literacy strategies and permanently hired another apprentice.

In contrast, the hiring criteria were vaguer and less connected to the school model at some schools. For example, one CMO responsible for hiring for its schools looked for the candidate's "voice" in the application materials and listened for "consistencies and inconsistencies" in the interview process. Another principal, who focused on the candidate's passion for children and

recruited primarily novice teachers with no teaching portfolio, expressed, "I don't know [how I know if a teacher will be a good teacher], but I know it when I see it." At a third school, the school director emphasized the importance of finding someone who would "fit nicely," be willing to learn, and who could be "molded into what the end result should be at [this school]."

Improvement in Hiring Strategies. Hiring strong staff remained a critical function in the first few years of operation, especially in schools that continued to add grades or classes to reach full capacity. Each year, the schools needed to hire teachers for the new positions, as well as replace any teachers who did not return. Turnover varied across the site visit schools. Of the 15 schools for which we have interview data on turnover, roughly half had modest turnover of fewer than three teachers, although 2 of the schools were small, with five to six teachers. In these cases, teachers generally left for a range of reasons, including poor performance, lack of fit with the school philosophy, and personal reasons. The other half of the schools experienced significant turnover after the first year of operation, from 20% at one school to roughly 60% at two others, to a high of approximately 80% at a fourth school.

Hiring to replace the teachers who left was augmented by the need to hire for school expansion. For example, one school had 5 teachers in the first year and 22 in the second, 20 of whom had to be hired for the second year. Another school had high teacher retention—approximately 75% of the teachers returned—but hiring was nevertheless important as the school grew by 12 new staff members.

As they continued to hire in large numbers, some of the schools refined their hiring criteria. Schools' hiring criteria evolved as school leaders and teachers gained a better understanding of the types of experience and dispositions that would best fit the school's culture, values, and student needs. One school that replaced a majority of its teachers after the first year avoided hiring novice teachers. The school founder determined that the school does not provide sufficient and appropriate support for new teachers and needed teachers who could better serve their students. "I was not a good teacher in my first year," he reflected. Another school leader attributed the first-year attrition of 7 or 8 out of 13 teachers to some being hired late and therefore not being the school's strongest choices, their being inexperienced, and their lacking comfort with being monitored. As that school leader put it, "We make no secret that [this school] is not a school for everyone. It takes a mission-driven, hardworking person who will accept the fact that we're all constantly learning. We're all being held accountable." A third school that replaced a large majority of teachers focused its ongoing recruiting efforts on finding candidates able to teach in urban settings: "This is not a place where everyone can teach. This year we were very frank and transparent. This is not the typical teaching job. We are honest about that as far as one of the reasons that it's so grueling and demanding is because it's life or death for our young [people]." These schools used their staffing experiences to reflect on how they could use hiring more strategically to better meet their students' needs or to gain greater instructional capacity.

The "right" teacher for a school is ultimately determined by the local contexts: the skills needed to implement chosen curricula, understanding the particular needs of the students at that school, and conviction in the school's values and mission. The RSF schools attempt to find the best fit through recruiting efforts. Once staffed, schools invest in their ongoing professional growth to build teachers' skills, which we discuss next.

Supporting Professional Learning

The RSF-supported schools we visited invest heavily in teachers' professional development, with opportunities for teachers to improve their practice built into the extended school day and year. The RSF-supported schools that we visited have multiple structures in place that support teachers' professional learning, summarized in Exhibit 25.

**Exhibit 25. Composite Structures for Professional Development
Across RSF-Supported Schools**

Composite Structural Feature	Description
Induction/professional development prior to start of school	School staff participates in training prior to the start of the new school year from 3 days to 4 weeks. Novice teachers and teachers also receive orientation to school policies.
Early release	Students dismissed early 1 day weekly or biweekly to allow all staff to meet and work together
Common planning time	Small teams of teachers, e.g., by grade level or subject matter department, have regularly scheduled planning time or prep periods simultaneously to facilitate collaboration
Instructional coaches/team leaders	Full-time release teachers, instructional/ curriculum specialists, or administrators have responsibility to support teachers through in-class coaching
Classroom walk-throughs	Instructional coaches and administrators conduct brief observations of classrooms to get a sense of instructional quality, whether specific teachers are struggling, etc.
External professional development	Selected teachers attend ad hoc conferences and workshops offered regionally or nationally

Prior to the start of the school year, all RSF schools provided teachers with concentrated time for a blend of orientation, new teacher induction, curriculum training, culture building, and planning. The available time ranged from approximately 3 days to 4 weeks across the schools. Teachers new to the school usually received an orientation to school policies and procedures during that time. In some cases, teachers received training directly from the curriculum publishers. Teachers also had time to plan the yearlong curriculum and specific lessons together and to set up their classrooms.

Nearly all the schools released students early once a week or biweekly for teachers' professional development. The time allowed the school staff to gather for professional development, which was generally determined internally, either by school leaders or in consultation with teachers. Schools also had some flexibility with how they used the time. During particular times of the year, such as when report cards needed to be completed, teachers were allowed to work independently rather than attending additional professional development.

In addition to early release days, all the schools provided regularly scheduled common planning time for small teams of teachers, either as the grade level or subject matter department. The common planning time was intended to facilitate collaboration between teachers. In many schools, using this time was at the teachers' discretion, so that some teams met frequently and others did not. In schools where submitting a common lesson plan for a grade-level team was an expectation, teachers used the time to coordinate the lesson plans.

The majority of site visits schools employed instructional coaches or team leaders who covered a broad range of activities. As one coach described her role:

> I've done a variety of things …. I've done model lessons and then debriefed [with the teacher]. [Conducted] conferences in small groups. Let [the teachers] watch me. I also do weekly planning with them …. Then also just observations and provided them with feedback …. The vision for the position is wider in scope than what time I have.

Across all the RSF-supported schools we visited, coaches were responsible for meeting with each team, conducting informal walk-throughs and formal observations, providing feedback and coaching for novice teachers, gathering and disseminating materials on an ad hoc basis, reviewing student assessment data with teachers, evaluating teachers, planning professional development sessions, meeting with individual teachers, modeling lessons, carrying out special projects such as curriculum mapping, or identifying new assessments for the school. In addition, coaches were sometimes called on to provide supports for students directly or to fill in on administrative activities.

In fewer schools, classroom walk-throughs had become standard practice. They provided the principal or instructional coaches quick glimpses into the classrooms to observe if curricula were being implemented appropriately, to determine whether any specific teachers were struggling, and more vaguely to take the pulse of the school. The walk-throughs varied in formality, from principals simply making it a habit to walk through classrooms as they proceeded down the hall to brief observations using a formal tool with a checklist and process for providing feedback.

Finally, teachers had opportunities to access professional development external to their school's offerings. In many schools, relatively novice teachers pursued master's degrees in the evenings, and at one school teachers were supported to earn National Board certification. In the most strategic schools, the staff selected to attend these workshops were designated as eventual curriculum specialists with responsibilities to share their knowledge and support their colleagues as they gained more expertise. At least one CMO began to offer more comprehensive professional development, instituting common PD days for all the schools in its system and putting on conferences with multiple workshops presented by teachers in its schools.

Exhibit 26 lists the range of professional development topics offered by the RSF schools we visited.

**Exhibit 26. Professional Development Topics Offered
Across RSF-Supported Schools**

Category	Sample Topics
Literacy	Reading comprehension, guided reading, writers' workshop, teaching main ideas and supporting details, interactive writing, using writing prompts
Curriculum implementation	Differentiated instruction, specific curricular program training (CMP, Saxon Math, Open Court), centers
Thematic instruction and enrichments	Using technology, arts integration, African-centered curriculum, testing, thematic projects
Assessment	Using interim assessment data and reviewing ISAT results
Planning	Unit planning, new report cards, curriculum mapping, writing lesson objectives
Procedures/ management	Classroom/behavior management, confidentiality, school-based problem-solving, print rich environment
Other	Child psychology, special education, asthma, attendance, homeless children, dealing with parents, book discussions, professional reflection

Although these support structures represent important accomplishments in the schools, they address only some of the attributes of high-quality professional development. In addition to embedding the time for PD into teachers' schedules, effective professional development should be content focused, intensive, and ongoing; build on teachers' prior knowledge; and rest on principles of social learning (i.e., learning occurs in social settings where the learner is working directly with others who have more experience or expertise on real-life tasks [Bransford, Brown, & Cocking, 1999; Lave & Wenger, 1991]) (Corcoran, Shields, & Zucker, 1998; Garet et al., 1999). These attributes of professional development focus on both coherence and intensity. In other words, the structures that the RSF schools have in place—by themselves—are insufficient to guarantee that professional development will meet teachers' or the schools' needs. Many RSF schools in our study were still working toward implementing effective professional development programs that are coherent with the school's curricular and instructional priorities, address teachers' needs given their experience and expertise, and address student needs.

School Examples of Strategic Professional Development. Perhaps the greatest challenge for school leaders is ensuring a tight link between specific school goals and the array of professional development activities. All schools had areas needing improvement. The tendency was to try to address everything at once. The efforts at several schools stood out for their sharp focus on an important but limited schoolwide goal. At these schools, teacher learning was driven by student needs and the instructional strategies promulgated by school leaders. Professional development was not an additional activity about topics that may or may not be salient to the teachers' classroom needs at the time. Instead, professional learning occurred through multiple conduits during the day, such as team planning led by instructional coaches, modeling and individual coaching, after school professional development, and feedback from walk-throughs.

At one elementary school, after school professional development and collaborative time was scheduled 4 days per week. One of those days was reserved for staff meetings but the other 3 days were devoted to literacy instruction, support for National Board certification for eligible teachers, and a similar process of student study for those not pursuing National Board certification that year. Teachers completed a professional learning plan at the beginning of the year and discussed it with the principal to identify their own learning goals. These goals were factored into the school leadership's decisions about building future curriculum specialists. In addition, a full-time literacy coach planned with grade-level teams, modeled classroom instruction, and observed and coached individual teachers. Although she prioritized supporting the teachers with the least experience and least knowledge of literacy instruction, she observed all classroom teachers on a regular schedule and provided them with same-day feedback. She and the principal also conducted daily classroom walk-throughs to see whether teachers were exhibiting progress in the practices on which they had received feedback. Each teacher also met with the principal, literacy coach, and social worker to review individual student reading diagnostics and math assessment results after every round of testing (three times during the school year).

A different elementary school illustrates another intensive professional development strategy. The leadership team met in the summer to plan the year's professional development activities and then met biweekly throughout the year to make modifications to the plan. The result was a comprehensive approach to professional development that included facultywide workshops both before and during the school year, focused professional development for new teachers, intensive weekly coaching from instructional leaders, and stipends for all teachers to pursue additional professional development opportunities. During the 2007–08 school year, all of these professional development activities focused on teaching and assessing for mastery.

Prior to the start of the school year, all faculty at this school attended 4 weeks of professional development that covered a foundational reading that formed the philosophy of the school. In addition, teachers discussed such topics as academic rigor, how to write a curriculum map, and how to work as a high-functioning team. New teachers attended a separate 3-day orientation prior to the facultywide professional development. Throughout the year, the school's instructional leaders observed, coached, and evaluated teachers. The instructional leaders met with each teacher at least once a week and were active participants in each teacher's improvement efforts through modeling effective practices, offering immediate feedback, and analyzing assessment data. The instructional leaders themselves received ongoing training to develop their expertise from math and literacy specialists who worked with all schools in the same CMO.

These schools exemplify comprehensive approaches to professional development, using multiple methods of supporting teacher learning—within the classroom but predominantly outside the classroom. The different methods of learning were mutually reinforcing in terms of concentrating on focused goals and together provided relatively intensive experiences for teachers.

Other RSF schools also put in place some of the same structures as discussed above, but their overall strategy lacked similar coherence and intensity. For example, one elementary school that had early release each week reserved the time for professional development. The time was used to cover a wide variety of topics, usually only for one meeting each. The principal acknowledged that the pool of knowledge within the school was not very deep and that in relying solely on the

expertise in-house, the school was severely limited in what it could teach the teachers about instruction; it was moving toward accessing external experts through national and regional conferences. The principal was looking to "inundate" specific teachers with more intensive professional development so that they could become the school's experts on particular topics, such as differentiated instruction and writing, and thereby improve the general level of expertise across the school faculty. This example is typical of the approach to professional development at the other RSF-supported schools. The schools understandably attempt to address the many topics of interest and need, either as expressed by teachers or as leaders judged for themselves. But with multiple demands vying for staff attention, such an approach generally leads to relatively superficial treatment of the topics during professional development time. As the RSF-supported schools mature, different systems that they are in the process of refining hold the potential to inform their professional development choices. One such system is teacher accountability and evaluation.

Systems of Teacher Accountability

Staffing and professional development decisions intersect in teacher accountability. A system for evaluating teacher performance can shape professional development strategy and is often used to make compensation and contract renewal decisions. Most RSF school leaders acknowledged that their teacher evaluation and accountability systems were a work in progress. After the first year of operation, a few schools had well-developed systems in place that garnered teacher buy-in, were transparent, and could substantiate any termination decisions. Of the 12 site visit schools for which we have relevant data, 9 schools had developed formal evaluation processes on paper at the time of the spring 2007 site visit, when we focused on systems of teacher accountability. Of those nine schools, six had followed through with implementing their evaluation processes fairly comprehensively, and the others were in the beginning stages of doing so. The formal evaluation processes at the RSF-supported schools commonly involved formal classroom observations with pre- and postobservation conferences between the administrator and teacher. The number of observations varied from one to six per year.

The schools varied in the degree to which evaluation informed their professional development strategies. At one school, a comprehensive observation tool designed by the CMO was intended primarily to assess the school's overall success in implementing the desired instructional approaches and to provide teachers feedback. The philosophy of the CMO and the school was that teachers needed to be supported to learn and improve rather than routinely dismissed. In virtually all of the other schools, evaluation processes were primarily used to determine the level of teacher performance and used—to varying degrees of specificity—to support contract renewal or dismissal, salary raises, and performance bonuses.

One secondary school exemplifies an integrated approach to evaluation and professional development. The principal and the instructional leader evaluated teachers three times each year. Each evaluation involved a rubric-based classroom observation and pre- and postconferences:

- During the preobservation conference, the teacher and leader discussed lesson aims, student qualities, course of action, resources, assessment, and the focus for the observer.

- The observation for a full class period used a rubric that measured teaching and learning, classroom environment, and basic duties.

- The postobservation conference was used to discuss what worked, lesson focus, the teacher's next steps, and the instructional leader's next steps.

Any teachers in need of improvement, as informed by the evaluations, met with their instructional leaders and were given step-by-step strategies to improve. They also received additional relevant professional development. Taking the evaluations one step further, the school used them as data to identify any common professional learning needs. For example, the leaders found that the teachers were not writing sufficient objectives for their classes and as a consequence, designed a professional development session on how to write classroom objectives. The evaluations also influenced decisions regarding contract renewal and salary increases.

In contrast, for the majority of Cohorts 1 and 2 schools for which we collected data on teacher evaluation, systems of teacher accountability were under development. These schools were only beginning to implement the formal processes they had defined on paper when we visited the schools in spring 2007. Several substantial challenges arose associated with implementing the evaluation processes. To ensure teacher buy-in to the process, it is important to develop a common understanding of the ratings. In at least one case, multiple observers had different standards for rating the teachers. Teachers disagreed with ratings on particular dimensions, especially when they sought feedback on how to improve low ratings, but felt that they did not receive adequate responses. This lack of common understanding on rating criteria and fairness threatened to undermine teacher buy-in to the evaluation system.

Another common challenge to implementing the teacher accountability systems was the overwhelming workload of administrators during the early years of opening the school. Other pressing functions took precedence, such as hiring, facilities and materials, student behavior procedures, curriculum implementation, and professional development. It would be unrealistic to expect schools to be able to institute systems for all organizational functions within the first year of operation, and developing teacher accountability was one that consistently fell to a second-year activity.

Thus, the RSF-supported schools focused on strengthening teacher capacity through their hiring practices, professional development strategies, and evaluation system. In general, RSF-supported schools worked hard to hire effective teachers; however, they varied in how well they matched their hiring criteria to their instructional approach or their school mission. All RSF schools exercised their autonomy to dismiss or not renew the contracts of those who did not demonstrate adequate performance or did not fit with the organizational culture. The reliance on significant proportions of novice teachers in some schools placed even greater importance on the school's professional development approach than might otherwise be the case. Across all RSF schools, professional development encompassed traditional workshop-type seminars during designated early release time, collaboration time among teacher teams, instructional coaching, and walk-throughs or brief classroom observations. A few schools exhibited coherent and intense professional development, with deeper focus on a single instructional goal. Ultimately, it is the combination of a sharp focus on both student and adult learning, and the tight connection between the two that distinguished the schools with the strongest professional development approaches. As schools refine their systems of teacher accountability, evaluation processes hold the potential to better inform their professional development.

Data-Driven Decision-Making

Improving student outcomes relies, in part, on the ability of teachers and principals to analyze and interpret data in ways that are relevant and actionable. Data use can help refine or overhaul curricular and instructional strategies, tailor professional development to teacher needs, and institute more student supports (Lachat & Smith, 2005; Marsh, Pane, & Hamilton, 2006; Supovitz & Klein, 2003; Young, 2006).

Overall, all RSF-supported schools that we visited had begun to establish important structures that support data-driven decision-making. Primarily, the RSF schools for which we collected related data had regular interim assessments and intended to provide teachers with formative data. The schools used a variety of assessments: Some were designed to diagnose individual students' strengths and weaknesses, while others were meant to track student progress more broadly. Several schools used professional development time to review formative assessment results or to provide teachers with data analysis training. Instructional coaches or data consultants met with teacher teams to help them identify actions they could take in the classroom to respond to the student assessment results. Exhibit 27 provides a composite portrait of data use practices across RSF schools.

Exhibit 27. Data Use Practices:
A Composite Across RSF-Supported Schools

Some RSF-supported schools exhibited one or more of these effective data use practices. Together, these practices help build a culture of data use.

- Student improvement goals are explicit and shared.
- Data use is promoted through public displays of data and clear expectations set by the school leader that teachers use data.
- Formative assessments are used from two to four times per year.
- Assessments are aligned with standards addressed in the classroom.
- Teachers have the time and training to collaboratively analyze data and develop responsive instructional strategies.
- Teachers collect and review data to determine if strategies helped students improve.
- Data are used to inform supports to students and school resource allocations (e.g., class-size adjustment, student remediation, and employment contract renewal).

Across all RSF schools from which we collected relevant data, many school leaders could point to significant program- and classroom-level decisions that they deemed data driven. Although the majority of schools did not routinely use data for improvements at the grade, school, or program levels, different schools did offer examples of using data to improve curricular programs, align curricula, and refine assessment plans. Exhibit 28 provides specific examples of data-informed decisions that RSF-supported schools made in their first and second years of operations.

Exhibit 28. Sample Data-Driven Decision-Making at RSF-Supported Schools

To improve curricular programs:
- Created an afterschool program and summer program to address academic deficiencies
- Took over a pre-K program to improve early academic support
- Integrated two math programs based on the data from the interim assessments
- Created additional literacy intervention to address skills gaps in primary grades
- Implemented accelerated reading and math programs in classrooms for a minimum of 20 minutes a day
- Acquired more advanced books for the school library because students were exceeding the reading levels in stock
- Purchased a software program to support the development of a specific skill that students needed

To align curricula:
- Created goals to develop and reinforce reading skills based on the low scores of fall assessment, including a focus on math and reading in tutoring and summer school
- Changed pacing for lessons to better match curriculum to assessment timing.
- Embarked on cross-discipline and vertical curriculum mapping to better align assessments
- Revised curriculum maps to better match students needs based on the results from the Stanford-9 given at the beginning of the year
- Developed policy for teachers to align lesson plans with the Northwest Evaluation Association (NWEA) objectives based on the mean performance of the class and for students scoring well below or above the mean
- Will implement backward planning in math curriculum in 2007–08 school year based on an observed trend that students who came into school at or above grade level in math have not been making gains, and some have even lost ground

Establishing Data-Driven Decision-Making: Two Examples

Two schools in particular demonstrated relatively consistent data-driven practices. At one elementary school, the school leaders explicitly expected teachers to use data to inform their instruction. The school leaders facilitated this expectation by providing aligned assessments, opportunities for collaborative analysis, and resources to address issues that emerged from data analysis. Three times a year, the school gave a diagnostic assessment for literacy and interim assessments for mathematics. Grade-level performance on the assessments were posted in public spaces in the school for teachers, parents, and community members to see.

This school had a structured, collaborative process to analyze data. Each teacher met individually with the school leader, the literacy coach, and a counselor to examine each student's progress after every round of assessments. At these data-analysis meetings, teachers, school leaders, and the instructional coach integrated the assessment results with their classroom observations and knowledge of other student work. On the basis of these data points, the group decided whether

existing interventions were effective for any given student, whether anyone should receive additional intervention such as afterschool tutoring or intensive small group instruction with a literacy specialist, and whether a parent consultation was necessary. The instructional coach noted specific instructional strategies that a particular teacher needed to emphasize or improve. The coach followed up on these priorities during subsequent lesson planning meetings with the teacher and observations in the classroom.

The second example was a secondary school that had a defined process for using data that included several diagnostic measures to refine practices and to meet school goals. The school had a clearly articulated schoolwide student achievement goal and administered the Stanford-9, a standardized norm-referenced test, at the beginning and end of each year to determine progress toward this goal. Further, teachers had created formative interim assessments in math and ELA that were administered every 6–8 weeks. An outside vendor provided the results of these assessments within 48 hours.

The school had a routine for using the data from these assessments. The teachers looked at the data individually and then collectively to detect trends, identify standards students had not mastered, and either develop a reteaching plan for addressing weaknesses or rethink the program altogether. In 2006–07, for example, as a result of the math interim assessment scores, the school integrated the two separate math programs it had been using. Similarly, fall Stanford-9 scores prompted the teachers to revise their curriculum maps to better match the actual needs of the students, as the maps had been designed prior to the school year based on the anticipated students. The school provided support for teachers for using data, including content-area coaches, professional development focused on looking at data, and sessions led by the outside vendor on how to use its software package.

Despite these positive examples, most of the RSF-supported schools are still building organizational routines and capacity to use data consistently. In several schools, principals and teachers raised concerns about how well their assessments reflect the curriculum they are teaching, and whether the assessments had enough questions to address a given standard. Teachers at these schools also questioned whether the assessments were frequent enough to meet their instructional needs. To address these concerns, these schools were investing in improving their assessments with broad-based teacher involvement and accessing external expertise. Specifically, three elementary schools adopted new diagnostic assessments in literacy to better match their balanced literacy approach. Two secondary schools moved to 6-week assessment cycles to ensure that they received data in shorter intervals. One of these schools engaged in an extensive curriculum-mapping exercise to match its curriculum to state standards and then to select specific assessment items from an item bank to match the timing of the English and mathematics curricula.

As other studies have found (see, for example, McLaughlin & Mitra, 2003), teachers at some RSF schools expressed uncertainty about how to analyze and apply the data to their instruction. "Assessment literacy" was generally low among teachers; they had little experience or knowledge about how to read and interpret data. While teachers across RSF-supported schools generally reported that they use assessment data to determine what topics to reteach and how to group students for small-group instruction, virtually no teacher we interviewed described using data to reflect on how to teach differently or to improve their instructional strategies. At the schools with the least robust structures to support data use, teachers lacked professional development on how to analyze data, the time to do so, and the ability to identify instructional

and programmatic actions based on the data. At nearly half of the RSF-supported schools, administrators, instructional coaches, lead teachers, or outside consultants analyzed the data first, but teachers needed more support to make use of the findings. Moreover, school leaders were inconsistent in providing explicit expectations for integrating data analysis into lesson planning. Few teacher teams used their regularly scheduled meetings to analyze various data and share instructional strategies that may address the issues they identify in the data.

Overall, RSF-supported schools demonstrated some important decisions informed by data, but the majority of schools were still striving to establish a culture of data-driven decision-making. RSF-supported schools had in place interim assessments but needed to establish expectations, routines, and supports for teachers to develop a comfort with and expertise in using data.

