



**Action Learning Systems, Inc.**

Evaluation of the  
Action Learning Systems  
Program Services  
in LAUSD Schools  
2000-2002

A Third-Party Evaluation Prepared by  
Sims & Associates  
Educational Services

July 2003

# Evaluation of the Action Learning Systems Program Services in LAUSD Schools 2000-2002

## Executive Summary

A. B. Garcia-Sims, C.C. Plank, & H. Steel

July 2003

Action Learning Systems, Inc., (ALS) has served Los Angeles Unified School District (LAUSD) since 1995, providing professional development on specific instructional methodologies, assistance for comprehensive school improvement, direct services to students, plus support with grant and school/District plan preparation. LAUSD also contracted with ALS to train all of the literacy coaches in the District.

**Outcomes** In the last two years, ALS services have enabled client schools to meet their API targets to a dramatically greater extent than comparison schools. ALS efforts have helped LAUSD secure millions of dollars:

- Provided training and grant-writing services that resulted in over \$134 million in grants for client schools within the District.
- Assisted 63 LAUSD schools participating in the Immediate Intervention/Underperforming Schools program totaling \$22,407,200, 2000-2002.
- Developed the template for High Priority School Grant (HPSG) Program for all 147 HPSG schools in the District, and provided the training for the individual schools that contracted directly with ALS. Between 2001 and 2003, the District received over \$73 million from this program.
- Supported the entire District in developing the “Single School Plan” format required under SB374.
- In 2002-2003, helped the District prepare its Local Education Agency Plan required by the state of California. As part of this complex undertaking, ALS worked with administrators and staff in every department in the District. For LAUSD, the second largest school district in the United States, this effort brought the District over \$800 million per year.

**Implementation of Research-based Educational Practices** Qualitative data from ALS surveys of LAUSD teachers and from technical assistance and monitoring visits of comprehensive school reform LAUSD schools showed improvement in implementation of the research-based educational practices ALS promotes through its professional development.

Other studies by Stockton USD, CRESST, and WestEd support the conclusion that ALS delivers professional development and assistance that lead client teachers and schools to increase implementation of research-based instructional practices.

**School/Student Achievement** The evaluation compared 20 schools that had received at least 20 days of ALS service and 20 similar LAUSD non-ALS schools on matched Stanford Achievement Tests, 9th Edition (SAT9) Total Reading and Mathematics NCE scores for 2000-2002, school redesignation and attendance rates, base academic performance

## 2000-2002 Action Learning System Evaluation

index (API) scores from 2000 through 2002, and attainment of state-set annual API targets in 2001 and 2002.

The analyses yielded two statistically significant differences: both ALS and comparison schools raised their API from 2001 to 2002; comparison schools also significantly raised their API from 2000 to 2001. In attainment of state-set API targets, dramatically more ALS schools met their API targets than comparison schools in 2002 than in 2001.

**Academic Performance Awards** ALS guided 16 schools through the Immediate Intervention/Under-performing Schools Program in 2000-2001; 13 or 81% of these schools achieved extraordinary gains in their academic achievement and qualified for CDE awards. The following year, 46 LAUSD schools contracted for ALS II/USP external evaluation; of these, 61% of the 46 schools qualified for these high achievement awards the year after working with ALS.

**Additional Evaluations of ALS Programs and Services** Since summer 2000, two major organizations have conducted formal evaluations of ALS services with strongly favorable findings: The national Center for Research on Evaluation, Standards, and Student Testing (CRESST) conducted an exploratory evaluation of ALS's Literacy Loop program (July 2002) at one of the LA's BEST sites. The CRESST evaluation reported that the ALS program "helped students improve academically and socially."

The Winnick Foundation contracted WestEd to conduct a formal evaluation of its Winnick's Winners program, run largely through ALS. The favorable results reported by these two evaluations contributed to decisions by the Stuart and Winnick Foundations to continue funding these programs.

In September 2002, the CDE evaluated ALS through its rigorous process for identification of Supplemental Service Providers. According to the CDE, ALS is qualified to provide supplemental educational services to schools across the state.<sup>1</sup> This ALS service targets students in Kindergarten through grade twelve providing direct instruction in California state standards for reading, writing, speaking and mathematics; High School Exit Examination preparation and targeted intervention for test retakes; and diagnostics for early reading and mathematics. ALS staff use specially designed strategies in English to teach English learners and disadvantaged students.

LAUSD personnel also evaluated ALS services and judged their services desirable as evidenced by the numerous services solicited by LAUSD. Despite many other options, District administrators solicited ALS to develop a template for the Single School Plan (required under SB374) for all LAUSD schools to use. Thus, this provides further evidence that LAUSD has determined the superior quality of ALS services and concluded that some services, at the very least, should be available to all LAUSD schools.