Focus on Continuous Instructional Improvement

All RSF-supported schools feature extended school years and extended days with the intention of maximizing student learning. RSF-supported schools average 1.4 times the instructional minutes in core academic areas compared with traditional CPS schools and an additional 11 instructional days (181 versus 170).[7] However, RSF-supported schools must continue to strive to make this additional time more effective. In this section, we examine RSF-supported schools' various efforts to combine additional instructional time with effective teaching and significant student learning.

RSF-supported schools had a wide range of curricular approaches; the most common involved the adoption of published programs like Open Court's reading program or Saxon's math program. However, at least eight of the schools relied on multiple curricular resources for each subject and thereby relied more heavily on teachers to shape the curriculum. For example, several schools used a balanced literacy approach, which drew heavily on children's literature as well as materials to teach phonics.

We found some evidence in nearly every classroom we walked through or in responses to our questions that teachers were delivering the curricula and utilizing the instructional approaches their school advocated. However, we found significant differences between the schools in terms of the depth of focus on instruction as defined by the intensity and coherence of efforts to continuously improve instruction.

The RSF-supported schools we studied fell along a continuum of intensity and coherence in their instructional focus. At one end of the continuum, we found a few schools that devoted significant time to teachers' professional learning, but the various trainings, workshops, and teacher meetings superficially covered a different topic each week. These schools did not connect the professional development topics to instructional strategies applicable to the learning needs of each teacher's students.

One example further illustrates the point. At this school, school leaders told us that they emphasized differentiation based on student needs, and the teachers were clear that differentiation was the goal. They also understood from school-based professional development that they were expected to implement centers as strategy for differentiation, and thus the classrooms were generally organized to support multiple centers. However, teachers expressed confusion over the definition of differentiation, how to structure the learning objectives for the

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[7] RSF analysis based on school self-reports in 2007–08.

center, and how to tailor instruction beyond having students rotate through the same center activities.

On the other end of the continuum, we identified RSF-supported schools that supported their instructional goals with intensive and coherent strategies. Overall, these schools have done more than just ensure fidelity to the curriculum of choice. Instead, they have worked hard to develop a deep understanding of instructional strategies that are connected to student learning gains. They have used frequent and accurate assessments of student learning and applied the information to refine the instructional approaches and structural supports that the school has at its disposal. These schools have also been flexible in redistributing resources to focus on students needing the most assistance. Typically, their professional development offerings focused on one topic, such as the diagnosis of students' learning needs and use of data to inform instruction, over a long period of time. In each of these schools, teachers' professional development, grade level or department meetings, assessment and use of assessment data, and even lesson planning were explicitly linked by the common effort to use all adult learning opportunities to improve instruction. In the next section, we provide detailed examples of schools with an intensive and coherent focus on instruction and student learning.

School A: Continuous Refinement of Instruction

School A has made major changes in its curriculum, instructional strategies, and allocation of resources in each of its 3 years. The overall result is a school that demands a tremendous amount of hard work, self-reflection, strict accountability, and continuous learning from its teachers and leaders.

The school has made major curricular changes in most subject areas every year. When the school opened in 2005–06, Houghton-Mifflin comprised their reading curriculum, with leveled reading passages for assessment. But despite devoting 4.3 hours of instruction in reading for grades K-2 and 3.2 hours for reading for grades 3-5, student progress did not meet the school's expectations. In the subsequent year, the school transitioned to a balanced literacy program, which included learning centers, small ability-leveled groupings, and frequent monitoring of student learning. In the school's third year, the balanced literacy program was adjusted to a system called Comprehension, Accuracy, Fluency, and Expanding vocabulary (CAFÉ). Rather than being grouped by ability, students were grouped on the basis of their academic needs in each of these areas.

These changes were driven by the close monitoring of student learning through frequent assessments, weekly monitoring of lesson plans and instructional strategies by the school leadership, and a general desire to improve students' progress. The close monitoring of teacher's lesson plans was particularly noteworthy. Teachers were required to submit a detailed lesson plan weekly to the school instructional leader/codirector, who carefully reviewed and critiqued them. This close monitoring felt burdensome to some of the teachers, but as a veteran teacher explained, it was part of the culture of the school and insurance that everyone was accountable for student learning. The school reallocated its resources by supplementing the instructional leadership of one of the coleaders of the school with the considerable expertise of a full-time mentor/coach. The mentor/coach spent her entire day working in classrooms and directed her attention to the teachers needing the most support and focused on improving their instructional practices. These changes were not easy and the school had to weather significant teacher turnover in its first year. However, the school was thoroughly focused on adult learning and the

improvement of the curriculum and instructional practices. That focus appeared to be paying off, as we witnessed high levels of student engagement, improving test scores, and higher teacher retention rates.

School B: Redeploying Resources and Promising Remediation Practices

School B emphasized teachers' deep understanding of literacy instruction, a constant evaluation of individual students' reading development, and tailored instruction to meet students at their developmental level. The school used a balanced literacy program, with frequent diagnoses of students' skills and an equal emphasis on decoding skills, comprehension, and writing. During the school's first year, much of the teachers' professional development and the work of the school's literacy coach concentrated on one component of the balanced literacy program: guided reading (i.e., teachers working closely with small groups of students as they learn to use various reading strategies—context clues, letter and sound relationships, word structure, and so forth). During the school's second year, the professional development shifted to helping teachers learn effective strategies for teaching writing.

At School B, the focus on teaching the individual child was accomplished by using periodic diagnostic assessments tied to the level-specific skills the teacher was trying to teach. Most important, School B teachers were trained to understand and use the data to make instructional improvements. In addition, teachers worked closely with the literacy coach to identify each student's needs and appropriate interventions for specific students and to work as a team to reach collective goals. As one teacher explained, "Teachers share across classroom results. There is a unique culture at this school, a healthy competition …. All information is shared. It's public .... Supports are in place. None of what occurs lays in the lap of one person ...."

At the same time, school leaders used assessment data to guide the deployment of resources. For example, shortly after opening, school leaders released a particularly skilled reading teacher from her assigned class to work with the lowest performing second- and third-graders and serve as a literacy coach to other teachers. Later that same year, leadership's review of assessment data led to the reduction of class sizes for an entire grade level of students who were lagging behind. Fewer students meant that teachers could better tailor their instruction to students' individual needs and intensify their small-group guided-reading approach. During the second year, the literacy coach and another highly skilled teacher were released to work with small groups of the lowest performing students and coach other teachers. In addition, by examining assessment data, school leaders realized that students needed to be at a minimum reading level to benefit from the afterschool tutoring program run by an outside organization and thus changed the supports for the lowest performing students.

Also associated with its focus on instruction was School B's approach to the remediation of low-performing students. School B's remediation strategy was to use a team consisting of the school social worker, principal, parents, teacher, literacy coordinator, director of family and community involvement, and a staff member from the Center for Urban School Improvement with expertise in academic and social supports to address students' academic needs. Teachers referred specific students to the team when they believed that the student was at risk of failing and thus needed early intervention. The teacher described her concerns for the student and used assessment data, student work, and observations of the student to characterize the issues. The team discussed the potential underlying causes of the students' poor performance and generated intervention options

as part of the team's collective responsibility. For example, the teacher may be responsible for specific reading or math activities in the classroom, the social worker may assist the family in accessing different social services, the parents may have responsibility for reading with the child nightly, and the literacy coordinator may bring the student into a small group for additional tutoring. The team reconvenes periodically to review data monitoring progress and to readjust interventions.

In addition to using the team approach, School B provided summer school for students who were not solidly at the year-end grade-appropriate reading level. Through analyzing the data from the first year of summer school, the school decided that it needed to include the students just on the cusp of reaching grade level because they generally fell below during the summer and did not begin in the fall at grade level. This kind of data analysis and reflection, coupled with the willingness to continuously refine its program decisions, was at the heart of School B's work in remediation and in teaching and learning more broadly.

School C: Using Individual Assessment Data to Tailor Instruction

School C used assessment data to create a coherent schoolwide focus on instruction. The school heavily invested in the Strategic Teaching and Evaluation of Progress (STEP) assessment instrument after its dissatisfaction with the information gathered from its initial assessment tool. Teachers administered the STEP assessment one on one with their students three times during the year. The assessment results were used to make adjustments to instructional strategies to meet the needs of individual students, and to make schoolwide changes to improve the overall program.

Each teacher received ongoing training in using data and met with the assessment consultant, the instructional coach, and the principal to examine each student's results. The team identified instructional strategies for each child as well as for the classroom as a whole. Typically, teachers were charged with teaching specific skills in individual mini-lessons or in small groups. Teachers organized students in small groups or centers based on common needs, and identified students who needed additional support and recommended them for such supports as afterschool homework club. In the homework center, teachers can recommend specific computer programs for students to use to improve skills such as letter-sound recognition.

The principal and the instructional coach followed up with frequent classroom observations. Professional development, grade-level meetings, and whole school staff meetings were focused on building teacher expertise in using the data to inform their instruction.

STEP assessment data also informed other aspects of the school's operations. For example, after the first STEP assessment in November revealed that several students were reading at a higher level, the principal revised the school budget to purchase more appropriate books. In addition, the school bought new materials designed to shore up the newly identified areas of weakness. And when the school identified patterns of weaknesses from children from the same family, they worked with the family to promote strategies to employ in the home.

Promising Approaches at Other RSF-Supported Schools

During our last round of site visits to 10 RSF-supported schools, we saw evidence that other schools were making changes to strengthen their instructional approaches. For example, one elementary school worked for 2 years with a commercial program. A desire for stronger reading achievement spurred its leaders to change the curriculum in its third year (2007–08) and invest in guided reading techniques in an attempt to improve student reading. At another school, school leaders increased resources devoted to helping teachers understand and implement their project-based instructional program. This focus on what teachers needed to know eventually led to a comprehensive approach beginning with mapping their curriculum to the state standards at all grade levels in the core academic areas. The school discovered that the curriculum mapping was a necessary precursor to guiding teachers in developing rich curricular projects and aligned assessments.

At another school, staff increasingly recognized that they lacked sufficient attention to a schoolwide approach to effective instruction. The school formed an instructional leaders committee and charged it with coordinating professional development offerings. Members of the committee told us their first task was to limit the amount of administrative detail in staff meetings and spend the majority of their time together on improving instruction.

In summary, the examples of Schools A, B, and C's approach to curriculum and instruction features highly developed methods for identifying individual student needs and the organizational structures to support teachers to meet those needs. Continuous instructional improvement is not simply about trying to implement a specific, named curriculum per se. It is about learning how to diagnose students' skills at a level of detail that helps the teachers know what students need next, and about understanding how the instructional strategies inherent in any curriculum can appropriately address specific learning needs.

School Culture and High Expectations

Establishing a school climate that promotes student learning requires a dramatic transformation of attitudes about academic success, expectations, citizenship, and responsibility to self and community by students, teachers, parents, and neighborhoods. Most students enrolled in RSF-supported schools are constantly exposed in the broader society to messages that devalue academic learning, are in daily contact with impoverished and violent neighborhoods, and come from families that have long been deprived of educational opportunities. Thus, RSF-supported schools must pay special attention to school climate. As one school leader put it, "We need to be stimulating enough that the psychology of our school is more intense than the psychology of the streets."

Several RSF-sponsored schools exemplify this attention to school culture. A noteworthy example is School D. School D students, teachers, and leaders open every day with "Community" and public recognition of academic accomplishments and positive behaviors. Community ends with a rousing collective recitation of the school's Creed (Exhibit 29).

Exhibit 29. School D Creed

We believe.
We are the [students] of [School D].
We are college bound.
We are exceptional—not because we say it, but because we work hard at it.
We will not falter in the face of any obstacle placed before us.
We are dedicated, committed, and focused.
We never succumb to mediocrity, uncertainty, or fear.
We never fail because we never give up.
We make no excuses.
We choose to live honestly, nonviolently, and honorably.
We respect ourselves and, in doing so, respect all people.
We have a future for which we are accountable.
We have a responsibility to our families, community, and world.
We are our brothers' keepers.
We believe in ourselves.
We believe in each other.
We believe in [School D].
We believe.

School D features a staff that is mostly African American, a strict code of behavior and dress for students, and a place where academic success is celebrated. As one school leader pointed out, "[It's a] place to truly shine and not have to worry about shining." Throughout the school day, it was common to see young African American male students happy to receive praise for their academic accomplishments.

The establishment of this positive school culture was not easy. For example, school leaders reported tremendous initial resistance to the dress code on the part of students. Eventually, as groups of students missed out on rewards and recognition because a minority of students failed to arrive at school with the appropriate attire, students began bringing extra ties and belts to school. Despite the resistance to the dress code and other school rules, school leaders reported that no student was expelled: "We bend over backwards to make sure they stay here. We did a lot of forgiving." And the work of establishing that culture is not likely to ever be complete. According to one school leader:

> We think we're going about it the right way, but we're always trying to improve and make sure we're having the effect we think we're having…. It's a long process reprogramming the students—their images, beliefs, performance. We're working at a negative. And when they leave [the school each day], those negative messages are out there. It's day to day.

The school's system of rewards and recognitions is reinforced by assigning students to "Prides" —small groups of students and a teacher—where teachers get to know each student well and students work as a group to reach academic and behavioral goals. Equally important is the responsibility of each teacher to acknowledge academic success and encourage students to aspire for academic success.

As School D adds grade levels, it is using its upper classmen to help integrate new students into the school culture. One school leader reported that the school has stressed the "big brother" concept to the sophomore class, including setting positive examples and being a role model to the freshman class: "This year [we are] more intentional in getting [students] acclimated with culture and community and actually speaking of big brothers."

Other schools also have taken innovative steps in building a strong culture that they believe will support students and translate into academic success. School E is an African-centered school whose mission is to teach children in accordance with the history and contributions of African people. The school's curriculum, programs, activities, and actions are based on the seven principles of Ma'at—the ancient Egyptian system of living—which include truth, justice, righteousness, order, balance, harmony, and reciprocity. Further, the school is guided by the Nguzo Saba of Kwanzaa: unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith.

The philosophy of the school asserts that education begins with who the student is historically and culturally. The African theme is most evident in the language and rituals of the school. The daily morning unity circle, for example, features African drumming, a salute to the African flag, a ritualized greeting in Swahili of all members in the community, and a recitation of the virtues of Ma'at. The school embraces the concept of the village. Students refer to all adults with the traditional African titles of respect, "Mama" and "Baba," since while they are away from home the school, or village, is their family. Further, conflicts in the school are minimal because of the philosophy that your fellow students are your brothers and sisters. When infractions do occur, they lead to discussions about the virtues of Ma'at. Teachers and students also use Swahili in their exchanges, and they observe cultural practices by the types of clothing that they wear.

Embedded in this larger African-infused set of rituals, values, and dialogue, decisions about instruction at School E are made very much as they are in most other schools. Instruction is based primarily on the state standards, with African teachings brought in occasionally as enhancements, such as teaching the ancient Egyptian counting system as part of math instruction. For example, when weaknesses in early literacy were identified, the school moved toward direct instruction and Open Court. Likewise, the school brought in Saxon math to improve students' math skills. Yet the defining goal—fostering students' sense of self-worth rooted in one's ethnic and racial identity and heritage—continues to be the foundation that serves to engage students in an academic setting where they have a strong sense of belonging and community.

Creating a school culture that promotes an identity of achievement and expectations for going to college is not an easy task. Most RSF-supported schools have made efforts to send a clear message to their students about the importance of academic success and college attendance as a personal goal, and do so in different ways. For example, the halls of School F are decorated with

the college banners of each teacher's alma mater. Although symbols and affirmative messages about attending college are important and pervasive among RSF-supported schools, realizing that path to college for their students is a monumental quest. As we will describe later, without a dramatic increase in grades and test scores, the low academic performance of the majority of students in RSF-supported schools will preclude college admissions.

Parent Engagement in and Commitment to RSF-Supported Schools

RSF-supported schools are essentially schools of choice, as parents must make a high-stakes decision about their child's education. At the same time, the schools are open to all, and enrollment is determined by a lottery when the number of applicants exceeds the number of spaces. In a few cases, the schools inherited students from the school that previously occupied the building. In those cases, it is unclear how much parents' decisions were based on a commitment to the school and its offerings and how much their decisions were a matter of convenience.

Thus far, parent involvement is not a central tenet in most RSF-supported school models. Instead, most of the schools tended to include parents in very traditional ways, and few schools featured strong parent activity in the work of the school.

Regardless of the strength of parents' initial convictions about the school, some RSF-supported schools have introduced mechanisms to expand parent engagement and involvement. For example, one elementary school has two staff members whose job is to help support parents and identify needed services for them. They organize family nights and seminars for parents to which they typically attract about half the parents. In addition, parents are integral to the intervention process when a student's academic performance is lagging and are provided concrete activities they can do with their children at home.

Another elementary school expects parents to volunteer at the school for at least 10 hours per year. As part of their involvement, parents are shown how to model the same behaviors as the teachers and administrators in their dealings with students. A third elementary school is particularly focused on ensuring that the school is a welcoming place for parents. The school has an open-door policy: Parents are encouraged to come in to the school building to collect their children, and childcare is often available during family education nights and parent meetings. Although several schools have established parent councils, one secondary school stands out in sending parents interested in joining their nascent council to a related conference held by CPS. A fifth school is perhaps the most demanding of its parents. It holds parents strictly accountable for a range of responsibilities and imposes monetary fines if, for example, parents fail to attend monthly parent classes or to pick up their child on time.

In contrast, one school struggles with communicating effectively with parents, many of whom are not English speakers. Those parents rely on an administrative assistant at the school, the only fluent Spanish speaker on staff, to inquire about their children, although some teachers are learning Spanish to improve communications. In another case, a school has struggled with convincing parents to follow the more structured environment of the school. For instance, parents have resisted the school schedule, the doors to use, and the discipline, attendance, and uniform policies. After one year, "We still have parents fighting us tooth and nail," in the words of one staff member.

Common sense and research tell us that parents and teachers are key educators of children. Because research supports the notion that involving parents in their children's learning can positively affect their performance at school (Clark, 2007), RSF-supported schools might benefit from improving parents' involvement in and commitment to their child's school. This is not easily accomplished.

SRI's research on five Knowledge Is Power Program (KIPP) schools in the San Francisco Bay Area may serve as a useful comparison regarding parent engagement and the expectations of schools for parents (David et al., 2006). The comparison is useful because KIPP schools appear to produce notable academic gains for students (Woodworth, David, Guha, Wang, & Lopez-Torkos, 2008). Like RSF-supported schools, KIPP schools have extended instructional time and place heavy demands on teachers. The biggest difference between KIPP schools and RSF-supported schools appears to be the high level of demands on students and parents.

KIPP schools contractually exact a significant commitment of time and behaviors from students and parents. For example, parents agree to get their child to the school on time (7:30 a.m.), pick them up at 5 p.m., have them attend Saturday and summer school, ensure that their child completes 2 hours of homework every evening, and read with their child every evening. Parents and their children are held strictly accountable for their commitments to the school. Few parents enroll their child in a KIPP school without full awareness of the extraordinary demands that will be placed on them and on their child. RSF-supported schools also have expectations for parents and students, but none are as demanding as at KIPP schools.

There is no perfect school model, and not all KIPP schools are the same. However, the rigid commitments that KIPP schools require may illustrate the magnitude of the intervention KIPP employs to achieve strong academic gains.

As public schools of choice, RSF-supported schools have to be careful about establishing certain strict enrollment criteria that might be seen as restricting access to the schools. At the same time, establishing a clear understanding of the school's approach and ensuring a deep commitment to meeting the schools' expectations for parents and students should translate into increased student learning. At the very least, the schools could benefit from better communication about the school's expectations for parents and students before school starts. Once admitted, the schools should expand their efforts to enlist parents in the work of increasing student academic performance.

CONCLUSIONS

The majority of RSF-supported schools demonstrated gains in the percentage of students meeting or exceeding standards. However, students in both Cohorts 1and 2 at RSF-supported schools generally performed at the same levels as their matched comparison students from their sending schools. Our hypothesis is that the schools are still too new to post better results and that the instructional and organization structures they have established need refinement. We have highlighted some of the more promising practices that are under way in RSF-supported schools. We expect that as these practices mature, the schools' students will demonstrate better test results.

Clearly, the schools need more time to mature and to refine their programs. The practices described in this report come from the first, second, and early in the third years of operations. Moreover, the test results come after less than 2 years for the first cohort and less than 1 year for the second cohort. RSF-supported schools' most promising path to realizing better academic outcomes is to closely examine the instructional and organizational structures they have in place to determine how their implementation can be improved. These schools can learn from each other about how to ensure that they optimize their time for student and teacher learning and better enlist parents in the effort. The promising practices highlighted in this report are a start, but the challenges that remain are daunting.

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Appendix A. School-Level Descriptive Tables

Table 1
Distributions of Student Characteristics for All CPS Schools and for RSF Cohort 1 Schools 2006-07

| | | | | | Students with Prior Test Scores | | | |
	Rest of CPS	All Cohort 1 Schools			Rest of CPS	All Cohort 1 Schools		
Years at this school		Overall	1	2		Overall	1	2
Total N	389763	3111	1295	1816	130376	971	314	657
Gender								
Female	49.4%	50.3%	50.5%	50.2%	49.4%	48.5%	45.9%	49.8%
Male	50.6%	49.7%	49.5%	49.8%	50.6%	51.5%	54.1%	50.2%
Race								
Black	48.8%	71.5%	73.0%	70.4%	55.8%	52.6%	59.2%	49.5%
White	8.7%	1.6%	2.1%	1.3%	8.5%	2.7%	3.5%	2.3%
Hispanic	38.9%	25.4%	22.9%	27.1%	32.8%	41.0%	31.8%	45.4%
Asian	3.3%	1.4%	1.8%	1.2%	2.7%	3.7%	5.4%	2.9%
Special Programs								
Special Education	15.1%	10.5%	10.4%	10.6%	16.1%	12.3%	13.1%	11.9%
Free or Reduced Price Lunch	85.6%	87.1%	86.8%	87.3%	86.0%	88.2%	86.6%	89.1%
Bilingual	36.2%	22.6%	15.4%	27.5%	33.1%	45.3%	32.8%	51.6%
% students new this year (>K)	18.7%	31.0%	100.0%	0.0%	16.1%	32.3%	100.0%	0.0%
Census tract % poverty								
N with poverty numbers	346776	2639	932	1707	125322	910	305	605
% poverty in Census Tract	22.4%	24.0%	25.4%	23.3%	23.0%	21.3%	23.1%	20.4%
SD of Census Tract Poverty	16.6%	16.6%	17.2%	16.3%	17.1%	14.8%	16.4%	13.9%

Percent of students who are old for grade Fall 06

Grade level								
k	9.3%	7.5%	5.9%	31.8%				
1	12.5%	13.9%	16.5%	12.8%				
2	15.2%	9.0%	9.8%	8.5%				
3	20.6%	10.9%	14.3%	9.8%	99.4%			
4	24.1%	13.7%	15.1%	12.8%	25.7%	15.5%	15.5%	
5	25.9%	16.1%	14.9%	16.4%	26.7%	15.6%	21.4%	14.5%
6	30.2%	15.9%	14.9%	17.4%	31.3%	16.8%	15.3%	18.7%
7	33.7%	23.2%	35.0%	20.3%	33.6%	23.4%	38.2%	20.9%
8	28.7%	19.1%	30.4%	16.9%	27.7%	17.4%	25.9%	16.4%
9	47.0%	40.4%	36.6%	100.0%				
10	45.8%	30.0%		29.9%				

Table 2
Enrollment Information for Students in All CPS Schools and in 2006-07

| | | | | | Students with Prior Test Scores | | | |
| | Rest of CPS | All Cohort 1 Schools | | | Rest of CPS | All Cohort 1 Schools | | |
Years at this school		Overall	1	2		Overall	1	2
Student distribution by grade								
Total N	389763	3111	1295	1816	130376	971	314	657
K	7.3%	12.3%	28.3%	1.2%				
1	8.1%	12.2%	9.2%	14.3%				
2	7.9%	11.6%	10.6%	12.3%				
3	8.4%	9.0%	5.6%	11.3%				
4	7.8%	10.3%	10.1%	10.4%	16.3%	11.3%	35.0%	0.0%
5	7.9%	8.3%	3.8%	11.5%	18.4%	17.8%	8.9%	22.1%
6	8.3%	10.9%	16.1%	7.3%	20.7%	20.8%	35.4%	13.9%
7	8.4%	9.7%	4.8%	13.1%	22.6%	24.2%	10.8%	30.6%
8	7.6%	9.4%	3.7%	13.4%	20.4%	25.4%	8.6%	33.5%
9	9.4%	3.2%	7.5%	0.3%				
10	7.7%	2.9%	0.2%	4.8%				

Previously enrolled in CPS for students in grades 1-12 in Fall 2006								
N	337855	2405	620	1785	130376	971	314	657
%	86.7%	78.8%	49.8%	98.8%	100.0%	100.0%	100.0%	100.0%
Stable enrollment during prior year								
N	347034	2835	1164	1671	119944	886	292	594
%	89.0%	92.9%	93.4%	92.5%	92.0%	91.2%	93.0%	90.4%
Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006								
%	73.4%	84.2%	83.3%	84.9%	79.3%	87.0%	85.4%	88.1%

Table 3
Prior Achievement of RSF Cohort 1 Students and their Prior Schools

Grade level Fall 06	Years at RSF school	Student N	Reading Mean	Reading S.D.	Math Mean	Math S.D.
		RSF Cohort 1 students with prior test scores				
4	2	99	-0.158	0.92	-0.252	0.89
5	2	131	0.011	0.91	-0.123	0.84
6	2	80	0.120	0.77	-0.022	0.77
7	2	198	0.058	0.91	0.186	0.94
8	2	218	-0.030	0.85	0.084	0.90
Overall	2	726	0.001	0.88	0.018	0.90
4	1	79	-0.007	1.00	-0.092	0.91
5	1	26	-0.286	0.89	-0.398	0.84
6	1	106	0.062	0.90	0.052	0.96
7	1	31	0.214	0.91	0.047	0.74
8	1	23	0.084	0.58	0.032	0.72
9	1	76	-0.326	0.79	-0.391	0.69
Overall	1	341	-0.052	0.90	-0.115	0.87
		Prior school mean scores				
4	2	99	-0.156	0.26	-0.235	0.31
5	2	131	-0.088	0.30	-0.198	0.32
6	2	80	0.007	0.31	-0.127	0.29
7	2	198	0.031	0.23	0.095	0.29
8	2	218	0.073	0.18	0.137	0.23
Overall	2	726	-0.005	0.26	-0.012	0.32
4	1	79	0.098	0.41	-0.059	0.35
5	1	26	-0.197	0.24	-0.268	0.23
6	1	106	-0.002	0.17	-0.011	0.22
7	1	31	0.136	0.36	0.133	0.41
8	1	23	0.190	0.34	0.264	0.38
9	1	76	-0.227	0.27	-0.287	0.29
Overall	1	341	-0.010	0.33	-0.063	0.34

Note: a. The means and standard deviations in each subject for each grade and each test for the district are standardized to 0 and 1, respectively. b. The prior test for students enrolled for 2 years is the 2005 ITBS, and the prior test for students enrolled for 1 year is the 2006 ISAT. c. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on RSF Cohort 1 School 2006-07

		Cohort 1
Home distance from school		
	Total student N	3111
<1 mile		47.5%
1-2 miles		19.5%
2-4 miles		18.9%
>4 miles		14.0%
Students from CPS sending schools*		
	Total student N	2679
Top 1 sending school		23.0%
Top 2 sending schools		26.7%
Top 3 sending schools		29.6%
All CPS sending schools		69.5%
	Total CPS sending school N	1861
Not previously CPS students		30.5%
Students' prior school's NCLB status*		
	Total student N	3111
In NCLB School Improvement Status		64.6%
Not in school improvement status		27.0%
Missing		8.4%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 1 (2006-07)

| | | | | | Students with Prior Test Scores | | | |
| | Rest of CPS | School 1 | | | Rest of CPS | School 1 | | |
		Overall	1	2		Overall	1	2
Years at this school		Overall	1	2		Overall	1	2
Total N	389763	321	98	223	130376	38	13	25
Gender								
Female	49.4%	50.5%	51.0%	50.2%	49.4%	50.0%	46.2%	52.0%
Male	50.6%	49.5%	49.0%	49.8%	50.6%	50.0%	53.8%	48.0%
Race								
Black	48.8%	100.0%	100.0%	100.0%	55.8%	100.0%	100.0%	100.0%
White	8.7%	0.0%	0.0%	0.0%	8.5%	0.0%	0.0%	0.0%
Hispanic	38.9%	0.0%	0.0%	0.0%	32.8%	0.0%	0.0%	0.0%
Asian	3.3%	0.0%	0.0%	0.0%	2.7%	0.0%	0.0%	0.0%
Special Programs								
Special Education	15.1%	8.9%	9.2%	8.8%	16.1%	8.1%	7.7%	8.3%
Free or Reduced Price Lunch	85.6%	84.0%	81.6%	85.1%	86.0%	81.1%	84.6%	79.2%
Bilingual	36.2%	0.3%	0.0%	0.5%	33.1%	0.0%	0.0%	0.0%
% students new this year (>K)	18.7%	17.1%	100.0%	0.0%	16.1%	34.2%	100.0%	0.0%
Census tract % poverty								
N with poverty numbers	346776	265	50	215	125322	37	13	24
% poverty in Census Tract	22.4%	21.4%	22.1%	21.3%	23.0%	20.7%	26.4%	17.6%
SD of Census Tract Poverty	16.6%	16.4%	14.4%	16.8%	17.1%	14.8%	17.3%	12.7%

Percent of students who are old for grade Fall 06
Grade level

k	9.3%	5.8%	5.8%					
1	12.5%	19.6%	0.0%	22.7%				
2	15.2%	7.5%	16.7%	4.9%				
3	20.6%	9.4%	16.7%	7.3%	99.4%			
4	24.1%	14.0%	16.7%	13.7%	25.7%	16.7%	16.7%	
5	25.9%	10.9%	22.2%	8.7%	26.7%	12.5%	28.6%	8.0%

Table 2
Enrollment Information for Students in All CPS Schools and in School 1 (2006-07)

| | | | | | Students with Prior Test Scores | | | |
| | Rest of CPS | School 1 | | | Rest of CPS | School 1 | | |
Years at this school		Overall	1	2		Overall	1	2
Total N	389763	321	98	223	130376	38	13	25
K	7.3%	16.2%	53.1%	0.0%	0.0%	0.0%	0.0%	0.0%
1	8.1%	15.9%	7.1%	19.7%	0.0%	0.0%	0.0%	0.0%
2	7.9%	16.5%	12.2%	18.4%	0.0%	0.0%	0.0%	0.0%
3	8.4%	16.5%	12.2%	18.4%	1.5%	0.0%	0.0%	0.0%
4	7.8%	17.8%	6.1%	22.9%	16.3%	15.8%	46.2%	0.0%
5	7.9%	17.1%	9.2%	20.6%	18.4%	84.2%	53.8%	100.0%

Previously enrolled in CPS for students in grades 1-12 in Fall 2006

N	337855	256	33	223	130376	38	13	25
%	86.7%	79.8%	33.7%	100.0%	100.0%	100.0%	100.0%	100.0%

Stable enrollment during prior year

N	347034	309	95	214	119944	35	11	24
%	89.0%	96.3%	96.9%	96.0%	92.0%	92.1%	84.6%	96.0%

Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006

%	73.4%	87.9%	92.9%	85.7%	79.3%	81.6%	76.9%	84.0%

Table 3
Prior Achievement of School 1 Students and their Prior Schools

Grade level Fall 06	Years at RSF school	Student N	Reading		Math	
			Mean	S.D.	Mean	S.D.
School 1 students with prior test scores						
4	2	33	-0.120	0.84	-0.199	0.90
5	2	25	0.037	0.95	0.011	0.90
Overall	2	58	-0.051	0.89	-0.109	0.90
4	1	5	0.449	0.85	0.606	1.03
5	1	7	-0.423	0.75	-0.889	0.59
Overall	1	12	-0.060	0.88	-0.266	1.08
Prior school mean scores						
4	2	33	-0.143	0.24	-0.231	0.29
5	2	25	-0.170	0.22	-0.251	0.25
Overall	2	58	-0.154	0.23	-0.239	0.27
4	1	5	-0.113	0.15	-0.092	0.21
5	1	7	-0.159	0.21	-0.296	0.22
Overall	1	12	-0.140	0.18	-0.211	0.23

Note: a. The means and standard deviations in each subject for each grade and each test for the district are standardized to 0 and 1, respectively. b. The prior test for students enrolled for 2 years is the 2005 ITBS, and the prior test for students enrolled for 1 year is the 2006 ISAT. c. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Additional Student Information on School 1 (2006-07)

	School 1
Home distance from school	
Total student N	321
<1 mile	26.8%
1-2 miles	36.1%
2-4 miles	25.2%
>4 miles	11.8%
Students from CPS sending schools*	
Total student N	269
Top 1 sending school	3.7%
Top 2 sending schools	6.3%
Top 3 sending schools	8.6%
All CPS sending schools	50.6%
Total CPS sending school N	136
Not previously CPS students	49.4%
Students' prior school's NCLB status*	
Total student N	321
In NCLB School Improvement Status	83.5%
Not in school improvement status	8.1%
Missing	8.4%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 2 (2006-07)

	Rest of CPS	School 2			Students with Prior Test Scores			
					Rest of CPS	School 2		
Years at this school		Overall	1	2		Overall	1	2
Total N	389763	566	201	365	130376	114	32	82
Gender								
Female	49.4%	50.4%	52.7%	49.0%	49.4%	44.7%	37.5%	47.6%
Male	50.6%	49.6%	47.3%	51.0%	50.6%	55.3%	62.5%	52.4%
Race								
Black	48.8%	97.7%	97.0%	98.1%	55.8%	95.6%	96.9%	95.1%
White	8.7%	0.4%	0.0%	0.5%	8.5%	0.9%	0.0%	1.2%
Hispanic	38.9%	1.6%	2.5%	1.1%	32.8%	2.6%	3.1%	2.4%
Asian	3.3%	0.2%	0.0%	0.3%	2.7%	0.9%	0.0%	1.2%
Special Programs								
Special Education	15.1%	10.7%	9.4%	11.4%	16.1%	18.2%	22.6%	16.5%
Free or Reduced Price Lunch	85.6%	82.2%	77.6%	84.8%	86.0%	90.9%	83.9%	93.7%
Bilingual	36.2%	1.1%	1.6%	0.9%	33.1%	1.8%	0.0%	2.5%
% students new this year (>K)	18.7%	25.1%	100.0%	0.0%	16.1%	28.1%	100.0%	0.0%
Census tract % poverty								
N with poverty numbers	346776	463	121	342	125322	110	31	79
% poverty in Census Tract	22.4%	18.0%	18.4%	17.9%	23.0%	18.3%	19.0%	18.0%
SD of Census Tract Poverty	16.6%	14.8%	14.4%	15.0%	17.1%	14.6%	14.5%	14.7%

Percent of students who are old for grade Fall 06

Grade level								
k	9.3%	6.3%	6.3%					
1	12.5%	13.3%	11.1%	14.3%				
2	15.2%	7.5%	15.4%	3.7%				
3	20.6%	7.4%	11.8%	6.3%	99.4%			
4	24.1%	11.3%	20.0%	8.3%	25.7%	15.4%	15.4%	
5	25.9%	25.3%	15.4%	27.1%	26.7%	23.5%	33.3%	22.2%
6	30.2%	15.0%	0.0%	19.7%	31.3%	18.0%	0.0%	24.3%

Table 2
Enrollment Information for Students in All CPS Schools and in School 2 (2006-07)

					Students with Prior Test Scores			
	Rest of CPS	School 2			Rest of CPS	School 2		
Years at this school		Overall	1	2		Overall	1	2
Student distribution by grade								
Total N	389763	566	201	365	130376	114	32	82
K	7.3%	14.0%	39.3%	0.0%	0.0%	0.0%	0.0%	0.0%
1	8.1%	14.7%	13.4%	15.3%	0.0%	0.0%	0.0%	0.0%
2	7.9%	14.1%	12.9%	14.8%	0.0%	0.0%	0.0%	0.0%
3	8.4%	14.3%	8.5%	17.5%	1.5%	0.0%	0.0%	0.0%
4	7.8%	14.1%	10.0%	16.4%	16.3%	11.4%	40.6%	0.0%
5	7.9%	14.7%	6.5%	19.2%	18.4%	44.7%	18.8%	54.9%
6	8.3%	14.1%	9.5%	16.7%	20.7%	43.9%	40.6%	45.1%
Previously enrolled in CPS for students in grades 1-12 in Fall 2006								
N	337855	438	73	365	130376	114	32	82
%	86.7%	77.4%	36.3%	100.0%	100.0%	100.0%	100.0%	100.0%
Stable enrollment during prior year								
N	347034	519	184	335	119944	104	26	78
%	89.0%	91.7%	91.5%	91.8%	92.0%	91.2%	81.3%	95.1%
Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006								
%	73.4%	80.6%	79.1%	81.4%	79.3%	83.3%	78.1%	85.4%

Table 3
Prior Achievement of School 2 Students and their Prior Schools

Grade level Fall 06	Years at RSF school	Student N	Reading		Math	
			Mean	S.D.	Mean	S.D.
School 2 students with prior test scores						
4	2	28	-0.181	1.03	-0.167	1.01
5	2	45	-0.149	0.85	-0.312	0.77
6	2	35	-0.140	0.80	-0.126	0.85
Overall	2	108	-0.154	0.88	-0.214	0.86
4	1	12	-0.217	0.99	-0.294	0.98
5	1	6	-0.233	1.33	-0.205	0.93
6	1	11	0.095	1.02	-0.084	0.87
Overall	1	29	-0.102	1.04	-0.196	0.90
Prior school mean scores						
4	2	28	-0.133	0.25	-0.195	0.28
5	2	45	-0.110	0.28	-0.211	0.31
6	2	35	-0.111	0.34	-0.174	0.37
Overall	2	108	-0.116	0.29	-0.195	0.32
4	1	12	-0.123	0.29	-0.244	0.28
5	1	6	-0.183	0.35	-0.284	0.28
6	1	11	-0.064	0.23	-0.160	0.26
Overall	1	29	-0.113	0.27	-0.220	0.27

Note: a. The means and standard deviations in each subject for each grade and each test for the district are standardized to 0 and 1, respectively. b. The prior test for students enrolled for 2 years is the 2005 ITBS, and the prior test for students enrolled for 1 year is the 2006 ISAT. c. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 2 (2006-07)

	School 2
Home distance from school	
Total student N	566
<1 mile	27.0%
1-2 miles	32.1%
2-4 miles	28.7%
>4 miles	12.2%
Students from CPS sending schools*	
Total student N	487
Top 1 sending school	5.7%
Top 2 sending schools	8.6%
Top 3 sending schools	11.5%
All CPS sending schools	52.0%
Total CPS sending school N	253
Not previously CPS students	48.0%
Students' prior school's NCLB status*	
Total student N	566
In NCLB School Improvement Status	81.3%
Not in school improvement status	10.1%
Missing	8.7%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 3 (2006-07)

		Rest of CPS	School 3			Students with Prior Test Scores		
						Rest of CPS	School 3	
Years at this school			Overall	1	2		Overall	1
Total N		389763	261	124	137	130376	24	24
Gender								
	Female	49.4%	46.9%	48.8%	45.3%	49.4%	50.0%	50.0%
	Male	50.6%	53.1%	51.2%	54.7%	50.6%	50.0%	50.0%
Race								
	Black	48.8%	98.8%	99.2%	98.5%	55.8%	100.0%	100.0%
	White	8.7%	0.4%	0.8%	0.0%	8.5%	0.0%	0.0%
	Hispanic	38.9%	0.4%	0.0%	0.7%	32.8%	0.0%	0.0%
	Asian	3.3%	0.4%	0.0%	0.7%	2.7%	0.0%	0.0%
Special Programs								
	Special Education	15.1%	11.9%	11.4%	12.3%	16.1%	13.0%	13.0%
	Free or Reduced Price Lunch	85.6%	83.6%	85.1%	82.3%	86.0%	78.3%	78.3%
	Bilingual	36.2%	0.4%	0.0%	0.8%	33.1%	0.0%	0.0%
	% students new this year (>K)	18.7%	35.9%	100.0%	0.0%	16.1%	100.0%	100.0%
Census tract % poverty								
	N with poverty numbers	346776	225	96	129	125322	23	23
	% poverty in Census Tract	22.4%	33.6%	33.9%	33.4%	23.0%	30.6%	30.6%
	SD of Census Tract Poverty	16.6%	20.7%	20.2%	21.3%	17.1%	19.9%	19.9%
Percent of students who are old for grade Fall 06								
	Grade level							
	k	9.3%	14.8%	6.1%	100.0%			
	1	12.5%	18.5%	35.7%	12.5%			
	2	15.2%	9.6%	4.8%	12.9%			
	3	20.6%	12.2%	15.4%	11.1%	99.4%		
	4	24.1%	7.8%	3.8%	12.0%	25.7%	4.3%	4.3%

Table 2
Enrollment Information for Students in All CPS Schools and in School 3 (2006-07)

	Rest of CPS	School 3			Students with Prior Test Scores		
					Rest of CPS	School 3	
Years at this school		Overall	1	2		Overall	1
Student distribution by grade							
Total N	389763	261	124	137	130376	24	24
K	7.3%	20.8%	39.8%	3.6%			
1	8.1%	20.8%	11.4%	29.2%			
2	7.9%	20.0%	17.1%	22.6%			
3	8.4%	18.8%	10.6%	26.3%	1.5%	4.2%	4.2%
4	7.8%	19.6%	21.1%	18.2%	16.3%	95.8%	95.8%

Previously enrolled in CPS for students in grades 1-12 in Fall 2006							
N	337855	166	34	132	130376	24	24
%	86.7%	63.8%	27.6%	96.4%	100.0%	100.0%	100.0%
Stable enrollment during prior year							
N	347034	242	114	128	119944	23	23
%	89.0%	93.1%	92.7%	93.4%	92.0%	95.8%	95.8%
Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006							
%	73.4%	89.6%	89.4%	89.8%	79.3%	87.5%	87.5%

Table 3
Prior Achievement of School 3 Students and their Prior Schools

Grade level Fall 06	Years at RSF school	Student N	Reading		Math	
			Mean	S.D.	Mean	S.D.
School 3 students with prior test scores						
4	2	16	-0.163	1.24	-0.127	0.87
Overall	2	16	-0.163	1.24	-0.127	0.87
4	1	8	-0.464	0.94	-0.847	0.54
Overall	1	8	-0.464	0.94	-0.847	0.54
Prior school mean scores						
4	2	16	-0.196	0.27	-0.304	0.29
Overall	2	16	-0.196	0.27	-0.304	0.29
4	1	8	-0.126	0.34	-0.299	0.38
Overall	1	8	-0.126	0.34	-0.299	0.38

Note: a. The means and standard deviations in each subject for each grade and each test for the district are standardized to 0 and 1, respectively. b. The prior test for students enrolled for 2 years is the 2005 ITBS, and the prior test for students enrolled for 1 year is the 2006 ISAT.
c. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 3 (2006-07)

		School 3
Home distance from school		
	Total student N	261
<1 mile		39.5%
1-2 miles		10.9%
2-4 miles		11.7%
>4 miles		37.9%
Students from CPS sending schools*		
	Total student N	206
Top 1 sending school		7.8%
Top 2 sending schools		11.7%
Top 3 sending schools		13.6%
All CPS sending schools		55.8%
	Total CPS sending school N	115
Not previously CPS students		44.2%
Students' prior school's NCLB status*		
	Total student N	261
In NCLB School Improvement Status		67.0%
Not in school improvement status		20.3%
Missing		12.6%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 4 (2006-07)

					Students with Prior Test Scores			
	Rest of CPS	School 4			Rest of CPS	School 4		
Years at this school		Overall	1	2		0	1	2
Total N	389763	242	104	138	130376	44	27	17
Gender								
Female	49.4%	55.4%	51.0%	58.7%	49.4%	52.3%	55.6%	47.1%
Male	50.6%	44.6%	49.0%	41.3%	50.6%	47.7%	44.4%	52.9%
Race								
Black	48.8%	99.2%	98.1%	100.0%	55.8%	97.7%	96.3%	100.0%
White	8.7%	0.0%	0.0%	0.0%	8.5%	0.0%	0.0%	0.0%
Hispanic	38.9%	0.4%	1.0%	0.0%	32.8%	2.3%	3.7%	0.0%
Asian	3.3%	0.0%	0.0%	0.0%	2.7%	0.0%	0.0%	0.0%
Special Programs								
Special Education	15.1%	8.0%	11.0%	5.8%	16.1%	9.1%	11.1%	5.9%
Free or Reduced Price Lunch	85.6%	93.7%	94.0%	93.4%	86.0%	100.0%	100.0%	100.0%
Bilingual	36.2%	0.0%	0.0%	0.0%	33.1%	0.0%	0.0%	0.0%
% students new this year (>K)	18.7%	29.9%	100.0%	0.0%	16.1%	61.4%	100.0%	0.0%
Census tract % poverty								
N with poverty numbers	346776	216	80	136	125322	44	27	17
% poverty in Census Tract	22.4%	30.0%	31.6%	29.1%	23.0%	32.9%	34.4%	30.6%
SD of Census Tract Poverty	16.6%	13.8%	14.0%	13.7%	17.1%	12.4%	11.9%	13.1%

Percent of students who are old for grade Fall 06								
Grade level								
k	9.3%	4.4%	4.4%					
1	12.5%	11.9%	20.0%	10.8%				
2	15.2%	10.5%	0.0%	13.8%				
3	20.6%	12.8%	17.6%	9.1%	99.4%			
4	24.1%	18.2%	18.8%	17.9%	25.7%	21.4%	21.4%	
5	25.9%	17.6%	8.3%	22.7%	26.7%	14.8%	0.0%	23.5%

Table 2
Enrollment Information for Students in All CPS Schools and in School 4 (2006-07)

					Students with Prior Test Scores			
	Rest of CPS	School 4			Rest of CPS	School 4		
Years at this school		Overall	1	2		Overall	1	2
Student distribution by grade								
Total N	389763	242	104	138	130376	44	27	17
K	7.3%	18.6%	43.3%	0.0%	0.0%	0.0%	0.0%	0.0%
1	8.1%	17.4%	4.8%	26.8%	0.0%	0.0%	0.0%	0.0%
2	7.9%	15.7%	8.7%	21.0%	0.0%	0.0%	0.0%	0.0%
3	8.4%	16.1%	16.3%	15.9%	1.5%	6.8%	11.1%	0.0%
4	7.8%	18.2%	15.4%	20.3%	16.3%	31.8%	51.9%	0.0%
5	7.9%	14.0%	11.5%	15.9%	18.4%	61.4%	37.0%	100.0%
Previously enrolled in CPS for students in grades 1-12 in Fall 2006								
N	337855	181	43	138	130376	44	27	17
%	86.7%	74.8%	41.3%	100.0%	100.0%	100.0%	100.0%	100.0%
Stable enrollment during prior year								
N	347034	231	98	133	119944	43	26	17
%	89.0%	95.5%	94.2%	96.4%	92.0%	97.7%	96.3%	100.0%
Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006								
%	73.4%	78.9%	84.6%	74.6%	79.3%	86.4%	85.2%	88.2%

Table 3
Prior Achievement of School 4 Students and their Prior Schools

Grade level Fall 06	Years at RSF school	Student N	Reading		Math	
			Mean	S.D.	Mean	S.D.
School 4 students with prior test scores						
4	2	18	-0.198	0.62	-0.609	0.71
5	2	17	-0.339	0.80	-0.428	0.63
Overall	2	35	-0.266	0.71	-0.516	0.67
4	1	12	-0.753	0.91	-0.773	0.47
5	1	9	-0.353	0.78	-0.183	0.83
Overall	1	21	-0.581	0.86	-0.520	0.70
Prior school mean scores						
4	2	18	-0.231	0.29	-0.340	0.36
5	2	17	-0.431	0.11	-0.534	0.21
Overall	2	35	-0.331	0.24	-0.437	0.31
4	1	12	-0.394	0.22	-0.464	0.25
5	1	9	-0.241	0.22	-0.253	0.24
Overall	1	21	-0.329	0.23	-0.374	0.26

Note: a. The means and standard deviations in each subject for each grade and each test for the district are standardized to 0 and 1, respectively. b. The prior test for students enrolled for 2 years is the 2005 ITBS, and the prior test for students enrolled for 1 year is the 2006 ISAT. c. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 4 (2006-07)

	School 4
Home distance from school	
Total student N	242
<1 mile	39.0%
1-2 miles	31.5%
2-4 miles	26.1%
>4 miles	3.3%
Students from CPS sending schools*	
Total student N	197
Top 1 sending school	7.6%
Top 2 sending schools	14.7%
Top 3 sending schools	19.3%
All CPS sending schools	68.0%
Total CPS sending school N	134
Not previously CPS students	32.0%
Students' prior school's NCLB status*	
Total student N	242
In NCLB School Improvement Status	82.2%
Not in school improvement status	10.7%
Missing	7.0%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 5 (2006-07)

	Rest of CPS	School 5			Students with Prior Test Scores		
					Rest of CPS	School 5	
Years at this school		Overall	1	2		Overall	2
Total N	389763	266	69	197	130376	92	77
Gender							
Female	49.4%	50.4%	52.2%	49.7%	49.4%	47.8%	49.4%
Male	50.6%	49.6%	47.8%	50.3%	50.6%	52.2%	50.6%
Race							
Black	48.8%	0.8%	0.0%	1.0%	55.8%	0.0%	0.0%
White	8.7%	0.8%	1.4%	0.5%	8.5%	1.1%	0.0%
Hispanic	38.9%	98.5%	98.6%	98.5%	32.8%	98.9%	100.0%
Asian	3.3%	0.0%	0.0%	0.0%	2.7%	0.0%	0.0%
Special Programs	15.1%	6.1%	6.2%	6.1%	16.1%	3.3%	1.3%
Special Education							
Free or Reduced Price Lunch	85.6%	95.8%	95.4%	95.9%	86.0%	97.8%	98.7%
Bilingual	36.2%	84.7%	44.6%	98.0%	33.1%	97.8%	100.0%
% students new this year (>K)	18.7%	16.5%	100.0%	0.0%	16.1%	16.3%	0.0%
Census tract % poverty							
N with poverty numbers	346776	251	55	196	125322	92	77
% poverty in Census Tract	22.4%	19.7%	19.7%	19.6%	23.0%	19.3%	19.6%
SD of Census Tract Poverty	16.6%	6.3%	9.1%	5.3%	17.1%	6.6%	5.9%

Percent of students who are old for grade Fall 06							
Grade level							
k	9.3%	3.3%	3.3%				
1	12.5%	6.7%		7.7%			
2	15.2%	10.7%		12.5%			
3	20.6%	16.7%		20.8%	99.4%		
4	24.1%	16.7%	16.7%	16.7%	25.7%		
5	25.9%	16.1%		14.8%	26.7%	20.0%	17.4%
6	30.2%	13.8%	33.3%	8.7%	31.3%	14.3%	11.8%
7	33.7%	23.3%		26.9%	33.6%	31.8%	35.0%
8	28.7%	25.0%	40.0%	21.7%	27.7%	14.3%	11.8%

Table 2
Enrollment Information for Students in All CPS Schools and in School 5 (2006-07)

					Students with Prior Test Scores		
	Rest of CPS	School 5			Rest of CPS	School 5	
Years at this school		Overall	1	2		Overall	2
Student distribution by grade							
Total N	389763	266	69	197	130376	92	77
K	7.3%	11.3%	43.5%	0.0%			
1	8.1%	11.3%	5.8%	13.2%			
2	7.9%	10.5%	5.8%	12.2%			
3	8.4%	11.3%	8.7%	12.2%			
4	7.8%	11.3%	8.7%	12.2%	16.3%	3.3%	
5	7.9%	11.7%	5.8%	13.7%	18.4%	27.2%	29.9%
6	8.3%	10.9%	8.7%	11.7%	20.7%	22.8%	22.1%
7	8.4%	11.3%	5.8%	13.2%	22.6%	23.9%	26.0%
8	7.6%	10.5%	7.2%	11.7%	20.4%	22.8%	22.1%

Previously enrolled in CPS for students in grades 1-12 in Fall 2006

N	337855	226	29	197	130376	92	77
%	86.7%	85.0%	42.0%	100.0%	100.0%	100.0%	100.0%
Stable enrollment during prior year							
N	347034	258	65	193	119944	91	76
%	89.0%	97.0%	94.2%	98.0%	92.0%	98.9%	98.7%
Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006							
%	73.4%	90.3%	82.8%	93.1%	79.3%	91.5%	91.7%

Table 3
Prior Achievement of School 5 Students and their Prior Schools

Grade level Fall 06	Years at RSF school	Student N	Reading		Math	
			Mean	S.D.	Mean	S.D.
School 5 students with prior test scores						
4	2	4				
5	2	10	0.086	0.52	0.187	0.71
6	2	8	-0.040	0.48	-0.384	0.30
7	2	19	-0.160	0.62	-0.235	0.53
8	2	16	0.009	0.82	0.164	0.69
Overall	2	57	-0.049	0.65	-0.079	0.63
4	1	2				
5	1	1				
6	1	4				
7	1	2				
8	1	4				
Overall	1	13	-0.197	0.74	-0.355	0.81
Prior school mean scores						
4	2	4				
5	2	10	0.095	0.14	0.182	0.16
6	2	8	-0.038	0.17	-0.036	0.27
7	2	19	-0.045	0.20	-0.035	0.26
8	2	16	-0.087	0.17	-0.053	0.25
Overall	2	57	-0.023	0.18	0.013	0.25
4	1	2				
5	1	1				
6	1	4				
7	1	2				
8	1	4				
Overall	1	13	-0.030	0.20	0.036	0.24

Note: a. The means and standard deviations in each subject for each grade and each test for the district are standardized to 0 and 1, respectively. b. The prior test for students enrolled for 2 years is the 2005 ITBS, and the prior test for students enrolled for 1 year is the 2006 ISAT. c. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 5 (2006-07)

		School 5
Home distance from school		
	Total student N	266
<1 mile		98.5%
1-2 miles		1.5%
2-4 miles		0.0%
>4 miles		0.0%
Students from CPS sending schools*		
	Total student N	236
Top 1 sending school		29.2%
Top 2 sending schools		33.1%
Top 3 sending schools		36.9%
All CPS sending schools		78.8%
	Total CPS sending school N	186
Not previously CPS students		21.2%
Students' prior school's NCLB status*		
	Total student N	266
In NCLB School Improvement Status		81.2%
Not in school improvement status		14.3%
Missing		4.5%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 6 (2006-07)

	Rest of CPS	School 6			Students with Prior Test Scores Rest of CPS	School 6		
Years at this school		Overall	1	2		0	1	2
Total N	389763	503	213	290	130376	383	120	263
Gender								
Female	49.4%	46.9%	45.1%	48.3%	49.4%	48.0%	45.8%	49.0%
Male	50.6%	53.1%	54.9%	51.7%	50.6%	52.0%	54.2%	51.0%
Race								
Black	48.8%	7.2%	6.6%	7.6%	55.8%	8.4%	9.2%	8.0%
White	8.7%	6.6%	8.0%	5.5%	8.5%	5.7%	8.3%	4.6%
Hispanic	38.9%	78.3%	75.1%	80.7%	32.8%	76.8%	68.3%	80.6%
Asian	3.3%	8.0%	10.3%	6.2%	2.7%	9.1%	14.2%	6.8%
Special Programs								
Special Education	15.1%	14.2%	14.4%	14.1%	16.1%	15.4%	15.8%	15.2%
Free or Reduced Price Lunch	85.6%	94.2%	96.0%	93.0%	86.0%	92.7%	93.0%	92.6%
Bilingual	36.2%	81.7%	71.8%	88.7%	33.1%	83.6%	74.6%	87.5%
% students new this year (>K)	18.7%	42.3%	100.0%	0.0%	16.1%	31.3%	100.0%	0.0%
Census tract % poverty								
N with poverty numbers	346776	474	190	284	125322	371	114	257
% poverty in Census Tract	22.4%	18.0%	17.5%	18.4%	23.0%	18.1%	17.4%	18.3%
SD of Census Tract Poverty	16.6%	9.3%	9.7%	9.0%	17.1%	9.5%	10.4%	9.1%

Percent of students who are old for grade Fall 06

Grade level								
3	20.6%				99.4%			
4	24.1%				25.7%			
5	25.9%				26.7%			
6	30.2%	15.8%	15.8%		31.3%	17.1%	17.1%	
7	33.7%	28.1%	45.9%	23.4%	33.6%	26.7%	45.5%	23.4%
8	28.7%	22.3%	36.7%	19.5%	27.7%	21.9%	31.3%	20.9%

Table 2
Enrollment Information for Students in All CPS Schools and in School 6 (2006-07)

| | | | | | Students with Prior Test Scores | | | |
| | Rest of CPS | School 6 | | | Rest of CPS | School 6 | | |
Years at this school		Overall	1	2		Overall	1	2
Student distribution by grade								
Total N	389763	503	213	290	130376	383	120	263
6	8.3%	29.0%	68.5%	0.0%	20.7%	21.4%	68.3%	0.0%
7	8.4%	35.4%	17.4%	48.6%	22.6%	38.1%	18.3%	47.1%
8	7.6%	35.6%	14.1%	51.4%	20.4%	40.5%	13.3%	52.9%
Previously enrolled in CPS for students in grades 1-12 in Fall 2006								
N	337855	461	171	290	130376	383	120	263
%	86.7%	91.7%	80.3%	100.0%	100.0%	100.0%	100.0%	100.0%
Stable enrollment during prior year								
N	347034	468	193	275	119944	360	110	250
%	89.0%	93.0%	90.6%	94.8%	92.0%	94.0%	91.7%	95.1%
Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006								
%	73.4%	85.5%	84.2%	87.2%	79.3%	86.8%	85.6%	87.9%

Table 3
Prior Achievement of School 6 Students and their Prior Schools

Grade level Fall 06	Years at RSF school	Student N	Reading		Math	
			Mean	S.D.	Mean	S.D.
School 6 students with prior test scores						
7	2	122	0.027	1.00	0.290	1.04
8	2	138	-0.123	0.83	0.106	0.96
Overall	2	260	-0.052	0.91	0.192	1.00
6	1	81	0.084	0.92	0.149	1.01
7	1	19	0.323	1.04	0.138	0.77
8	1	14	0.052	0.67	0.155	0.60
Overall	1	114	0.120	0.91	0.148	0.93
Prior school mean scores						
7	2	122	0.051	0.16	0.234	0.18
8	2	138	0.092	0.13	0.268	0.14
Overall	2	260	0.073	0.14	0.252	0.16
6	1	81	0.034	0.12	0.058	0.11
7	1	19	0.143	0.26	0.202	0.27
8	1	14	0.380	0.26	0.486	0.26
Overall	1	114	0.095	0.20	0.134	0.22

Note: a. The means and standard deviations in each subject for each grade and each test for the district are standardized to 0 and 1, respectively. b. The prior test for students enrolled for 2 years is the 2005 ITBS, and the prior test for students enrolled for 1 year is the 2006 ISAT. c. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 6 (2006-07)

	School 6
Home distance from school	
Total student N	503
<1 mile	94.6%
1-2 miles	0.2%
2-4 miles	3.2%
>4 miles	2.0%
Students from CPS sending schools*	
Total student N	503
Top 1 sending school	57.7%
Top 2 sending schools	59.6%
Top 3 sending schools	61.6%
All CPS sending schools	88.3%
Total CPS sending school N	444
Not previously CPS students	11.7%
Students' prior school's NCLB status*	
Total student N	503
In NCLB School Improvement Status	26.2%
Not in school improvement status	73.8%
Missing	0.0%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 7 (2006-07)

| | | Rest of CPS | School 7 | | | Students with Prior Test Scores | | | |
| | | | | | | Rest of CPS | School 7 | | |
			Overall	1	2		Overall	1	2
	Years at this school								
	Total N	389763	253	73	180	130376	205	56	149
Gender									
	Female	49.4%	48.2%	47.9%	48.3%	49.4%	49.3%	46.4%	50.3%
	Male	50.6%	51.8%	52.1%	51.7%	50.6%	50.7%	53.6%	49.7%
Race									
	Black	48.8%	93.7%	91.8%	94.4%	55.8%	94.6%	96.4%	94.0%
	White	8.7%	2.0%	2.7%	1.7%	8.5%	1.0%	0.0%	1.3%
	Hispanic	38.9%	4.3%	5.5%	3.9%	32.8%	4.4%	3.6%	4.7%
	Asian	3.3%	0.0%	0.0%	0.0%	2.7%	0.0%	0.0%	0.0%
Special Programs									
	Special Education	15.1%	11.5%	13.7%	10.4%	16.1%	9.2%	7.1%	10.3%
	Free or Reduced Price Lunch	85.6%	71.6%	71.2%	71.9%	86.0%	72.4%	75.0%	71.0%
	Bilingual	36.2%	4.8%	2.7%	5.9%	33.1%	6.1%	3.6%	7.5%
	% students new this year (>K)	18.7%	28.9%	100.0%	0.0%	16.1%	27.3%	100.0%	0.0%
Census tract % poverty									
	N with poverty numbers	346776	200	65	135	125322	163	56	107
	% poverty in Census Tract	22.4%	26.1%	26.8%	25.7%	23.0%	26.3%	27.0%	26.0%
	SD of Census Tract Poverty	16.6%	21.7%	21.9%	21.7%	17.1%	22.1%	22.2%	22.1%

| | | Rest of CPS | School 7 | | | Rest of CPS | School 7 | | |
			Overall	1	2		Overall	1	2
Percent of students who are old for grade Fall 06									
	Grade level								
	4	24.1%	17.3%	17.3%		25.7%	17.6%	17.6%	
	5	25.9%	5.9%	11.1%	4.8%	26.7%	5.3%		2.9%
	6	30.2%	18.5%	25.0%	17.4%	31.3%	13.9%		14.3%
	7	33.7%	5.7%		6.1%	33.6%	5.0%		5.1%
	8	28.7%	11.6%		11.6%	27.7%	10.0%		10.0%

Table 2
Enrollment Information for Students in All CPS Schools and in School 7 (2006-07)

					Students with Prior Test Scores			
	Rest of CPS	School 7			Rest of CPS	School 7		
Years at this school		Overall	1	2		Overall	1	2
Student distribution by grade								
Total N	389763	253	73	180	130376	205	56	149
4	7.8%	20.6%	71.2%	0.0%	16.3%	24.9%	91.1%	0.0%
5	7.9%	20.2%	12.3%	23.3%	18.4%	18.5%	5.4%	23.5%
6	8.3%	21.3%	11.0%	25.6%	20.7%	17.6%	1.8%	23.5%
7	8.4%	20.9%	5.5%	27.2%	22.6%	19.5%	1.8%	26.2%
8	7.6%	17.0%	0.0%	23.9%	20.4%	19.5%	0.0%	26.8%
Previously enrolled in CPS for students in grades 1-12 in Fall 2006								
N	337855	241	61	180	130376	205	56	149
%	86.7%	95.3%	83.6%	100.0%	100.0%	100.0%	100.0%	100.0%
Stable enrollment during prior year								
N	347034	207	72	135	119944	162	55	107
%	89.0%	81.8%	98.6%	75.0%	92.0%	79.0%	98.2%	71.8%
Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006								
%	73.4%	91.0%	94.5%	89.1%	79.3%	92.1%	94.6%	90.8%

Table 3
Prior Achievement of School 7 Students and their Prior Schools

Grade level Fall 06	Years at RSF school	Student N	Reading		Math	
			Mean	S.D.	Mean	S.D.
School 7 students with prior test scores						
5	2	34	0.356	1.02	0.089	0.95
6	2	35	0.415	0.72	0.223	0.68
7	2	39	0.394	0.74	0.245	0.82
8	2	40	0.298	0.93	0.083	0.80
Overall	2	148	0.364	0.85	0.160	0.81
4	1	40	0.339	0.92	0.270	0.81
5	1	3				
6	1	1				
7	1	1				
Overall	1	45	0.334	0.91	0.242	0.85
Prior school mean scores						
5	2	34	0.132	0.28	-0.078	0.26
6	2	35	0.149	0.26	-0.092	0.19
7	2	39	0.092	0.34	-0.126	0.30
8	2	40	0.201	0.20	-0.052	0.16
Overall	2	148	0.145	0.27	-0.087	0.23
4	1	40	0.385	0.29	0.156	0.24
5	1	3				
6	1	1				
7	1	1				
Overall	1	45	0.335	0.36	0.130	0.32

Note: a. The means and standard deviations in each subject for each grade and each test for the district are standardized to 0 and 1, respectively. b. The prior test for students enrolled for 2 years is the 2005 ITBS, and the prior test for students enrolled for 1 year is the 2006 ISAT. c. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 7 (2006-07)

		School 7
Home distance from school		
	Total student N	253
	<1 mile	32.4%
	1-2 miles	16.2%
	2-4 miles	16.6%
	>4 miles	34.8%
Students from CPS sending schools*		
	Total student N	253
	Top 1 sending school	47.8%
	Top 2 sending schools	49.4%
	Top 3 sending schools	51.0%
	All CPS sending schools	81.8%
	Total CPS sending school N	207
	Not previously CPS students	18.2%
Students' prior school's NCLB status*		
	Total student N	253
	In NCLB School Improvement Status	35.6%
	Not in school improvement status	63.6%
	Missing	0.8%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 8 (2006-07)

					Students with Prior Test Scores			
		Rest of CPS	School 8			Rest of CPS	School 8		
			Overall	1	2		Overall	1	2
	Years at this school		Overall	1	2		Overall	1	2
	Total N	389763	166	116	50	130376	71	27	44
Gender									
	Female	49.4%	50.6%	48.3%	56.0%	49.4%	52.1%	44.4%	56.8%
	Male	50.6%	49.4%	51.7%	44.0%	50.6%	47.9%	55.6%	43.2%
Race									
	Black	48.8%	100.0%	100.0%	100.0%	55.8%	100.0%	100.0%	100.0%
	White	8.7%	0.0%	0.0%	0.0%	8.5%	0.0%	0.0%	0.0%
	Hispanic	38.9%	0.0%	0.0%	0.0%	32.8%	0.0%	0.0%	0.0%
	Asian	3.3%	0.0%	0.0%	0.0%	2.7%	0.0%	0.0%	0.0%
Special Programs									
	Special Education	15.1%	6.2%	4.5%	10.0%	16.1%	10.0%	7.7%	11.4%
	Free or Reduced Price Lunch	85.6%	83.3%	82.1%	86.0%	86.0%	84.3%	76.9%	88.6%
	Bilingual	36.2%	0.0%	0.0%	0.0%	33.1%	0.0%	0.0%	0.0%
	% students new this year (>K)	18.7%	64.5%	100.0%	0.0%	16.1%	38.0%	100.0%	0.0%
Census tract % poverty									
	N with poverty numbers	346776	117	67	50	125322	70	26	44
	% poverty in Census Tract	22.4%	23.3%	25.0%	21.1%	23.0%	24.1%	28.0%	21.8%
	SD of Census Tract Poverty	16.6%	16.1%	16.8%	15.0%	17.1%	16.7%	18.4%	15.3%

Percent of students who are old for grade Fall 06									
	Grade level								
	k	9.3%	12.0%	12.0%					
	1	12.5%	13.0%	13.0%					
	2	15.2%	0.0%	0.0%					
	6	30.2%	16.7%	13.6%		31.3%	23.1%	18.2%	
	7	33.7%	25.0%	26.7%	23.8%	33.6%	25.9%	33.3%	22.2%
	8	28.7%	7.9%	9.1%	7.4%	27.7%	6.5%	14.3%	4.2%

Table 2
Enrollment Information for Students in All CPS Schools and in School 8 (2006-07)

					Students with Prior Test Scores			
	Rest of CPS	School 8			Rest of CPS	School 8		
Years at this school		Overall	1	2		Overall	1	2
Student distribution by grade								
Total N	389763	166	116	50	130376	71	27	44
K	7.3%	15.1%	21.6%	0.0%	0.0%	0.0%	0.0%	0.0%
1	8.1%	13.9%	19.8%	0.0%	0.0%	0.0%	0.0%	0.0%
2	7.9%	12.0%	17.2%	0.0%	0.0%	0.0%	0.0%	0.0%
6	8.3%	14.5%	19.0%	4.0%	20.7%	18.3%	40.7%	4.5%
7	8.4%	21.7%	12.9%	42.0%	22.6%	38.0%	33.3%	40.9%
8	7.6%	22.9%	9.5%	54.0%	20.4%	43.7%	25.9%	54.5%

Previously enrolled in CPS for students in grades 1-12 in Fall 2006

N	337855	91	41	50	130376	71	27	44
%	86.7%	54.8%	35.3%	100.0%	100.0%	100.0%	100.0%	100.0%

Stable enrollment during prior year

N	347034	158	110	48	119944	68	26	42
%	89.0%	95.2%	94.8%	96.0%	92.0%	95.8%	96.3%	95.5%

Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006

%	73.4%	70.3%	70.5%	69.6%	79.3%	75.0%	70.0%	80.0%

Table 3
Prior Achievement of School 8 Students and their Prior Schools

Grade level Fall 06	Years at RSF school	Student N	Reading Mean	Reading S.D.	Math Mean	Math S.D.
			School 8 students with prior test scores			
6	2	2				
7	2	18	-0.233	0.65	-0.202	0.47
8	2	24	-0.066	0.80	-0.095	0.83
Overall	2	44	-0.125	0.73	-0.181	0.71
6	1	9	-0.033	0.61	-0.368	0.64
7	1	9	0.057	0.43	-0.104	0.52
8	1	5	0.074	0.52	-0.471	0.55
Overall	1	23	0.026	0.50	-0.287	0.57
			Prior school mean scores			
6	2	2				
7	2	18	-0.152	0.29	-0.216	0.33
8	2	24	-0.138	0.10	-0.172	0.13
Overall	2	44	-0.155	0.20	-0.199	0.24
6	1	9	-0.199	0.30	-0.371	0.32
7	1	9	0.068	0.47	-0.120	0.49
8	1	5	-0.112	0.26	-0.146	0.28
Overall	1	23	-0.075	0.37	-0.224	0.39

Note: a. The means and standard deviations in each subject for each grade and each test for the district are standardized to 0 and 1, respectively. b. The prior test for students enrolled for 2 years is the 2005 ITBS, and the prior test for students enrolled for 1 year is the 2006 ISAT. c. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 8 (2006-07)

	School 8
Home distance from school	
Total student N	166
<1 mile	23.5%
1-2 miles	18.1%
2-4 miles	39.8%
>4 miles	18.7%
Students from CPS sending schools*	
Total student N	141
Top 1 sending school	12.1%
Top 2 sending schools	14.9%
Top 3 sending schools	17.0%
All CPS sending schools	60.3%
Total CPS sending school N	85
Not previously CPS students	39.7%
Students' prior school's NCLB status*	
Total student N	166
In NCLB School Improvement Status	74.1%
Not in school improvement status	10.8%
Missing	15.1%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 16 (2006-07)

| | | Rest of CPS | School 16 | | | Students with Prior Test Scores | |
						Rest of CPS	School 16
	Years at this school		Overall	1	2		
	Total N	389763	126	66	60	130376	
Gender							
	Female	49.4%	49.2%	54.5%	43.3%	49.4%	
	Male	50.6%	50.8%	45.5%	56.7%	50.6%	
Race							
	Black	48.8%	19.0%	25.8%	11.7%	55.8%	
	White	8.7%	5.6%	7.6%	3.3%	8.5%	
	Hispanic	38.9%	73.8%	65.2%	83.3%	32.8%	
	Asian	3.3%	1.6%	1.5%	1.7%	2.7%	
Special Programs							
	Special Education	15.1%	10.4%	10.8%	10.0%	16.1%	
	Free or Reduced Price Lunch	85.6%	89.6%	89.2%	90.0%	86.0%	
	Bilingual	36.2%	16.0%	9.2%	23.3%	33.1%	
	% students new this year (>K)	18.7%	26.8%	100.0%	0.0%	16.1%	
Census tract % poverty							
	N with poverty numbers	346776	109	49	60	125322	
	% poverty in Census Tract	22.4%	24.9%	27.3%	23.0%	23.0%	
	SD of Census Tract Poverty	16.6%	15.2%	15.3%	15.0%	17.1%	

--- NO APPLICABLE STUDENTS ---

Percent of students who are old for grade Fall 06

	Grade level						
	k	9.3%	6.8%	6.8%			
	1	12.5%	9.1%	22.2%	5.7%		
	2	15.2%	10.5%	23.1%	4.0%		

Table 2
Enrollment Information for Students in All CPS Schools and in School 16 (2006-07)

	Rest of CPS	School 16			Students with Prior Test Scores	
					Rest of CPS	School 16
Years at this school		Overall	1	2		
Student distribution by grade						
Total N	389763	126	66	60	130376	
K	7.3%	34.9%	66.7%	0.0%	0.0%	
1	8.1%	34.9%	13.6%	58.3%	0.0%	
2	7.9%	30.2%	19.7%	41.7%	0.0%	
Previously enrolled in CPS for students in grades 1-12 in Fall 2006						--- NO APPLICABLE STUDENTS ---
N	337855	72	12	60	130376	
%	86.7%	57.1%	18.2%	100.0%	100.0%	
Stable enrollment during prior year						
N	347034	122	64	58	119944	
%	89.0%	96.8%	97.0%	96.7%	92.0%	
Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006						
%	73.4%	88.9%	86.4%	91.7%	79.3%	

School 16 Table 3

No Prior Achievement Data Available

Table 4
Additional Student Information on School 16 2006-07

	School 16
Home distance from school	
Total student N	126
<1 mile	25.4%
1-2 miles	31.7%
2-4 miles	24.6%
>4 miles	18.3%
Students from CPS sending schools*	
Total student N	82
Top 1 sending school	25.6%
Top 2 sending schools	34.1%
Top 3 sending schools	39.0%
All CPS sending schools	63.4%
Total CPS sending school N	52
Not previously CPS students	36.6%
Students' prior school's NCLB status*	
Total student N	126
In NCLB School Improvement Status	56.3%
Not in school improvement status	5.6%
Missing	38.1%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 17 (2006-07)

| | | Rest of CPS | School 17 | | | Students with Prior Test Scores | |
						Rest of CPS	School 17
	Years at this school		Overall	1	2		
	Total N	389763	217	134	83	130376	
Gender							
	Female	49.4%	58.4%	59.8%	56.8%	49.4%	
	Male	50.6%	41.6%	40.2%	43.2%	50.6%	
Race		48.8%	98.1%	96.6%	100.0%	55.8%	
	Black	8.7%	0.0%	0.0%	0.0%	8.5%	
	White	38.9%	1.9%	3.4%	0.0%	32.8%	
	Hispanic	3.3%	0.0%	0.0%	0.0%	2.7%	
	Asian						
Special Programs		15.1%	7.5%	8.1%	6.8%	16.1%	
	Special Education	85.6%	93.1%	91.9%	94.5%	86.0%	
	Free or Reduced Price Lunch	36.2%	0.0%	0.0%	0.0%	33.1%	
	Bilingual	18.7%	50.4%	100.0%	0.0%	16.1%	
	% students new this year (>K)						
Census tract % poverty		346776	142	69	73	125322	
	N with poverty numbers	22.4%	36.2%	33.8%	38.5%	23.0%	
	% poverty in Census Tract	16.6%	15.8%	17.3%	14.0%	17.1%	
	SD of Census Tract Poverty						
Percent of students who are old for grade Fall 06							
	Grade level						
	k	9.3%	6.5%	3.4%	11.8%		
	1	12.5%	15.2%	19.2%	10.0%		
	2	15.2%	13.0%	11.1%	15.8%		
	3	20.6%	13.0%	20.0%	11.1%	99.4%	

--- NO APPLICABLE STUDENTS ---

Table 2
Enrollment Information for Students in All CPS Schools and in School 17 (2006-07)

	Rest of CPS	School 17			Students with Prior Test Scores	
					Rest of CPS	School 17
Years at this school		Overall	1	2		
Student distribution by grade						
Total N	389763	217	134	83	130376	
K	7.3%	28.6%	33.3%	23.0%	0.0%	
1	8.1%	28.6%	29.9%	27.0%	0.0%	
2	7.9%	28.6%	31.0%	25.7%	0.0%	
3	8.4%	14.3%	5.7%	24.3%	1.5%	
Previously enrolled in CPS for students in grades 1-12 in Fall 2006						-- NO APPLICABLE STUDENTS --
N	337855	96	39	57	130376	
%	86.7%	59.6%	44.8%	77.0%	100.0%	
Stable enrollment during prior year						
N	347034	154	82	72	119944	
%	89.0%	95.7%	94.3%	97.3%	92.0%	
Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006						
%	73.4%	83.2%	81.6%	85.1%	79.3%	

School 17 Table 3

No Prior Achievement Data Available

Table 4
Additional Student Information on School 17 (2006-07)

	School 17
Home distance from school	
Total student N	217
<1 mile	50.7%
1-2 miles	20.7%
2-4 miles	19.8%
>4 miles	8.8%
Students from CPS sending schools*	
Total student N	115
Top 1 sending school	8.7%
Top 2 sending schools	13.9%
Top 3 sending schools	18.3%
All CPS sending schools	67.0%
Total CPS sending school N	77
Not previously CPS students	33.0%
Students' prior school's NCLB status*	
Total student N	217
In NCLB School Improvement Status	79.3%
Not in school improvement status	9.2%
Missing	11.5%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 18 (2006-07)

		Rest of CPS	School 18			Students with Prior Test Scores — Rest of CPS	School 18
	Years at this school		Overall	1	2		
	Total N	389763	190	97	93	130376	
Gender							
	Female	49.4%	53.4%	51.0%	55.9%	49.4%	
	Male	50.6%	46.6%	49.0%	44.1%	50.6%	
Race							
	Black	48.8%	99.5%	99.0%	100.0%	55.8%	
	White	8.7%	0.0%	0.0%	0.0%	8.5%	
	Hispanic	38.9%	0.5%	1.0%	0.0%	32.8%	
	Asian	3.3%	0.0%	0.0%	0.0%	2.7%	
Special Programs							
	Special Education	15.1%	15.6%	12.1%	19.3%	16.1%	
	Free or Reduced Price Lunch	85.6%	84.9%	91.2%	78.4%	86.0%	
	Bilingual	36.2%	0.0%	0.0%	0.0%	33.1%	
	% students new this year (>K)	18.7%	3.3%	100.0%	0.0%	16.1%	
Census tract % poverty							
	N with poverty numbers	346776	177	90	87	125322	
	% poverty in Census Tract	22.4%	34.4%	33.7%	35.2%	23.0%	
	SD of Census Tract Poverty	16.6%	20.5%	21.6%	19.4%	17.1%	

School 18 (Students with Prior Test Scores): --- NO APPLICABLE STUDENTS ---

Percent of students who are old for grade Fall 06

	Grade level					
	9	47.0%	40.4%	36.6%	100.0%	
	10	45.8%	30.0%		29.9%	

Table 2
Enrollment Information for Students in All CPS Schools and in School 18 (2006-07)

	Rest of CPS	School 18			Students with Prior Test Scores	
					Rest of CPS	School 18
Years at this school		Overall	1	2		
Student distribution by grade						
Total N	389763	190	97	93	130376	
9	9.4%	52.4%	96.9%	6.5%	0.0%	
10	7.7%	47.6%	3.1%	93.5%	0.0%	
Previously enrolled in CPS for students in grades 1-12 in Fall 2006						
N	337855	177	84	93	130376	
%	86.7%	93.7%	87.5%	100.0%	100.0%	
Stable enrollment during prior year						
N	347034	167	87	80	119944	
%	89.0%	88.4%	90.6%	86.0%	92.0%	
Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006						
%	73.4%	77.2%	76.0%	78.5%	79.3%	

--- NO APPLICABLE STUDENTS ---

Table 3
Prior Achievement of School 18 Students and their Prior Schools

Grade level Fall 06	Years at RSF school	Student N	Reading			Math	
			Mean	S.D.		Mean	S.D.
School 18 students with prior test scores							
9	1	76	-0.326	0.79		-0.391	0.69
Overall	1	76	-0.326	0.79		-0.391	0.69
Prior school mean scores							
9	1	76	-0.227	0.27		-0.287	0.29
Overall	1	76	-0.227	0.27		-0.287	0.29

Note: a. The means and standard deviations in each subject for each grade and each test for the district are standardized to 0 and 1, respectively. b. The prior test for students enrolled for 2 years is the 2005 ITBS, and the prior test for students enrolled for 1 year is the 2006 ISAT. c. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 18 (2006-07)

	School 18
Home distance from school	
Total student N	190
<1 mile	21.7%
1-2 miles	23.3%
2-4 miles	28.0%
>4 miles	27.0%
Students from CPS sending schools*	
Total student N	190
Top 1 sending school	10.0%
Top 2 sending schools	17.9%
Top 3 sending schools	23.2%
All CPS sending schools	90.5%
Total CPS sending school N	172
Not previously CPS students	9.5%
Students' prior school's NCLB status*	
Total student N	190
In NCLB School Improvement Status	54.7%
Not in school improvement status	33.7%
Missing	11.6%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for RSF Cohort 2 Schools 2006-07

| | | | Students with Prior Test Scores | |
	Rest of CPS	All Cohort 2 Schools	Rest of CPS	All Cohort 2 Schools
Total N	389763	2649	130376	587
Gender				
Female	49.4%	48.5%	49.4%	49.9%
Male	50.6%	51.5%	50.6%	50.1%
Race				
Black	48.8%	63.6%	55.8%	57.6%
White	8.7%	1.6%	8.5%	2.2%
Hispanic	38.9%	34.4%	32.8%	39.8%
Asian	3.3%	0.3%	2.7%	0.2%
Special Programs				
Special Education	15.1%	11.4%	16.1%	11.9%
Free or Reduced Price Lunch	85.6%	89.1%	86.0%	90.4%
Bilingual	36.2%	25.7%	33.1%	35.1%
% students new this year (>K)	18.7%	100.0%	16.1%	100.0%
Census tract % poverty				
N with poverty numbers	346776	2241	125322	569
% poverty in Census Tract	22.4%	25.9%	23.0%	26.7%
SD of Census Tract Poverty	16.6%	15.9%	17.1%	16.7%

Percent of students who are old for grade Fall 06
    Grade level

	Rest of CPS	All Cohort 2 Schools	Rest of CPS	All Cohort 2 Schools
k	9.3%	6.7%		
1	12.5%	12.3%		
2	15.2%	11.6%		
3	20.6%	16.5%	99.4%	100.0%
4	24.1%	20.3%	25.7%	21.6%
5	25.9%	24.1%	26.7%	23.4%
6	30.2%	18.9%	31.3%	20.8%
7	33.7%	31.4%	33.6%	31.4%
8	28.7%	23.9%	27.7%	28.9%
9	47.0%	31.0%		

Table 2
Enrollment Information for Students in All CPS Schools and in RSF Cohort 2 Schools 2006-07

| | | Rest of CPS | All Cohort 2 Schools | Students with Prior Test Scores | |
				Rest of CPS	All Cohort 2 Schools
Total N		389763	2649	130376	587
K		7.3%	8.4%		
	1	8.1%	6.8%		
	2	7.9%	6.5%		
	3	8.4%	6.2%	1.5%	2.2%
	4	7.8%	8.2%	16.3%	22.9%
	5	7.9%	8.0%	18.4%	24.8%
	6	8.3%	5.0%	20.7%	16.4%
	7	8.4%	7.1%	22.6%	27.2%
	8	7.6%	1.7%	20.4%	6.5%
	9	9.4%	42.0%		

Previously enrolled in CPS for students in grades 1-12 in Fall 2006

	N	337855	2021	130376	587
	%	86.7%	76.5%	100.0%	100.0%

Stable enrollment during prior year

	N	347034	2438	119944	548
	%	89.0%	92.2%	92.0%	93.7%

Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006

	%	73.4%	76.6%	79.3%	66.7%

Table 3
Prior Achievement of RSF Cohort 2 Students and their Prior Schools

Grade level Fall 06	Student N	Reading		Math	
		Mean	S.D.	Mean	S.D.
RSF Cohort 1 students with prior test scores					
4	112	-0.161	0.94	-0.197	0.98
5	132	-0.014	1.00	-0.083	0.97
6	93	0.176	0.84	0.057	0.76
7	149	-0.065	0.93	-0.174	0.94
8	37	-0.162	0.89	-0.256	0.86
9	921	-0.072	0.84	-0.201	0.81
Overall	1444	-0.059	0.88	-0.172	0.85
Prior school mean scores					
4	112	-0.132	0.28	-0.164	0.34
5	132	-0.123	0.29	-0.145	0.36
6	93	0.053	0.27	0.047	0.30
7	149	-0.096	0.22	-0.154	0.32
8	37	0.034	0.15	0.083	0.16
9	921	-0.137	0.32	-0.190	0.37
Overall	1444	-0.114	0.30	-0.158	0.36

Note: a. The means and standard deviations in each subject for each grade on the 2006 ISAT for the district are standardized to 0 and 1, respectively. b. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on Cohort 2 Students 2006-07

	RSF Cohort 2 Overall
Home distance from school	
Total student N	2649
<1 mile	44.6%
1-2 miles	20.7%
2-4 miles	20.0%
>4 miles	14.7%
Students from CPS sending schools*	
Total student N	2426
Top 1 sending school	13.1%
Top 2 sending schools	26.4%
Top 3 sending schools	28.0%
All CPS sending schools	83.4%
Total CPS sending school N	2023
Not previously CPS students	16.6%
Students' prior school's NCLB status*	
Total student N	2649
In NCLB School Improvement Status	76.3%
Not in school improvement status	19.9%
Missing	3.7%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 9 2006-07

			Students with Prior Test Scores	
	Rest of CPS	School 9	Rest of CPS	School 9
Total N	389763	320	130376	69
Gender				
Female	49.4%	51.9%	49.4%	44.9%
Male	50.6%	48.1%	50.6%	55.1%
Race				
Black	48.8%	98.1%	55.8%	97.1%
White	8.7%	0.6%	8.5%	0.0%
Hispanic	38.9%	1.3%	32.8%	2.9%
Asian	3.3%	0.0%	2.7%	0.0%
Special Programs				
Special Education	15.1%	6.0%	16.1%	12.9%
Free or Reduced Price Lunch	85.6%	92.7%	86.0%	96.8%
Bilingual	36.2%	1.3%	33.1%	3.2%
% students new this year (>K)	18.7%	100.0%	16.1%	100.0%
Census tract % poverty				
N with poverty numbers	346776	218	125322	62
% poverty in Census Tract	22.4%	35.5%	23.0%	37.6%
SD of Census Tract Poverty	16.6%	20.4%	17.1%	20.3%

Percent of students who are old for grade Fall 06
Grade level

k	9.3%	6.8%		
1	12.5%	14.0%		
2	15.2%	20.4%		
3	20.6%	19.6%	99.4%	100.0%
4	24.1%	20.0%	25.7%	22.6%
5	25.9%	31.9%	26.7%	35.5%

Table 2
Enrollment Information for Students in All CPS Schools and in School 9 2006-07

| | | Rest of CPS | School 9 | Students with Prior Test Scores | |
				Rest of CPS	School 9
Total N		389763	320	130376	69
K		7.3%	22.8%		
	1	8.1%	15.6%		
	2	7.9%	15.3%		
	3	8.4%	15.9%	1.5%	10.1%
	4	7.8%	15.6%	16.3%	44.9%
	5	7.9%	14.7%	18.4%	44.9%

Previously enrolled in CPS for students in grades 1-12 in Fall 2006

		Rest of CPS	School 9	Rest of CPS	School 9
	N	337855	164	130376	69
	%	86.7%	51.3%	100.0%	100.0%

Stable enrollment during prior year

		Rest of CPS	School 9	Rest of CPS	School 9
	N	347034	291	119944	60
	%	89.0%	90.9%	92.0%	87.0%

Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006

		Rest of CPS	School 9	Rest of CPS	School 9
	%	73.4%	77.2%	79.3%	73.9%

Table 3
Prior Achievement of School 9 Students and their Prior Schools

Grade level Fall 06	Student N	Reading		Math	
		Mean	S.D.	Mean	S.D.
School 9 students with prior test scores					
4	26	-0.289	0.95	-0.459	0.72
5	29	-0.121	0.96	-0.253	0.91
Overall	55	-0.201	0.95	-0.350	0.82
Prior school mean scores					
4	26	-0.189	0.24	-0.312	0.32
5	29	-0.275	0.21	-0.381	0.22
Overall	55	-0.234	0.23	-0.348	0.27

Note: a. The means and standard deviations in each subject for each grade on the 2006 ISAT for the district are standardized to 0 and 1, respectively. b. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 9 Students 2006-07

	School 9
Home distance from school	
Total student N	320
<1 mile	21.6%
1-2 miles	17.5%
2-4 miles	19.7%
>4 miles	41.3%
Students from CPS sending schools*	
Total student N	247
Top 1 sending school	5.3%
Top 2 sending schools	12.2%
Top 3 sending schools	10.5%
All CPS sending schools	66.4%
Total CPS sending school N	164
Not previously CPS students	33.6%
Students' prior school's NCLB status*	
Total student N	320
In NCLB School Improvement Status	69.1%
Not in school improvement status	21.9%
Missing	9.1%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 10 2006-07

| | | Rest of CPS | School 10 | Students with Prior Test Scores | |
				Rest of CPS	School 10
	Total N	389763	119	130376	94
Gender					
	Female	49.4%	43.7%	49.4%	42.6%
	Male	50.6%	56.3%	50.6%	57.4%
Race					
	Black	48.8%	99.2%	55.8%	100.0%
	White	8.7%	0.0%	8.5%	0.0%
	Hispanic	38.9%	0.8%	32.8%	0.0%
	Asian	3.3%	0.0%	2.7%	0.0%
Special Programs					
	Special Education	15.1%	8.8%	16.1%	8.6%
	Free or Reduced Price Lunch	85.6%	96.5%	86.0%	96.8%
	Bilingual	36.2%	0.0%	33.1%	0.0%
	% students new this year (>K)	18.7%	100.0%	16.1%	100.0%
Census tract % poverty					
	N with poverty numbers	346776	105	125322	93
	% poverty in Census Tract	22.4%	40.2%	23.0%	40.5%
	SD of Census Tract Poverty	16.6%	17.1%	17.1%	17.8%

Percent of students who are old for grade Fall 06
Grade level

		Rest of CPS	School 10	Rest of CPS	School 10
	4	24.1%	25.0%	25.7%	31.1%
	5	25.9%	28.8%	26.7%	30.6%

Table 2
Enrollment Information for Students in All CPS Schools and in School 10 2006-07

| | | Rest of CPS | School 10 | Students with Prior Test Scores | |
				Rest of CPS	School 10
Total N		389763	119	130376	94
	4	7.8%	50.4%	16.3%	47.9%
	5	7.9%	49.6%	18.4%	52.1%

Previously enrolled in CPS for students in grades 1-12 in Fall 2006					
	N	337855	99	130376	94
	%	86.7%	83.2%	100.0%	100.0%
Stable enrollment during prior year					
	N	347034	109	119944	90
	%	89.0%	91.6%	92.0%	95.7%
Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006					
	%	73.4%	68.9%	79.3%	70.2%

Table 3
Prior Achievement of School 10 Students and their Prior Schools

Grade level Fall 06	Student N	Reading		Math	
		Mean	S.D.	Mean	S.D.
School 10 students with prior test scores					
4	40	-0.429	0.84	-0.450	0.86
5	41	-0.301	1.08	-0.412	1.03
Overall	81	-0.364	0.96	-0.431	0.94
Prior school mean scores					
4	40	-0.240	0.31	-0.281	0.32
5	41	-0.222	0.31	-0.249	0.39
Overall	81	-0.231	0.30	-0.265	0.36

Note: a. The means and standard deviations in each subject for each grade on the 2006 ISAT for the district are standardized to 0 and 1, respectively. b. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 10 Students 2006-07

	School 10
Home distance from school	
Total student N	119
<1 mile	51.3%
1-2 miles	26.1%
2-4 miles	14.3%
>4 miles	8.4%
Students from CPS sending schools*	
Total student N	119
Top 1 sending school	8.4%
Top 2 sending schools	18.2%
Top 3 sending schools	21.0%
All CPS sending schools	83.2%
Total CPS sending school N	99
Not previously CPS students	16.8%
Students' prior school's NCLB status*	
Total student N	119
In NCLB School Improvement Status	79.8%
Not in school improvement status	20.2%
Missing	0.0%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 11 2006-07

| | | | Students with Prior Test Scores | |
	Rest of CPS	School 11	Rest of CPS	School 11
Total N	389763	202	130376	28
Gender				
Female	49.4%	53.5%	49.4%	35.7%
Male	50.6%	46.5%	50.6%	64.3%
Race				
Black	48.8%	100.0%	55.8%	100.0%
White	8.7%	0.0%	8.5%	0.0%
Hispanic	38.9%	0.0%	32.8%	0.0%
Asian	3.3%	0.0%	2.7%	0.0%
Special Programs				
Special Education	15.1%	4.7%	16.1%	10.7%
Free or Reduced Price Lunch	85.6%	85.0%	86.0%	89.3%
Bilingual	36.2%	0.5%	33.1%	0.0%
% students new this year (>K)	18.7%	100.0%	16.1%	100.0%
Census tract % poverty				
N with poverty numbers	346776	115	125322	28
% poverty in Census Tract	22.4%	33.7%	23.0%	33.9%
SD of Census Tract Poverty	16.6%	14.7%	17.1%	13.1%

Percent of students who are old for grade Fall 06
  Grade level

Grade	Rest of CPS	School 11	Rest of CPS	School 11
k	9.3%	6.9%		
1	12.5%	20.5%		
2	15.2%	14.3%		
3	20.6%	17.9%	99.4%	
4	24.1%	20.0%	25.7%	27.3%
5	25.9%	10.0%	26.7%	14.3%

Table 2
Enrollment Information for Students in All CPS Schools and in School 11 2006-07

		Rest of CPS	School 11	Students with Prior Test Scores	
				Rest of CPS	School 11
Total N		389763	202	130376	28
	K	7.3%	28.7%		
	1	8.1%	19.3%		
	2	7.9%	20.8%		
	3	8.4%	13.9%	1.5%	10.7%
	4	7.8%	7.4%	16.3%	39.3%
	5	7.9%	9.9%	18.4%	50.0%

Previously enrolled in CPS for students in grades 1-12 in Fall 2006

	N	337855	93	130376	28
	%	86.7%	46.0%	100.0%	100.0%

Stable enrollment during prior year

	N	347034	184	119944	27
	%	89.0%	91.1%	92.0%	96.4%

Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006

	%	73.4%	71.8%	79.3%	78.6%

Table 3
Prior Achievement of School 11 and their Prior Schools

Grade level Fall 06	Student N	Reading		Math	
		Mean	S.D.	Mean	S.D.
School 11 students with prior test scores					
4	10	0.059	0.94	0.132	1.29
5	14	0.281	0.98	0.035	1.02
Overall	24	0.188	0.95	0.076	1.11
Prior school mean scores					
4	10	-0.280	0.22	-0.370	0.23
5	14	-0.284	0.12	-0.362	0.19
Overall	24	-0.282	0.16	-0.365	0.20

Note: a. The means and standard deviations in each subject for each grade on the 2006 ISAT for the district are standardized to 0 and 1, respectively. b. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 11 Students 2006-07

		School 11
Home distance from school		
	Total student N	202
	<1 mile	50.5%
	1-2 miles	24.5%
	2-4 miles	11.5%
	>4 miles	13.5%
Students from CPS sending schools*		
	Total student N	144
	Top 1 sending school	9.7%
	Top 2 sending schools	22.6%
	Top 3 sending schools	19.4%
	All CPS sending schools	64.6%
	Total CPS sending school N	93
	Not previously CPS students	35.4%
Students' prior school's NCLB status*		
	Total student N	202
	In NCLB School Improvement Status	85.1%
	Not in school improvement status	8.4%
	Missing	6.4%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 12 2006-07

	Rest of CPS	School 12	Students with Prior Test Scores Rest of CPS	School 12
Total N	389763	248	130376	71
Gender				
Female	49.4%	52.0%	49.4%	45.1%
Male	50.6%	48.0%	50.6%	54.9%
Race				
Black	48.8%	2.8%	55.8%	2.8%
White	8.7%	0.4%	8.5%	0.0%
Hispanic	38.9%	96.4%	32.8%	97.2%
Asian	3.3%	0.4%	2.7%	0.0%
Special Programs				
Special Education	15.1%	9.1%	16.1%	18.3%
Free or Reduced Price Lunch	85.6%	96.7%	86.0%	95.8%
Bilingual	36.2%	69.8%	33.1%	90.1%
% students new this year (>K)	18.7%	100.0%	16.1%	100.0%
Census tract % poverty				
N with poverty numbers	346776	205	125322	71
% poverty in Census Tract	22.4%	26.2%	23.0%	26.8%
SD of Census Tract Poverty	16.6%	8.6%	17.1%	9.3%

Percent of students who are old for grade Fall 06
Grade level

		Rest of CPS	School 12	Rest of CPS	School 12
	k	9.3%	6.7%		
	1	12.5%	6.7%		
	2	15.2%	3.8%		
	3	20.6%	4.0%	99.4%	
	4	24.1%	22.6%	25.7%	14.3%
	5	25.9%	37.5%	26.7%	20.0%
	6	30.2%	16.1%	31.3%	22.2%
	7	33.7%	26.7%	33.6%	29.2%
	8	28.7%	14.3%	27.7%	17.6%

Table 2
Enrollment Information for Students in All CPS Schools and in School 12 2006-07

| | | Rest of CPS | School 12 | Students with Prior Test Scores | |
				Rest of CPS	School 12
Total N		389763	248	130376	71
K		7.3%	12.1%		
	1	8.1%	12.1%		
	2	7.9%	10.5%		
	3	8.4%	10.1%	1.5%	0.0%
	4	7.8%	12.5%	16.3%	9.9%
	5	7.9%	9.7%	18.4%	7.0%
	6	8.3%	12.5%	20.7%	25.4%
	7	8.4%	12.1%	22.6%	33.8%
	8	7.6%	8.5%	20.4%	23.9%

Previously enrolled in CPS for students in grades 1-12 in Fall 2006

	N	337855	179	130376	71
	%	86.7%	72.2%	100.0%	100.0%
Stable enrollment during prior year					
	N	347034	228	119944	67
	%	89.0%	91.9%	92.0%	94.4%
Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006					
	%	73.4%	86.8%	79.3%	83.3%

Table 3
Prior Achievement of School 12 Students and their Prior Schools

Grade level Fall 06	Student N	Reading		Math	
		Mean	S.D.	Mean	S.D.
School 12 students with prior test scores					
5	5	-0.078	0.84	0.257	0.94
6	18	-0.105	1.01	-0.038	0.90
7	24	-0.101	0.82	0.116	0.84
8	17	-0.096	0.79	-0.094	0.65
Overall	66	-0.064	0.88	0.059	0.83
Prior school mean scores					
5	5	-0.052	0.17	-0.015	0.24
6	18	0.002	0.14	0.117	0.11
7	24	0.016	0.16	0.109	0.13
8	17	0.054	0.15	0.147	0.14
Overall	66	0.020	0.15	0.112	0.14

Note: a. The means and standard deviations in each subject for each grade on the 2006 ISAT for the district are standardized to 0 and 1, respectively. b. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 12 Students 2006-07

		School 12
Home distance from school		
	Total student N	248
	<1 mile	89.9%
	1-2 miles	4.8%
	2-4 miles	2.8%
	>4 miles	2.4%
Students from CPS sending schools*		
	Total student N	218
	Top 1 sending school	26.6%
	Top 2 sending schools	47.5%
	Top 3 sending schools	48.6%
	All CPS sending schools	82.1%
	Total CPS sending school N	179
	Not previously CPS students	17.9%
Students' prior school's NCLB status*		
	Total student N	248
	In NCLB School Improvement Status	57.7%
	Not in school improvement status	40.3%
	Missing	2.0%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 13 2006-07

		Rest of CPS	School 13	Students with Prior Test Scores Rest of CPS	School 13
	Total N	389763	476	130376	182
Gender					
	Female	49.4%	50.2%	49.4%	57.7%
	Male	50.6%	49.8%	50.6%	42.3%
Race					
	Black	48.8%	2.9%	55.8%	3.8%
	White	8.7%	5.3%	8.5%	6.6%
	Hispanic	38.9%	90.8%	32.8%	88.5%
	Asian	3.3%	0.8%	2.7%	0.5%
Special Programs					
	Special Education	15.1%	8.1%	16.1%	9.4%
	Free or Reduced Price Lunch	85.6%	90.0%	86.0%	87.8%
	Bilingual	36.2%	62.0%	33.1%	74.4%
	% students new this year (>K)	18.7%	100.0%	16.1%	100.0%
Census tract % poverty					
	N with poverty numbers	346776	415	125322	180
	% poverty in Census Tract	22.4%	16.1%	23.0%	16.7%
	SD of Census Tract Poverty	16.6%	8.9%	17.1%	8.4%

Percent of students who are old for grade Fall 06

Grade level		Rest of CPS	School 13	Rest of CPS	School 13
	k	9.3%	6.5%		
	1	12.5%	8.3%		
	2	15.2%	5.5%		
	3	20.6%	18.3%	99.4%	
	4	24.1%	14.8%	25.7%	10.0%
	5	25.9%	12.9%	26.7%	10.9%
	6	30.2%	23.5%	31.3%	21.1%
	7	33.7%	17.5%	33.6%	14.7%
	8	28.7%	32.0%	27.7%	38.1%

Table 2
Enrollment Information for Students in All CPS Schools and in School 13 2006-07

| | | Rest of CPS | School 13 | Students with Prior Test Scores | |
				Rest of CPS	School 13
Total N		389763	476	130376	182
K		7.3%	13.0%		
	1	8.1%	12.6%		
	2	7.9%	11.6%		
	3	8.4%	12.6%	1.5%	1.6%
	4	7.8%	12.8%	16.3%	22.0%
	5	7.9%	13.0%	18.4%	25.3%
	6	8.3%	10.7%	20.7%	20.9%
	7	8.4%	8.4%	22.6%	18.7%
	8	7.6%	5.3%	20.4%	11.5%

Previously enrolled in CPS for students in grades 1-12 in Fall 2006

		Rest of CPS	School 13	Rest of CPS	School 13
	N	337855	363	130376	182
	%	86.7%	76.3%	100.0%	100.0%

Stable enrollment during prior year

	N	347034	441	119944	171
	%	89.0%	92.6%	92.0%	94.0%

Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006

	%	73.4%	86.5%	79.3%	88.8%

Table 3
Prior Achievement of School 13 Students and their Prior Schools

Grade level Fall 06	Student N	Reading		Math	
		Mean	S.D.	Mean	S.D.
School 13 students with prior test scores					
4	34	0.116	0.93	0.131	1.05
5	43	0.244	0.93	0.266	0.82
6	36	0.422	0.77	0.309	0.67
7	32	0.070	1.10	0.388	1.16
8	19	-0.218	1.02	-0.375	1.02
Overall	164	0.169	0.95	0.197	0.96
Prior school mean scores					
4	34	0.067	0.17	0.130	0.18
5	43	0.117	0.20	0.165	0.22
6	36	0.141	0.20	0.162	0.23
7	32	0.096	0.19	0.142	0.21
8	19	0.013	0.16	0.037	0.15
Overall	164	0.096	0.19	0.138	0.21

Note: a. The means and standard deviations in each subject for each grade on the 2006 ISAT for the district are standardized to 0 and 1, respectively. b. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 13 Students 2006-07

	School 13
Home distance from school	
Total student N	476
<1 mile	59.4%
1-2 miles	21.1%
2-4 miles	14.9%
>4 miles	4.6%
Students from CPS sending schools*	
Total student N	414
Top 1 sending school	21.5%
Top 2 sending schools	41.0%
Top 3 sending schools	39.9%
All CPS sending schools	87.7%
Total CPS sending school N	363
Not previously CPS students	12.3%
Students' prior school's NCLB status*	
Total student N	476
In NCLB School Improvement Status	81.1%
Not in school improvement status	16.4%
Missing	2.5%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 14 2006-07

| | | | Students with Prior Test Scores | |
	Rest of CPS	School 14	Rest of CPS	School 14
Total N	389763	281	130376	101
Gender				
Female	49.4%	51.8%	49.4%	49.5%
Male	50.6%	48.2%	50.6%	50.5%
Race				
Black	48.8%	99.3%	55.8%	99.0%
White	8.7%	0.4%	8.5%	0.0%
Hispanic	38.9%	0.4%	32.8%	1.0%
Asian	3.3%	0.0%	2.7%	0.0%
Special Programs				
Special Education	15.1%	18.4%	16.1%	15.6%
Free or Reduced Price Lunch	85.6%	85.8%	86.0%	88.5%
Bilingual	36.2%	0.0%	33.1%	0.0%
% students new this year (>K)	18.7%	100.0%	16.1%	100.0%
Census tract % poverty				
N with poverty numbers	346776	261	125322	95
% poverty in Census Tract	22.4%	20.8%	23.0%	20.4%
SD of Census Tract Poverty	16.6%	12.3%	17.1%	12.2%

Percent of students who are old for grade Fall 06
Grade level

7	33.7%	37.3%	33.6%	37.6%
9	47.0%	37.7%		

Table 2
Enrollment Information for Students in All CPS Schools and in School 14 2006-07

		Rest of CPS	School 14	Students with Prior Test Scores	
				Rest of CPS	School 14
Total N		389763	281	130376	101
	7	8.4%	42.1%	22.6%	100.0%
	9	9.4%	57.9%	0.0%	0.0%

Previously enrolled in CPS for students in grades 1-12 in Fall 2006

		Rest of CPS	School 14	Rest of CPS	School 14
	N	337855	250	130376	101
	%	86.7%	89.3%	100.0%	100.0%

Stable enrollment during prior year

	N	347034	262	119944	94
	%	89.0%	93.6%	92.0%	93.1%

Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006

	%	73.4%	31.8%	79.3%	3.0%

Table 3
Prior Achievement of School 14 Students and their Prior Schools

Grade level Fall 06	Student N	Reading		Math	
		Mean	S.D.	Mean	S.D.
School 14 students with prior test scores					
7	93	-0.102	0.90	-0.442	0.76
9	139	-0.305	0.83	-0.395	0.78
Overall	232	-0.224	0.86	-0.414	0.77
Prior school mean scores					
7	93	-0.192	0.19	-0.326	0.26
9	139	-0.141	0.22	-0.255	0.28
Overall	232	-0.161	0.21	-0.283	0.27

Note: a. The means and standard deviations in each subject for each grade on the 2006 ISAT for the district are standardized to 0 and 1, respectively. b. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 14 Students 2006-07

	School 14
Home distance from school	
Total student N	281
<1 mile	45.2%
1-2 miles	29.2%
2-4 miles	14.6%
>4 miles	11.0%
Students from CPS sending schools*	
Total student N	281
Top 1 sending school	8.9%
Top 2 sending schools	20.0%
Top 3 sending schools	24.9%
All CPS sending schools	89.0%
Total CPS sending school N	250
Not previously CPS students	11.0%
Students' prior school's NCLB status*	
Total student N	281
In NCLB School Improvement Status	83.6%
Not in school improvement status	14.2%
Missing	2.1%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 15 2006-07

	Rest of CPS	School 15	Students with Prior Test Scores Rest of CPS	School 15
Total N	389763	161	130376	40
Gender				
Female	49.4%	55.0%	49.4%	60.0%
Male	50.6%	45.0%	50.6%	40.0%
Race				
Black	48.8%	97.5%	55.8%	97.5%
White	8.7%	1.3%	8.5%	2.5%
Hispanic	38.9%	1.3%	32.8%	0.0%
Asian	3.3%	0.0%	2.7%	0.0%
Special Programs				
Special Education	15.1%	16.9%	16.1%	10.0%
Free or Reduced Price Lunch	85.6%	79.2%	86.0%	72.5%
Bilingual	36.2%	1.9%	33.1%	0.0%
% students new this year (>K)	18.7%	100.0%	16.1%	100.0%
Census tract % poverty				
N with poverty numbers	346776	149	125322	40
% poverty in Census Tract	22.4%	31.1%	23.0%	32.9%
SD of Census Tract Poverty	16.6%	19.7%	17.1%	21.3%

Percent of students who are old for grade Fall 06
Grade level

		Rest of CPS	School 15	Rest of CPS	School 15
	6	30.2%	16.0%	31.3%	20.0%
	9	47.0%	26.4%		

Table 2
Enrollment Information for Students in All CPS Schools and in School 15 2006-07

| | | Rest of CPS | School 15 | Students with Prior Test Scores | |
				Rest of CPS	School 15
Total N		389763	161	130376	40
	6	8.3%	31.3%	20.7%	100.0%
	8	7.6%		20.4%	
	9	9.4%	68.8%	0.0%	0.0%

Previously enrolled in CPS for students in grades 1-12 in Fall 2006

		Rest of CPS	School 15	Rest of CPS	School 15
	N	337855	139	130376	40
	%	86.7%	86.9%	100.0%	100.0%

Stable enrollment during prior year

	N	347034	152	119944	39
	%	89.0%	95.0%	92.0%	97.5%

Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006

	%	73.4%	91.3%	79.3%	87.5%

Table 3
Prior Achievement of School 15 Students and their Prior Schools

Grade level Fall 06	Student N	Reading		Math	
		Mean	S.D.	Mean	S.D.
School 15 students with prior test scores					
6	39	0.078	0.77	-0.130	0.72
9	94	-0.029	0.79	-0.163	0.90
Overall	133	0.002	0.78	-0.153	0.85
Prior school mean scores					
6	39	-0.007	0.35	-0.094	0.37
9	94	-0.052	0.34	-0.145	0.38
Overall	133	-0.039	0.34	-0.130	0.38

Note: a. The means and standard deviations in each subject for each grade on the 2006 ISAT for the district are standardized to 0 and 1, respectively. b. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 15 Students 2006-07

	School 15
Home distance from school	
Total student N	161
<1 mile	37.3%
1-2 miles	11.8%
2-4 miles	37.3%
>4 miles	13.7%
Students from CPS sending schools*	
Total student N	161
Top 1 sending school	16.1%
Top 2 sending schools	28.1%
Top 3 sending schools	30.4%
All CPS sending schools	86.3%
Total CPS sending school N	139
Not previously CPS students	13.7%
Students' prior school's NCLB status*	
Total student N	161
In NCLB School Improvement Status	49.1%
Not in school improvement status	49.1%
Missing	1.9%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 19 2006-07

| | | Rest of CPS | School 19 | Students with Prior Test Scores | |
				Rest of CPS	School 19
	Total N	389763	215	130376	
Gender					
	Female	49.4%	50.2%	49.4%	
	Male	50.6%	49.8%	50.6%	
Race					
	Black	48.8%	100.0%	55.8%	
	White	8.7%	0.0%	8.5%	--- NO APPLICABLE STUDENTS ---
	Hispanic	38.9%	0.0%	32.8%	
	Asian	3.3%	0.0%	2.7%	
Special Programs					
	Special Education	15.1%	17.6%	16.1%	
	Free or Reduced Price Lunch	85.6%	94.6%	86.0%	
	Bilingual	36.2%	0.5%	33.1%	
	% students new this year (>K)	18.7%		16.1%	
Census tract % poverty					
	N with poverty numbers	346776	197	125322	
	% poverty in Census Tract	22.4%	29.7%	23.0%	
	SD of Census Tract Poverty	16.6%	10.5%	17.1%	

Percent of students who are old for grade Fall 06
Grade level

9	47.0%	37.2%	

Table 2
Enrollment Information for Students in All CPS Schools and in School 19 2006-07

		Rest of CPS	School 19	Students with Prior Test Scores	
				Rest of CPS	School 19
Total N		389763	215	130376	N/A
	9	9.4%	100.0%	0.0%	

Previously enrolled in CPS for students in grades 1-12 in Fall 2006

	N	337855	199	130376	
	%	86.7%	92.6%	100.0%	

Stable enrollment during prior year

	N	347034	196	119944	
	%	89.0%	91.2%	92.0%	

Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006

	%	73.4%	81.9%	79.3%	

Table 3
Prior Achievement of School 19 Students and their Prior Schools

Grade level Fall 06	Student N	Reading		Math	
		Mean	S.D.	Mean	S.D.
School 19 students with prior test scores					
9	20	191	-0.334	0.81	-0.466	0.74
Overall	20	191	-0.334	0.81	-0.466	0.74
Prior school mean scores					
9	20	191	-0.389	0.16	-0.448	0.19
Overall	20	191	-0.389	0.16	-0.448	0.19

Note: a. The means and standard deviations in each subject for each grade on the 2006 ISAT for the district are standardized to 0 and 1, respectively. b. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 19 Students 2006-07

		School 19
Home distance from school		
	Total student N	215
<1 mile		55.8%
1-2 miles		28.4%
2-4 miles		13.5%
>4 miles		2.3%
Students from CPS sending schools*		
	Total student N	215
Top 1 sending school		13.5%
Top 2 sending schools		29.1%
Top 3 sending schools		39.5%
All CPS sending schools		92.6%
	Total CPS sending school N	199
Not previously CPS students		7.4%
Students' prior school's NCLB status*		
	Total student N	215
In NCLB School Improvement Status		95.3%
Not in school improvement status		4.2%
Missing		0.5%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 20 2006-07

				Students with Prior Test Scores	
		Rest of CPS	School 20	Rest of CPS	School 20
	Total N	389763	158	130376	
Gender					
	Female	49.4%	55.1%	49.4%	
	Male	50.6%	44.9%	50.6%	
Race					
	Black	48.8%	99.4%	55.8%	
	White	8.7%	0.0%	8.5%	
	Hispanic	38.9%	0.6%	32.8%	
	Asian	3.3%	0.0%	2.7%	
Special Programs					
	Special Education	15.1%	14.7%	16.1%	
	Free or Reduced Price Lunch	85.6%	83.3%	86.0%	--- NO APPLICABLE STUDENTS ---
	Bilingual	36.2%	0.0%	33.1%	
	% students new this year (>K)	18.7%		16.1%	
Census tract % poverty					
	N with poverty numbers	346776	144	125322	
	% poverty in Census Tract	22.4%	18.6%	23.0%	
	SD of Census Tract Poverty	16.6%	15.7%	17.1%	

Percent of students who are old for grade Fall 06
Grade level

	9	47.0%	20.9%

Table 2
Enrollment Information for Students in All CPS Schools and in School 20 2006-07

		Rest of CPS	School 20	Students with Prior Test Scores	
				Rest of CPS	School 20
Total N		389763	158	130376	N/A
	9	9.4%	100.0%	0.0%	

Previously enrolled in CPS for students in grades 1-12 in Fall 2006
	N	337855	134	130376	
	%	86.7%	84.8%	100.0%	

Stable enrollment during prior year
	N	347034	150	119944	
	%	89.0%	94.9%	92.0%	

Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006
	%	73.4%	84.8%	79.3%	

Table 3
Prior Achievement of School 20 Students and their Prior Schools

Grade level Fall 06	Student N	Reading		Math	
		Mean	S.D.	Mean	S.D.
School 20 students with prior test scores					
9	123	-0.002	0.82	-0.258	0.76
Overall	123	-0.002	0.82	-0.258	0.76
Prior school mean scores					
9	123	-0.004	0.32	-0.096	0.38
Overall	123	-0.004	0.32	-0.096	0.38

Note: a. The means and standard deviations in each subject for each grade on the 2006 ISAT for the district are standardized to 0 and 1, respectively. b. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 20 Students 2006-07

		School 20
Home distance from school		
	Total student N	158
	<1 mile	10.1%
	1-2 miles	22.8%
	2-4 miles	37.3%
	>4 miles	29.7%
Students from CPS sending schools*		
	Total student N	158
	Top 1 sending school	5.7%
	Top 2 sending schools	11.9%
	Top 3 sending schools	13.9%
	All CPS sending schools	84.8%
	Total CPS sending school N	134
	Not previously CPS students	15.2%
Students' prior school's NCLB status*		
	Total student N	158
	In NCLB School Improvement Status	67.1%
	Not in school improvement status	20.3%
	Missing	12.7%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 21 2006-07

| | | Rest of CPS | School 21 | Students with Prior Test Scores | |
				Rest of CPS	School 21
	Total N	389763	146	130376	
Gender					
	Female	49.4%	59.3%	49.4%	
	Male	50.6%	40.7%	50.6%	
Race					
	Black	48.8%	13.8%	55.8%	
	White	8.7%	1.4%	8.5%	
	Hispanic	38.9%	83.4%	32.8%	
	Asian	3.3%	1.4%	2.7%	
Special Programs					
	Special Education	15.1%	12.2%	16.1%	
	Free or Reduced Price Lunch	85.6%	89.2%	86.0%	
	Bilingual	36.2%	69.1%	33.1%	
	% students new this year (>K)	18.7%		16.1%	
Census tract % poverty					
	N with poverty numbers	346776	139	125322	
	% poverty in Census Tract	22.4%	22.4%	23.0%	
	SD of Census Tract Poverty	16.6%	12.2%	17.1%	

--- NO APPLICABLE STUDENTS ---

Percent of students who are old for grade Fall 06
     Grade level

9	47.0%	25.5%

Table 2
Enrollment Information for Students in All CPS Schools and in School 21 2006-07

	Rest of CPS	School 21	Students with Prior Test Scores	
			Rest of CPS	School 21
Total N	389763	146	130376	N/A
9	9.4%	100.0%	0.0%	

Previously enrolled in CPS for students in grades 1-12 in Fall 2006

	Rest of CPS	School 21	Rest of CPS	
N	337855	127	130376	
%	86.7%	87.6%	100.0%	

Stable enrollment during prior year

N	347034	136	119944	
%	89.0%	93.8%	92.0%	

Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006

%	73.4%	90.3%	79.3%	

Table 3
Prior Achievement of School 21 Students and their Prior Schools

Grade level Fall 06	Student N	Reading		Math	
		Mean	S.D.	Mean	S.D.
School 21 students with prior test scores					
9	113	0.270	0.76	0.166	0.73
Overall	113	0.270	0.76	0.166	0.73
Prior school mean scores					
9	113	-0.001	0.27	0.032	0.29
Overall	113	-0.001	0.27	0.032	0.29

Note: a. The means and standard deviations in each subject for each grade on the 2006 ISAT for the district are standardized to 0 and 1, respectively. b. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 21 Students 2006-07

		School 21
Home distance from school		
	Total student N	146
<1 mile		42.5%
1-2 miles		22.6%
2-4 miles		27.4%
>4 miles		7.5%
Students from CPS sending schools*		
	Total student N	146
Top 1 sending school		10.3%
Top 2 sending schools		21.3%
Top 3 sending schools		25.3%
All CPS sending schools		87.0%
	Total CPS sending school N	127
Not previously CPS students		13.0%
Students' prior school's NCLB status*		
	Total student N	146
In NCLB School Improvement Status		82.9%
Not in school improvement status		15.1%
Missing		2.1%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 22 2006-07

| | Rest of CPS | School 22 | Students with Prior Test Scores | |
			Rest of CPS	School 22
Total N	389763	146	130376	
Gender				
Female	49.4%	50.0%	49.4%	
Male	50.6%	50.0%	50.6%	
Race				
Black	48.8%	19.2%	55.8%	
White	8.7%	6.8%	8.5%	
Hispanic	38.9%	73.3%	32.8%	
Asian	3.3%	0.7%	2.7%	
Special Programs				
Special Education	15.1%	13.8%	16.1%	
Free or Reduced Price Lunch	85.6%	77.9%	86.0%	
Bilingual	36.2%	63.4%	33.1%	
% students new this year (>K)	18.7%		16.1%	
Census tract % poverty				
N with poverty numbers	346776	142	125322	
% poverty in Census Tract	22.4%	21.8%	23.0%	
SD of Census Tract Poverty	16.6%	13.6%	17.1%	

(School 22 column under "Students with Prior Test Scores": --- NO APPLICABLE STUDENTS ---)

Percent of students who are old for grade Fall 06
Grade level

		Rest of CPS	School 22
	9	47.0%	25.3%

Table 2
Enrollment Information for Students in All CPS Schools and in School 22 2006-07

	Rest of CPS	School 22	Students with Prior Test Scores	
			Rest of CPS	School 22
Total N	389763	146	130376	N/A
9	9.4%	100.0%	0.0%	

Previously enrolled in CPS for students in grades 1-12 in Fall 2006

	Rest of CPS	School 22	Students with Prior Test Scores
N	337855	126	130376
%	86.7%	86.3%	100.0%

Stable enrollment during prior year

	Rest of CPS	School 22	Students with Prior Test Scores
N	347034	143	119944
%	89.0%	97.9%	92.0%

Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006

	Rest of CPS	School 22	Students with Prior Test Scores
%	73.4%	90.4%	79.3%

Table 3
Prior Achievement of School 22 Students and their Prior Schools

Grade level Fall 06	Student N	Reading		Math	
		Mean	S.D.	Mean	S.D.
School 22 students with prior test scores					
9	118	0.251	0.78	0.210	0.81
Overall	118	0.251	0.78	0.210	0.81
Prior school mean scores					
9	118	0.114	0.29	0.136	0.33
Overall	118	0.114	0.29	0.136	0.33

Note: a. The means and standard deviations in each subject for each grade on the 2006 ISAT for the district are standardized to 0 and 1, respectively. b. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 22 Students 2006-07

		School 22
Home distance from school		
	Total student N	146
<1 mile		19.9%
1-2 miles		17.8%
2-4 miles		32.2%
>4 miles		30.1%
Students from CPS sending schools*		
	Total student N	146
Top 1 sending school		8.2%
Top 2 sending schools		17.5%
Top 3 sending schools		20.5%
All CPS sending schools		86.3%
	Total CPS sending school N	126
Not previously CPS students		13.7%
Students' prior school's NCLB status*		
	Total student N	146
In NCLB School Improvement Status		68.5%
Not in school improvement status		29.5%
Missing		2.1%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Table 1
Distributions of Student Characteristics for All CPS Schools and for School 23 2006-07

	Rest of CPS	School 23	Students with Prior Test Scores	
			Rest of CPS	School 23
Total N	389763	177	130376	
Gender				
Female	49.4%	0.6%	49.4%	
Male	50.6%	99.4%	50.6%	
Race				
Black	48.8%	99.4%	55.8%	
White	8.7%	0.0%	8.5%	
Hispanic	38.9%	0.6%	32.8%	
Asian	3.3%	0.0%	2.7%	
Special Programs				
Special Education	15.1%	14.1%	16.1%	
Free or Reduced Price Lunch	85.6%	91.4%	86.0%	
Bilingual	36.2%	1.2%	33.1%	
% students new this year (>K)	18.7%		16.1%	
Census tract % poverty				
N with poverty numbers	346776	151	125322	
% poverty in Census Tract	22.4%	34.6%	23.0%	
SD of Census Tract Poverty	16.6%	17.4%	17.1%	

--- NO APPLICABLE STUDENTS ---

Percent of students who are old for grade Fall 06
    Grade level

9	47.0%	38.5%	

Table 2
Enrollment Information for Students in All CPS Schools and in School 23 2006-07

| | | Rest of CPS | School 23 | Students with Prior Test Scores | |
				Rest of CPS	School 23
Total N		389763	177	130376	N/A
	9	9.4%	100.0%	0.0%	

Previously enrolled in CPS for students in grades 1-12 in Fall 2006
| | N | 337855 | 148 | 130376 | |
| | % | 86.7% | 85.1% | 100.0% | |

Stable enrollment during prior year
| | N | 347034 | 146 | 119944 | |
| | % | 89.0% | 83.9% | 92.0% | |

Enrolled in same school in fall 07 for students in grades K-7 and 9-11 in Fall 2006
| | % | 73.4% | 69.5% | 79.3% | |

Table 3
Prior Achievement of School 23 Students and their Prior Schools

Grade level Fall 06	Years at RSF school	Student N	Reading		Math	
			Mean	S.D.	Mean	S.D.
School 23 students with prior test scores						
9		143	-0.119	0.89	-0.263	0.75
Overall		143	-0.119	0.89	-0.266	0.75
Prior school mean scores						
9		143	-0.279	0.28	-0.339	0.35
Overall		143	-0.279	0.28	-0.339	0.35

Note: a. The means and standard deviations in each subject for each grade on the 2006 ISAT for the district are standardized to 0 and 1, respectively. b. The prior school mean score is the average score of all sending schools weighted by the number of students sent to each RSF school.

Table 4
Additional Student Information on School 23 Students 2006-07

	School 23
Home distance from school	
Total student N	177
<1 mile	16.9%
1-2 miles	24.3%
2-4 miles	40.7%
>4 miles	18.1%
Students from CPS sending schools*	
Total student N	177
Top 1 sending school	10.7%
Top 2 sending schools	19.3%
Top 3 sending schools	20.9%
All CPS sending schools	84.7%
Total CPS sending school N	150
Not previously CPS students	15.3%
Students' prior school's NCLB status*	
Total student N	177
In NCLB School Improvement Status	89.8%
Not in school improvement status	7.9%
Missing	2.3%

* For students in grades 1-12 in Fall 06. NCLB status in 2006.

Appendix B. Methods for RSF Student Achievement Analysis

The student achievement analysis is designed to isolate the causal relationship between attending RSF schools and students' academic performance. Specifically, our research addresses whether students in RSF schools have higher achievement than similar students who attend other Chicago public schools (CPS). In order to effectively answer this question, it is crucial to account for student self-selection into the RSF schools. Fortunately, the rich information provided by CPS to the Consortium on Chicago School Research allows for careful controls for not only prior achievement, but also observable characteristics such as demographic background and neighborhood characteristics. Accounting for this array of information helps tease out the effect of RSF school attendance on student achievement.

Overview of Research Methods

In the present study, students or their parents chose to attend RSF schools. Oftentimes, something is different about students who choose to apply to new schools. For example, they may have highly motivated parents who are looking for the best available educational opportunities, or they may have faced academic or disciplinary problems in their former schools or feel they were not served well by them. Prior to entering RSF schools, the RSF students may differ substantially from the average CPS student in academic achievement, demographic background, and home learning environment. These factors closely relate to future achievement. Thus, if selection bias is not sufficiently accounted for in the analysis, the school effect on future achievement may be confounded with the effect of these other variables. Any study of the effects of RSF schools has to disentangle the value-added of a school from the many other factors that influence a child's academic performance.

This study of RSF schools intends to account for the selection bias in RSF school attendance by identifying equivalent comparison groups of RSF and non-RSF students. We applied a statistical technique called propensity score matching, which matched RSF students to other CPS students on many achievement-related characteristics using available prior achievement variables and demographic characteristics. Through propensity score matching, we were able to obtain comparison groups similar in prior achievement and demographic characteristics. By comparing the achievement of RSF students to that of students who were most like them prior to enrollment in RSF schools, we intend to simulate randomized assignment and obtain unbiased estimates of the effects of RSF schools.

Propensity Score Matching

We started the student achievement analysis with generating equivalent comparison groups through propensity score matching. We first posited a selection model to investigate what factors contribute to RSF school attendance for each of the RSF schools separately. Next, we estimated the likelihood (the propensity score) of RSF school enrollment for each CPS student according to the estimated selection model. Based on the estimated propensity scores, we matched each RSF student with a non-RSF student who had the closest propensity score. The matched RSF and non-RSF students were then compared in the subsequent achievement analysis. The following details the propensity score matching procedure.

The first step in propensity score matching is to predict what types of students are likely to enroll in a specific RSF school (see Rosenbaum and Rubin, 1985; Dehejia and Wahba, 2002). Factors

such as prior achievement, demographic background and neighborhood characteristics, and interaction terms between these factors are all likely important in the decision to enroll in a RSF school. These factors are also likely related to future achievement. The goal of the propensity score estimation is to include in the model all variables that influence the selection process (of attending a RSF school) and that are also presumably related to the outcome (student achievement) to predict RSF school attendance (Rosenbaum & Rubin, 1983; Rubin, 1997). In addition to prior achievement on the Iowa Test of Basic Skills (ITBS) or Illinois Standard Achievement Test (ISAT), we included in the model a wide range of demographic information, such as a student's socioeconomic status (proxied by participation in the free and reduced-price lunch program), gender, ethnicity, special education status, and English proficiency status. We also included indicators of whether the student had switched schools during the year prior to his or her potential move to an RSF school and whether s/he was overage-for-grade as a proxy for grade retention, together with grade level, sending school (i.e., the school the student attended prior to moving to the RSF school), and zip code of residence.

A school selection model was posited for students who entered each Cohort 1 RSF school during the 2005–06 and 2006–07 academic years respectively, and for students who entered each Cohort 2 RSF school during the 2006–07 academic year, except at the high schools because longitudinal student-level achievement data are not available. The model was performed on the set of all RSF students who had valid test scores in the year prior to their transfer to an RSF school, and all students in each RSF student's former school and grade who had valid test scores in that year. Because students are not tested until Grade 3 in Illinois, our analyses only included students who were in Grades 3 through 7 in the year prior to starting at RSF schools (i.e., in spring 2005 for Cohort 1 schools and spring 2006 for Cohort 2 schools). New students who entered the school between those grades in subsequent years were also included in the analyses. As a consequence of the tested grades, schools that did not open with students at least in the 4th grade were not included in the analysis.

The dependent variable in each selection model is an indicator for whether a student enrolls in the specified RSF school. Because the dependent variable is binary (with values of "RSF enrollment" and "non-RSF enrollment"), a logistic regression was posited, with all the relevant variables discussed above entered as predictors into the model. We tried three types of models: the first model included student demographics, baseline achievement[8] and the interactions between these variables; the second model added fixed effects of prior schools using each prior school as a predictor to the first model; and the third model further added each zip code of residence as a predictor to the second model. Not surprisingly, the demographic characteristics predicted RSF attendance differently across schools. For example, in some schools, the Hispanic students from the pool of sending schools were more likely to attend the RSF school, while in other cases they were less likely to attend. Together with the technical advisory board, we then selected the model that produced the closest match between RSF and comparison students, while also providing a match for the maximum number of RSF students. In the vast majority of cases we selected either the first or the second model.

Based on the estimated selection models and given student information on the included variables, a propensity score of RSF school enrollment was predicted for each CPS student. We next

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[8] Baseline achievement for students who entered a RSF school in 2005–06 is spring 2005 ITBS reading and math scores. Baseline achievement for students who entered a RSF school in 2006–07 is spring 2006 ISAT reading and math scores.

matched RSF students with students from the sending schools. Because a student's prior achievement is suggested to be the most important predictor of his or her future achievement, we gave extra priority to prior achievement by matching on a Mahalonobis metric that measures the distance between two students in terms of their baseline achievement as well as the estimated propensity score. We applied a one-to-one nearest-neighbor matching with replacement strategy that matched each RSF student to the student from the sending schools that had the closest Mahalonobis metric, no matter how different that metric was. Using this strategy, each RSF student was matched with a comparison student, while each comparison student could be matched with several RSF students.

We also tried the nearest-neighbor matching within different propensity score calipers (0.01, 0.02, 0.05, 0.08, 0.10 and 0.15 standard deviations of the propensity scores), which in some cases left the results largely unchanged, and in other cases substantially reduced the number of matched RSF students. For consistency, we decided to use for all schools the nearest-neighbor matching strategy without a specified caliper.

The matched RSF and comparison groups are close in student demographics and baseline achievement. Table 1 and Table 2 compares the pre- and post-matching differences in baseline test scores between the RSF students and students in sending schools for Cohort 1 and Cohort 2 RSF schools respectively. In Tables 1 and 2, RSF students are compared to all students in the sending schools before matching and to the constructed comparison group after matching[9]. It is obvious that matching significantly reduces the differences in baseline achievement scores. After matching, the differences in baseline test scores between RSF students and the matched comparison students are mostly less than one point, with very few exceeding two points. With standard deviations of around 40 and 30 for the baseline ITBS and ISAT test scores, two points translates to 0.07 standard deviations or less in these scores.

B. Student Achievement Analysis for Spring 2006 Results

Based on the matched RSF and comparison students, we proceeded with student achievement analyses using spring 2006 and spring 2007 ISAT results. Ideally, the causal impact of attending a RSF school can be measured as the difference in the subsequent achievement for the matched RSF and non-RSF students. If no important factors are missing from the school choice models (i.e., the models predicting attendance at the RSF schools), then the differences in enrollment decisions can be attributed to random chance, and any differences in achievement can be causally attributed to the impact of RSF schools.

To further control for any remaining differences between the matched RSF and non-RSF students, we adjusted for baseline achievement in analyzing student achievement in spring 2006 and spring 2007, i.e., we adjusted for spring 2005 ITBS scores for students who entered a RSF-funded school in the 2005–06 academic year and we adjusted for spring 2006 ISAT scores for students who entered a RSF-funded school in 2006–07. The estimated effects represent the impacts of attending each of the RSF schools comparing students at the same achievement level prior to RSF attendance.

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[9] In calculating post-matching differences and in the future student achievement analysis, students in the comparison groups were weighted according to the number of RSF students they were matched with, i.e., a comparison student who were matched with two RSF students were given a weight twice as large as a comparison student who were matched with only one RSF student.

Using the latest available data, we estimated RSF effects for students who entered RSF-supported Cohort 1 schools in the 2005–06 and 2006–07 academic years, and for students who entered Cohort 2 schools in the 2006–07 academic year. For students who entered Cohort 1 RSF schools in 2005–06 and who had both spring 2005 (the year prior to entering) and spring 2007 test scores, we analyzed both year 1 and year 2 effects. A small number of these students do not have spring 2006 scores, therefore the sample for year 1 analysis is slightly smaller than that for year 2 analysis for certain schools. However, for School 3 the sample size in the year 1 analysis is only 25, which is less than half of that in the year 2 analysis. The results thereof should be interpreted with caution.

Table 3 shows the estimated effects for students who entered RSF-supported schools in different academic years. Because of the small sample sizes for some comparisons, we interpret the results at a statistical significance level of 0.1. The results indicate that the majority of RSF-supported schools had small or no statistically significant effects on student achievement. After being at a Cohort 1 RSF-supported school for 2 years, students who entered School 4 in 2005–06 had significantly higher achievement in math, while students at School 6 and School 2 had significantly lower achievement in reading and math, compared to the matched students in non-RSF schools. For students who entered in 2006–07, School 12 and school 14 had positive year 1 effects in math. On the other hand, School 11 had a negative effect in reading, School 10 had a negative effect in math, and School 6 had a negative impact on both reading and math achievement.

The 2-year effects follow a positive trend in some Cohort 1 RSF-supported schools. For example, for students who entered in 2005–06, the estimated negative School 1 effect on year 1 math achievement disappeared in year 2, and the negative School 2 effect on students who entered the school in 2005–06 disappeared for students who entered in 2006–07.

Summary

Through the analysis of student achievement data we found that in general attending the RSF-supported schools had small or no effect on student achievement. In a few cases where RSF schools were estimated to have statistically significant effects on student achievement, the estimated effects were either positive or negative, with no directional consistency. Nevertheless, there is some evidence that suggests a positive trend in the 2-year effects of some Cohort 1 RSF schools. Tracking the future achievement of the students included in this analysis and the achievement of subsequent students entering the RSF-funded schools are needed to investigate the long-term effect of these schools.

This study applied propensity score matching to account for selection bias in RSF school attendance. An important drawback common to propensity score matching is that this method can only adjust for observable characteristics. We cannot measure or observe all the characteristics that matter in student achievement, such as parental preferences for schooling and student motivation, which might have influenced students' RSF school attendance as well as their achievement. Not including these variables may bias the estimated effects of other variables on RSF school attendance, as well as the estimated effects of RSF school attendance. On the other hand, Dehijia and Wahba (1999) provide evidence that carefully designed observational studies using propensity score methods can yield results close to those obtained using a true randomized experiment, which is the "gold-standard" of social science research. In this study we controlled for a wide range of variables that are hypothesized to be related to both school

selection and future achievement. Through careful design and the application of rigorous methods, we were able to obtain reliable estimates of the general effects of RSF school attendance.

Due to sample constraints, this study has significant limitations in terms of generalizability. First, because our analysis required a measure of prior achievement to assess the effect of RSF-supported schools, we limited our analysis to students who had baseline achievement scores. Therefore our results are not generalizable to students in grades lower than 4th grade or to those who were not in the public school district before entering a RSF-supported school. Secondly, due to the exclusion of students without baseline achievement scores, the sample sizes for some schools were quite small, while a small sample size limits the statistical power of the analysis to detect the effect of a RSF-supported school.

Third, this study only included the first 2 years of effects for Cohort 1 schools and 1st-year effects for Cohort 2 schools. One or two years of effects cannot provide a clear trend in student academic growth nor school improvement. In addition, the estimation of 2-year cumulative effect was based on students who remained in the RSF schools for 2 years and who might be different from students who exited the RSF schools before the end of the second year. Thus the 2-year cumulative effects cannot be generalized to students who exited within the first 2 years. Furthermore, subsequent cohorts of students attending more mature RSF schools may differ from these early cohorts. Thus the results from this study may not be generalized to future students attending RSF-funded schools.

Finally, we only looked into student achievement on ISAT tests in estimating the effect of RSF-supported schools. Standardized tests does not comprehensively capture student learning during a period of time. They cannot capture positive outcomes of schooling such as changes in attitudes towards schooling and increased self-confidence. Additional studies on a wider range of student outcome indicators, with more years of longitudinal data and on more cohorts of students are needed to investigate the comprehensive effects of RSF-supported schools.

Table 1
Reading and Math Score Differences before and after Matching for Cohort 1 Schools[1]

	Students Entering in 2005-06 Spring 2005 ITBS Scale Score Difference		Students Entering in 2006-07 Spring 2006 ISAT Scale Score Difference	
	Pre-matching	Post-matching	Pre-matching	Post-matching
School 1				
N (RSF)	66	63		
N (Sending school)	2423	60		
Prior Reading	3.2	-0.3		
Prior Math	2.4	0.2		
School 2				
N (RSF)	118	117	32	32
N (Sending school)	5084	112	1712	26
Prior Reading	-2.1	-0.3	6.2	2.6
Prior Math	-3.4	0.8	4.9	-0.1
School 3				
N (RSF)	33	31		
N (Sending school)	1370	29		
Prior Reading	3.5	-0.5		
Prior Math	3.6	1.7		
School 4				
N (RSF)	39	37		
N (Sending school)	1600	34		
Prior Reading	0.6	0.8		
Prior Math	-0.8	-0.4		
School 5				
N (RSF)	70	69		
N (Sending school)	3666	63		
Prior Reading	-1.4	-0.4		
Prior Math	-2.1	-0.6		
School 6				
N (RSF)	245	245	109	109
N (Sending school)	3223	229	3527	99
Prior Reading	-4.3	0.3	-5.1	-0.8
Prior Math	-1.7	0.0	-8.3	-1.1
School 7				
N (RSF)	145	145	56	54
N (Sending school)	2841	129	608	41
Prior Reading	6.8	0.0	9.5	-1.3
Prior Math	4.5	-1.8	8.1	-1.4
School 8				
N (RSF)	40	40	25	20
N (Sending school)	1415	28	1593	14
Prior Reading	1.1	0.6	2.8	-0.7
Prior Math	6.4	0.3	-3.9	-1.8

Note.

1. Empty cells for Students Entering in Fall 2006 indicate that no students entered in 2006-07 who were eligible for the student achievement analysis.

Table 2
Reading and Math Score Differences before and after Matching for Cohort 2 Schools

	Students Entering in 2006-07	
	Spring 2006 ISAT Scale Score Difference	
	Pre-diference	After Matching
School 9		
N (RSF)	58	58
N (Sending school)	2894	56
Prior Reading	4.1	0.5
Prior Math	3.1	2.9
School 10		
N (RSF)	85	85
N (Sending school)	2714	82
Prior Reading	-1.6	-0.8
Prior Math	-3.6	0.0
School 11		
N (RSF)	25	25
N (Sending school)	1213	21
Prior Reading	13.3	-3.4
Prior Math	13.2	-1.1
School 12		
N (RSF)	70	70
N (Sending school)	1807	66
Prior Reading	-8.6	-0.6
Prior Math	-8.1	-0.4
School 13		
N (RSF)	168	167
N (Sending school)	6360	159
Prior Reading	-0.2	0.3
Prior Math	-1.1	0.0
School 14		
N (RSF)	98	95
N (Sending school)	2383	90
Prior Reading	0.2	-0.8
Prior Math	-3.6	-0.5
School 15		
N (RSF)	39	39
N (Sending school)	1825	38
Prior Reading	4.3	-0.2
Prior Math	-1.7	0.9

Table 3
Estimated RSF Effects on Reading and Math ISAT Achievment by School

Cohort 1 Schools, Students Entering in 2005-06, Year 1 Effects (Spring 2006)

School name	N	Reading		Math	
		Estimate	SE	Estimate	SE
School 1	101	-2.6	3.2	-8.6 *	2.6
School 2	182	-7.9 *	2.3	-10.5 *	2.3
School 3	25	10.9	6.8	7.2	5.4
School 4	55	9.1 +	4.7	-0.6	3.5
School 5	103	-4.2	2.5	5.8 *	2.0
School 6	463	-3.5 *	1.2	-7.5 *	1.2
School 7	220	-0.3	2.0	1.0	1.6
School 8	65	-4.0	3.1	-3.5	2.3

Cohort 1 Schools, Students Entering in 2005-06, Year 2 Effects (Spring 2007)

School name	N	Reading		Math	
		Estimate	SE	Estimate	SE
School 1	123	-2.6	3.0	0.9	2.8
School 2	229	-6.9 *	2.2	-5.2 *	2.1
School 3	60	4.4	3.0	8.7 +	4.7
School 4	71	11.5 *	4.1	2.9	3.1
School 5	132	-0.7	2.7	2.0	2.4
School 6	474	-5.4 *	1.4	-6.7 *	1.2
School 7	274	-1.8	2.3	-0.9	1.9
School 8	68	-5.4	3.4	0.9	2.6

Cohort 1 Schools, Students Entering in 2006-07, Year 1 Effects (Spring 2007)

School name	N	Reading		Math	
		Estimate	SE	Estimate	SE
School 2	58	1.1	3.4	0.4	3.7
School 6	208	-4.7 *	2.1	-8.4 *	1.9
School 7	95	-2.4	3.1	-1.9	2.8
School 8	44	5.7	4.2	0.8	3.1

Cohort 2 Schools, Students Entering in 2006-07, Year 1 Effects (Spring 2007)

School name	N	Reading		Math	
		Estimate	SE	Estimate	SE
School 9	114	-3.4	2.9	-0.3	2.3
School 10	167	-2.1	2.2	-3.5 +	1.8
School 11	46	-7.8 *	3.9	-5.3	3.8
School 12	136	-1.5	2.3	4.4 *	2.0
School 13	326	1.1	1.5	-0.3	1.4
School 14	185	2.0	2.0	4.6 *	1.5
School 15	77	-3.7	3.1	-2.8	2.8

Note. * if $p < 0.05$, + if $p < 0.1$.

Appendix C. Case Study Methods

Case studies form the core of the qualitative data collection and analysis for this study. Certain aspects of our approach were defined from the outset whereas others—through working closely with RSF—evolved as their own reflections about their investments evolved.

Throughout the study, we conducted three rounds of site visits. The sample and the foci of the visits changed with each round. However, across each period of data collection, we developed a coherent set of interview protocols for school leaders and teachers, matched to our research questions. In general, teams of two researchers visited each school. Training meetings before each round of site visits helped assure consistency across the site visits. Prior to the site visits, researchers reviewed available documents such as school proposals, grant applications, and information from the school Web sites, in addition to any prior debriefs for this project. For almost all sites, site visitors remained consistent to take advantage of their accumulated knowledge of a school. On site, all interviews were digitally recorded using Quindi, software that allows typed notes to be linked to the recording and thus allowing easy retrieval of direct quotes.

After the site visit, researchers completed a structured debriefing guide for each site, which served as within-case analysis by integrating the information across interviewees at each site. The research team then met for cross-site analysis, reviewing the completed debriefing guides and generating themes that emerged from the data. The research team looked for commonalities across the sites as well as disconfirming evidence about the conditions and factors that help explain the patterns. In some cases, information could be compiled across the sites, such as examples of data-driven decision-making. In most cases, however, the relationships between factors surfaced as the more salient lessons, for example how professional development strategy supports or does not support a school's instructional approach. Rather than accounting for these conditions in a quantitative way, qualitative analysis is concerned with rich description of the nature of these relationships and the factors that underlie any variation across the sites. Analysis continued with report-writing, as the themes were further developed in detail and data retrieved from the completed debriefing guides and the Quindi recordings.

Case Study Sample

The original study design called for case studies of all RSF-supported Cohort 1 schools, 11 in total. We visited these 11 schools in fall 2006. In the second round of site visits, we selected a purposive sample in consultation with RSF. Based on the focus of the second round, as described in the next section, RSF recommended the five Cohort 2 schools as those schools with promising or innovative approaches as described in their school proposals. The site visits would provide insights on how the schools were implementing their proposed model.

We repeated visits to seven Cohort 1 schools and added visits to five Cohort 2 schools in spring 2007. For the final round of site visits in fall 2007, we conducted a second site visit to the remaining Cohort 1 schools (except for one) and to the same Cohort 2 schools. Two Cohort 1 schools received a third site visit in fall 2007 because of the overall Renaissance 2010 investment in UNO and Chicago International Charter Schools (CICS) as CMOs. The one Cohort 1 school was visited only once because of its non-charter school status, the only one in the whole RSF portfolio. In total, eight Cohort 1 and five Cohort 2 schools were visited twice, two Cohort 1 schools were visited three times, and one Cohort 1 school was visited once.

Focus of Site Visits

The focus of each round of site visit reflected the evolving and specific interests of RSF. This first round of site visits in fall 2006 provided an overview of the schools based on RSF's interests in student demand and recruitment, use of autonomy, and governance, and on the evaluation's need to form an understanding of the school models in terms of curriculum and instruction, professional development, and staffing. The second round, spring 2007, focused more specifically on schools' use of data and systems of teacher accountability as areas RSF was interested in leveraging with their investments. The final round of site visits in fall 2007 targeted curriculum, instruction, and professional development. The evaluation team recommended these areas of focus as central attributes of schools that had not yet been well informed by previous site visits. Exhibit C-1 lists the schools visited in each round of data collection.

Exhibit C-1. School Site Visits

	Fall 2006 Overview	Spring 2007 Use of Data and Systems of Teacher Accountability	Fall 2007 Curriculum, Instructional Approaches, and Professional Development
Cohort 1			
School A	X		X
School B	X	X	
School C	X	X	
School E	X	X	X
School F	X		X
School G	X	X	
School H	X	X	X
School J	X	X	
School K	X		
School L	X		X
School M	X	X	
Cohort 2			
School D		X	X
School N		X	X
School P		X	X
School Q		X	X
School R		X	X

Conducting Interviews

Semi-structured interview protocols were written to reflect the substantive interest of each round of site visits. The protocols list specific questions and specific probes with which to follow-up on the questions, and were also tailored to the role type, i.e., school leader or teacher. However, site visitors were free to conduct the interviews in their own style and to alter the order of the topics as appropriate based on their prior knowledge of the school and the course of the conversation with the interviewee. Site visitors consulted the protocols during the interviews to ensure that all topics were covered. In some cases, interviewees were not available for the full allotted time and therefore site visitors prioritized pre-designated questions intended to maintain consistent data collection across sites.

Even with these safeguards, it is inevitable that with the changing foci and changing sample for each round of visits, we obtained information to varying levels of detail across the sites. Therefore in our analysis, it is critical that we keep in mind the number of sites included in particular rounds of site visit when discussing topics pertaining to that round of data collection.

Below is a sample protocol for school leader interviews during the second round of site visits focused on data-driven decision-making and systems of teacher accountability.

Renaissance Schools Fund
School Leaders Protocol
Spring 2007

A. Background if this is the first site visit for this school [Cohort 2]

1. What is your professional experience and why did you choose to help start this school?

2. What is the community and who are the students you aim to serve? Where do students come from? How many applications did you have and how many students did you accept?

3. What are the major provisions of your school model to serve those students and community?

4. What is the composition of your staff? Where were they recruited from? Confirm: What is the range in experience level [i.e., new to teaching; career changers; less than 3 years of experience; 3-5 years; more than 5 - 10years; more than 10 years—check survey results]

5. What aspects of the school model have been easy to implement, what aspects have been difficult?

The rest of this protocol applies to all schools.

Data-Driven Decision-Making
The section asks about whether and how the school sets goals for students and teachers, probes for examples of school-level and teacher-level uses of data, and seeks to describe the strategies to facilitate data-driven decision-making.

B. Goal Setting

1. Are there specific student achievement goals? If so, at what level (CMO/school/grade-level/classroom)? What are the goals?

2. How were the student achievement goals developed? Who was involved in the goal-setting process? What were the main considerations in developing the goals (e.g., state accountability system, local benchmarks, community concerns)?

3. How have student achievement goals been communicated to the school staff?

C. Assessment Strategy

1. Confirm assessment program in reading, math, and science (if any) *[Check against notes from first visit and survey]*

   - What types of interim or benchmark assessments are given? How frequently are each of these assessments given (specify by grade and subject)? Why were those assessments chosen?
   - What types of curriculum-embedded assessments are given? By curriculum-embedded assessments we mean unit tests that come as part of a published curriculum or assessments that teachers develop as part of their curricular unit. How consistently are

these classroom based assessments given across a grade-level team (elementary) or department (secondary)?

2. How does this assessment program fit in with your overall school model and strategy for improving student learning? *[Evaluate whether school has a coherence assessment strategy]*

D. School-Level Use of Assessment Data
1. Have you used interim assessments to evaluate student needs, instruction, or programs (school- or grade-level)? If so, how? *[Interim assessments tend to be external, standardized assessments given three or four times per year] [Probe specific types of analyses, e.g., longitudinal analysis, specific disaggregations such as grade, EL, gender, poverty, race/ethnicity. In many schools, poverty and ethnicity won't be meaningful disaggregations because the whole student population is the same race and all in poverty]*

2. Can you provide any examples of how interim assessments were used to evaluate student needs, instruction, or programs (school- or grade-level)? *[Probes: Any changes in:*
- *Curriculum?*
- *Teacher assignment or hiring?*
- *Roles such as literacy coach or other experts for professional development or to work directly with students?*
- *Class-size?*
- *Pupil assignment?*
- *Types of assessments used?*
- *Professional development teachers receive?*
- *Extended day options/programming?*
- *Parent engagement?]*

3. Have you used curriculum-embedded assessments to evaluate student needs, instruction, or programs (school- or grade-level)? If so, how? Can you provide any examples? What was the process, who was involved in the analyses and discussions? *[Curriculum-embedded assessments could be those included by publisher of a commercial curriculum, or teacher-made] [See list above.]*

4. When you make schoolwide or grade- /department-level decisions based on data, what is the process? What's involved in making a program-level change? *[Probes:*
- *Who analyzes the data (e.g., individual teachers, teacher teams, grade-level/departmental teams, principal, instructional or curriculum specialists, operator)*
- *Who are decision makers, including operator, specialists, and teachers;*
- *Are data analysis discussions regular and recurring? If so, how frequently? Who regularly participates? Does anyone facilitate these discussions?*
- *Are decisions constrained due to operator-determined school model, budget, teacher capacity, and if so, how;*
- *Do you and/or teachers use formal protocol to guide data analysis and discussion (e.g., cycle of inquiry protocol, step 1 look at disaggregated student data; step 2 identify area of focus; step 3 identify and plan instructional changes; step 4 implement instructional change; step 5 evaluate instructional change)?]*

E. Expected Teacher Use of Assessment
[Focus on principals' expectations for data use if time is short]

1. Do you expect teachers to use interim assessments for instructional improvement? If so, in what ways do you expect teachers to use those assessments? [*If principal seems well informed:* Can you give any examples of decisions specific teachers have made using interim assessments? What have been the results, if any, of these decisions (e.g., in terms of student learning or changes in instruction)?]

2. Do you expect teachers to use curriculum-embedded assessments for instructional improvement? If so, in what ways do you expect teachers to use those assessments? [*If principal seems well informed:* Can you give any examples of decisions specific teachers have made using interim assessments? What have been the results, if any, of these decisions (e.g., in terms of student learning or changes in instruction)?]

3. What other kinds of student work do teachers prioritize to judge student progress, for example, assignments, groupwork, oral response?

4. What are your expectations for teachers to balance the use of formal assessments and student work to inform their instruction? How important are formal assessments compared to other types of classroom data for program evaluation?

5. Are students engaged in using data to monitor their own learning? If so, in which classes/subjects/grades? Can you provide specific examples?

6. Does the school engage parents in data-driven discussions? If so, for what purposes? Can you provide specific examples?

F. Information Management

1. How do teachers access assessment data and do they have any assistance? Do you use computer software to manage the assessment data? If so, what do you use and what are the benefits / challenges to its use? How easy is it for teachers to access the assessment information?

2. What is the turnaround time between when assessments are administered and when the data is available to staff?

3. What are strengths and weaknesses of data reports? How user-friendly are the reports?

G. Challenges and Supports for Using Assessment Data for Instruction
1. How well do you think you and your teachers are doing in using assessment and other data to inform program improvement? To inform classroom instruction?

2. What major supports do teachers receive in learning to use assessment and other data for

instructional decisions? [*Probes:*

- *Do teachers have common planning time to discuss results?*
- *Does anyone facilitate those discussions?*
- *Is there a coach/instructional specialist/assessment specialist to help teachers analyze data and identify appropriate classroom actions in response?*
- *Do teachers receive professional development focused on analyzing data and making instructional decisions based on data?*
- *How do you follow up with teachers regarding the changes they make in the classroom based on data?]*

3. What are your main concerns or challenges going forward in using data for instructional purposes? For program improvement? [*In addition to capacity issues that might have been discussed already, probe the extent to which data-driven decision-making is integral to the culture of the school:*

- *Are teachers receptive to the principles of data-driven decision-making?*
- *Is creating teacher buy-in an ongoing goal for you?]*

Teacher Accountability
This section seeks to describe whether and how a system of teacher accountability exists in the school, including goal-setting for teachers, communication around expectations and goals, formal evaluation and informal monitoring, and professional supports for teachers to meet expectations.

H. Teacher Goals and Expectations

1. Do you or the school have specific goals for teachers? If so, what are the goals? Who sets those goals and what is the goal-setting process? *[Probe whether teachers have specific student achievement goals.]*

2. In addition to those goals (if any), are there other important things classroom teachers held accountable for? [*Probes:*

- *role of assessment data;*
- *curriculum implementation;*
- *collaborative activity;*
- *lessonplanning;*
- *individual student plans (IEPs and other);*
- *following PD plan/improvement; parent contact; grantwriting]*

3. How are these goals or expectations communicated to teachers? (i.e., how explicit are these expectations to teachers?)

4. How do you know if teachers are meeting their goals/ these expectations? Do you have specific metrics that you use? [*e.g., assessment results; principal/teacher walkthroughs; lessonplan reviews; reviews of other classroom artifacts; principal sitting in on team meetings; role of coach(es); regularly meetings with individual teachers to review data*]

5. How well are teachers meeting these expectations? What are the areas of greatest success? Greatest concern?

I. Formal Evaluation and Consequences
1. What are teachers formally evaluated on? [*Get copy of evaluation form/rubric*]

2. What is the evaluation process [*Probes: teacher conferencing and observations? How often, by whom?*]

3. How are evaluation results communicated to teachers?

4. Are other informal evaluations conducted? *[May have already discussed informal evaluation.]*

5. What are the consequences of formal evaluation? [*Probes: salary raises, performance-based bonuses (get bonus calculations if possible), teacher improvement plans, contract renewal?*]

6. Have any teachers been let go because of poor performance? If so, how many, in what areas? Did you change hiring criteria as a result, i.e., what did you learn from the turnover?

J. Professional Support
1. Are professional development decisions related to expectations for teachers and formal evaluation criteria? Do professional development decisions take into account specific concerns arising from formal evaluations? If so, can you provide any examples?

2. Do you create individual PD plans to support goals for teachers? If so, what is the process for creating these plans? Who is involved?

3. What other supports are in place to meet expectations for teachers and to address any concerns arising from formal evaluations? [*e.g., feedback from principal and others based on walkthroughs/peer observations; staff meeting discussions relate to accountability expectations; access to external expertise*]

K. Concluding Questions
1. [*For schools we're visiting for a second time*] Any other important updates on your work since we last met?

2. What have been the most important outcomes/successes so far [*Cohort 1 schools=2 yrs; Cohort 2=current year*]?

3. What are the most important challenges you need to meet in the next year or two to meet your goals?

Completing Debriefing Guides

The structured debriefing guides provide a consistent organization for the interview and document data from each site. The debriefing guide was revised for each round of site visits to reflect the evolving emphases. To consolidate the information on each school and to facilitate analysis of how the schools changed over time, site visitors appended new information to each existing debriefing guide, adding new sections as relevant. Thus the school debriefs were cumulative.

To complete the debriefs, research teams for each site worked collaboratively, reviewing the information they learned on site to come to agreement on the relevant details and factors to describe in the debriefs. They drew on specific details and interview data to substantiate points in the debrief guide. Site visitors provided comments to each other to ensure the veracity of the information. In addition, at RSF's request, we wrote brief school-specific summaries, which school leaders reviewed and sent to RSF after the second round of data collection. Below is the debriefing guide for the third round of site visits, which illustrates the cumulative information collected over the course of the evaluation. However, as noted above, the changing objectives and the different site samples for each round of site visits yields varying levels of detail for each topic.

School name:
Operator:
Type:　　　　Charter, Contract, or Performance
Grades served (2006–07):
Grades at full capacity:
Strategy to reach capacity: Gradual enrollment, or open with full complement of grades
Enrollment Fall 2006:

I. Overview
This school is a case of….

What is this school an example of? What issue(s) does it epitomize? Provide a concise summary of the crucial issues that appear to explain the way the school is implementing its mission and model.

II. Market Demand/ Student Recruitment
A. Describe the community demand and the identified student or community needs that the school was designed to address.

B. List and briefly describe the major provisions with which the school attempts to meet those needs.

C. What is the current demand for the school? Document the demand with data such as: waitlists, enrollment (trends), number of applications and acceptance rates, whether the school draws from the neighborhood or citywide, and other pertinent evidence.

D. What efforts are made to recruit students? From where (neighborhood, across city, etc.)

III. Students Served
A. Briefly describe the demographics of the student body. A separate quantitative analysis will report each school's demographic information and the prior achievement of its students. Provide only enough background here to contextualize the other topic areas.

IV. School Model
A. Describe the school model being implemented, providing an overview of the following components. Note whether the component is a dominant one in the school model. *The purpose of this section is to provide a holistic summary of the school's theory in use (which may be implicit, not explicit). Sections focusing on RSF's high priority areas will be covered later in the protocol, where more detailed data can be presented.*
- Curriculum and instruction
- Assessment and use of assessment
- Professional development
- Organizational leadership and school governance

- Student/family supports
- Role of the operator (if applicable)
- Role of major partners (e.g., community-based organization or funder)/ Community engagement
- Operational practices

B. What, if any, has been the impact of the school's strategy to reach enrollment capacity (gradual enrollment [e.g., adding a grade each year] or opening with full complement of grades) on the school model?

C. How does the model fit with the student needs and market demand described above? What are the gaps, if any?

V. Resource Allocation
A. Describe any innovative uses of funds in support of the school model. Cite budget numbers if available and note source.

VI. Teachers Background and Recruitment
A. Describe the teachers: [*RSF will forward resumes, we will have someone code them separately*]
- Number of teachers by assignment
- Range of teaching experience
- Background of teachers: e.g., former CPS staff, Teach for America, local teacher prep program, career-changers

B. How are teachers recruited?

C. How are teachers evaluated? What is the process, what are the criteria, and what are the consequences for poor performance?

D. What is the level of teacher turnover, if any? Why did teachers leave or why were they let go?

The following sections delve deeper into RSF's high priority areas.

VII. Curriculum and Instruction *[Focus of Third Round of Site Visits]*
A. Describe teachers' reported instructional practices in more depth:
- Which curricula does the school use for literacy/English language arts and math? Note whether the curricula are commercial or developed at the school.
- How do teachers choose their curricula? Is it an effect of the needs of the students? Were there any notable differences for teachers who had worked in CPS?
- Which instructional strategies do teachers report using e.g., inquiry-based, project-based, direct instruction, etc.?
- How consistent are teachers' reported instructional practices, within grade level/department and across the school?

- Are there embedded themes in the curriculum? Where do the themes happen? How well developed are the themes? Is there support provided? How are these themes implemented? How well is it working?
- What are the challenges in implementing the curriculum?
- Any notable scheduling practices, e.g., extended day, extended year, looping, block scheduling? If school has extended day/year, how is that time used for teachers? For students?
- How well are students' needs being met by the curriculum and by the schools' main instructional strategies?

B. Remediation and Special Education
- What are the remediation structures that are in place? Who receives these services? How are students identified for remediation? Is there a gap in who needs them and who receives these services? Is there a gap in the services provided and the services needed?
- How many students are classified as special education? What accommodations are made in curriculum and instruction for these students? What services do they receive? What challenges are there in providing services to special education students?

VIII. Assessment and Data Use *[Focus for Second Round Site Visits]*

A. Describe the school's assessment and data practices in more depth:
- What is the school's assessment program, i.e., which tests, which grades are tested? Note whether the assessments are required by law, district, or funder? Note whether the tests are intended to be summative or formative, if known. How frequent are the assessments?
- Describe any other assessments used, e.g., curriculum-embedded assessments from publishers or developed by teachers. How frequently do teachers give these classroom-based assessments and how does it vary by teacher, by subject, or by grade (if we know)?
- Is there a defined process for using data? Who is involved, how frequently do they meet for the purposes of analyzing data, is it a recurring event?
- Describe any specific student achievement goals that appear to be part of a "cycle" of data-driven decision-making.
- Describe how the school manages relevant data. Do they have a computerized system that teachers can access? How easy is it for teachers to obtain the information they are looking for? Does someone at the school have explicit responsibility for generating data reports or for assisting teachers with getting information?

B. School-level use of data for program improvement
- How does the school staff use data to in education-related decisions? Describe the types of analyses they perform, such as longitudinal, or disaggregated by specific student subpopulations of concern. What are the analysis and decision processes, e.g., who participates? Is there a formal data analysis protocol or framework?
- Provide *specific* examples of decisions based on data designed to improve service to students. These decisions can be in any school function that ultimately affects students academically, e.g., curriculum; teacher assignment or hiring; roles such as literacy coach or other experts for professional development or to work directly with students; class-size; pupil assignment; types of assessments used; professional development teachers receive; extended day options/programming; parent engagement.

- What are the challenges of using data for school-level functions?

C. Teacher-level use of data for instruction
- How do teachers use assessment data to improve instructional programming? Describe the types of analyses they perform, what are they looking for in the data? What are the analysis and decision processes, e.g., who participates? Is there a formal data analysis protocol or framework?
- Provide *specific* examples of how teachers use assessment data to make decisions about instruction.
- What are the challenges do teachers cite about using data for instructional improvement?
- What supports do teachers receive to analyze data and make instructional change? Note their access to professional development and coaching based on the needs identified in the assessment data, and whether anyone follows up with them about intended instructional changes.
- Does the school support teachers in using a balance of formal assessment and data generated from the classroom (e.g., curriculum-embedded tests, student work, observations?)

D. School culture of data-driven decision-making and challenges
- What is your judgment about whether principal and teachers buy in to the principle of data-driven decision-making?
- How consistent and thoroughgoing are any data practices in the school? What factors explain the consistency or lack thereof?
- What ongoing challenges does the school face if it is trying to intensify its use of data?

E. Other outcomes
- Describe any respondent observations about student achievement at the school, including any evidence interviewees cite from measures other than the state assessment (ISAT). *Do not provide quantitative analyses of student results here. A separate analysis will compare Ren10 student performance against a matched comparison group.*

IX. Teacher Accountability *[Focus for Second Round Site Visits]*
A. Describe what teachers are held accountable for. This may be broader than the formal evaluation criteria. It may include things that are important to the principal and implicit in his/her theory of change that are not necessarily reflected in the formal evaluation required by the operator. Are they held accountable for:
- Specific behaviors/routines
- Attitudes
- Comportment
- Outcomes

B. How are these expectations communicated to teachers? Are teachers clear about what is expected of them? Do they feel that the expectations are reasonable and attainable? Why or why not?
C. Do teachers have specific student improvement goals? Do they have other goals? If so, how were the goals decided?

D. Describe the structures in place that hold teachers accountable. How do school leaders know if teachers are meeting the expectations and goals? Include structures for informal evaluations. These structures may include:

- Walkthroughs
- Extended classroom observations
- Reviewing lessonplans, student work, and/or assessment results
- School leader-teacher conferencing

Include how frequently any of these activities are conducted, by whom and for whom, and whether frequency/intensity varies by type of teacher.

E. Describe the formal evaluation process. What are the evaluation criteria? Who conducts the evaluation? How many times are teachers evaluated per year?

F. How is feedback from formal and informal evaluation communicated to teachers? Do teachers find the feedback useful?

G. What are the consequences of formal evaluation? Describe role of formal evaluation in compensation decisions, professional development/individual improvement plans, contract renewal/termination plans, and other types of decisions. Provide specific examples of if formal evaluation was used for these types of decisions.

H. Do teachers believe that the evaluation process is transparent and fair? Why or why not?

I. What supports do teachers have to meet the evaluation criteria and other expectations? *[Refer to X. Professional Development section if appropriate.]*

X. Professional Development *[Focus of Third Round of Site Visits]*
A. Describe the nature of teachers' professional development in more depth:

- How is professional development and collaboration built into the schedule, if at all? How much time do teachers have for PD and collaboration?
- What topics have teachers covered in professional development during the school year? How were the topics selected?
- Is the professional development that teachers experience useful to them? In what ways?
- Was there professional development provided prior to the school year? Was this training for everyone? How long was the training? What was covered? Did it meet teachers' needs? What were the strengths and weaknesses of the training from teachers' perspectives?
- If the school has a separate program for new teachers, describe how induction differs from the professional development already described. Include number of days, topics covered, e.g., curriculum mapping, assessment, operations of school?
- If the school has an instructional coach, what is the coach's role and responsibilities? Is the instruction coach meeting teachers' needs? What facilitates the coach's successes? What challenges does she face in carrying out her responsibilities?
- Are assessment or other data used to inform PD decisions?

- Are there explicit expectations for how teachers use their collaboration time? What are the expectations? Do teachers fulfill those expectations?

XI. Governance

Governance is defined as board oversight, not the management of operations and not the management functions carried out by operators. The relevant board is the operator's board, if the school has an operator. Otherwise, it is the charter school board, if it is a charter school. For contract and performance schools, oversight likely falls to CPS. Oversight generally refers to monitoring performance, policy-setting, and budget approval.

From McAdams, D. (2004, September). "Management Oversight But Not Management," *The School Administrator*.
"Management oversight is not influencing management decisions before they are made. It is not even reviewing management decisions after they are made. It is guaranteeing the integrity of major management systems and processes and reviewing results."

A. Describe the governance structure for this school:
- What is the board structure for the school: a school-level board, Local School Council or Alternative Local School Council, operator board, or state-specific operator board, etc.?
- What role does the relevant board(s) play? Is its role primarily oversight, management, advisement, fundraising, or other? Provide any examples of decisions the board helps make.
- What are the board's capacities to carry out its role? What resources do board members contribute?
- How, if at all, are decisions shared between school leader(s) and teachers?

XII. Autonomy

Autonomy is an analytic lens through which we view the major components of the school model and RSF's high priority areas. Ultimately, we are striving to answer, how do Ren10 schools exercise autonomy in creating their schools and meeting their students' needs. In this section:

A. Describe any other innovative practices, if not mentioned above. Include operational practices not included anywhere else.

B. Describe any limits on the schools' autonomy in implementing their school model and improving their students' achievement

C. Where is the locus of decision-making—at the school or operator (if applicable)? Describe the kinds of decisions made at the school level, operator level. Does the capacity to make those decisions—whether at the school or operator level—affect the quality of school model implementation?

XIII. Other

A. Provide any other important themes or contextual information not covered above.