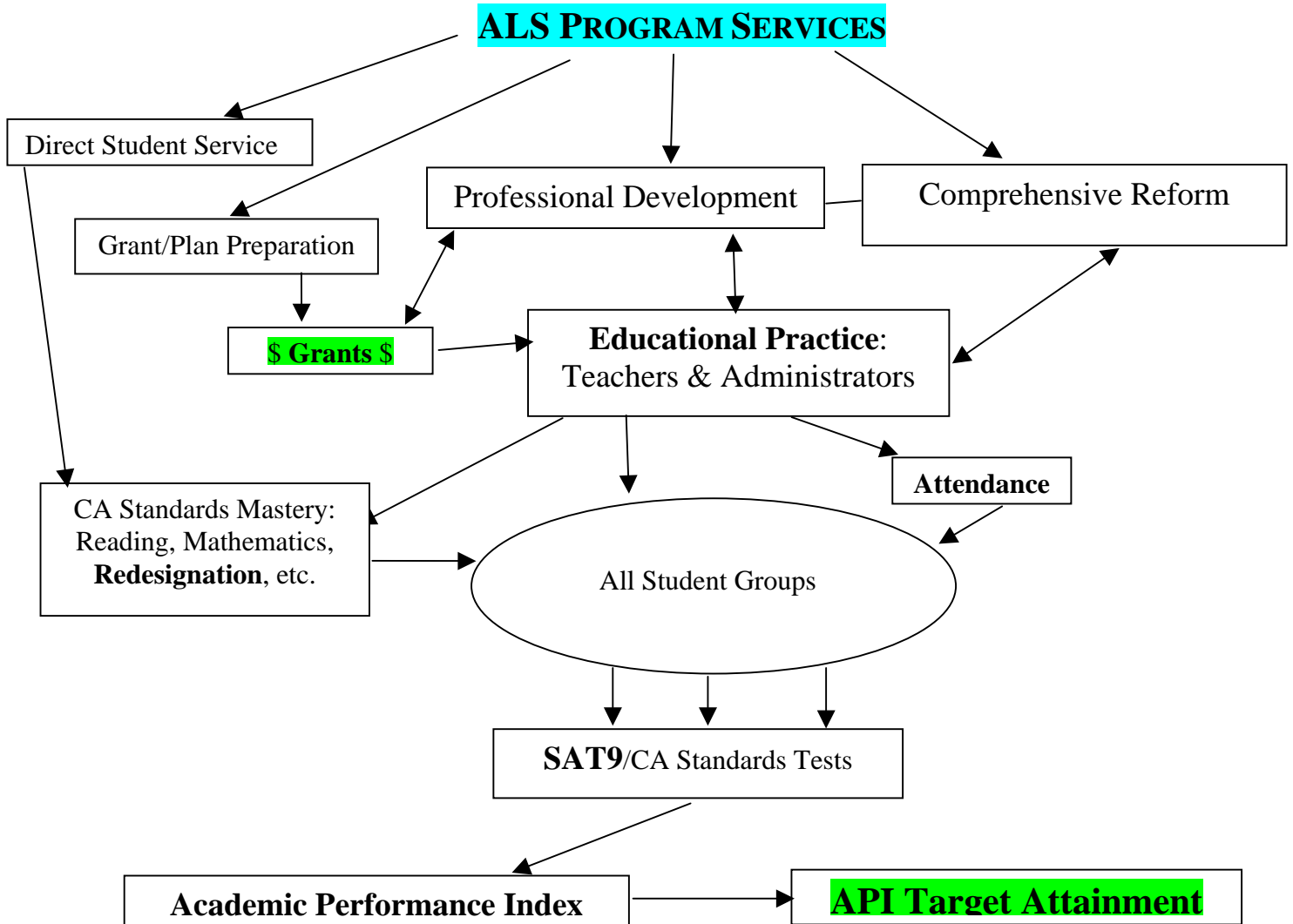
## **Conclusions and Recommendations**

ALS services have contributed extensively to LAUSD. The dramatically higher improvement of API target attainment by ALS schools from 2001 to 2002 indicates that the achievement of previously underperforming groups improved much more in high-service ALS schools than in comparison schools. ALS enabled its high-service schools to outstandingly increase the percentage that met their API targets in 2002. Additionally, ALS efforts have enabled LAUSD to receive millions of dollars in federal, state, and foundation grants.

We recommend that LAUSD approve continuation of ALS as an approved professional development vendor, and that ALS systematically collect and report program impact data from its current LAUSD comprehensive school reform clients as well as from its other comprehensive professional development recipients within the Los Angeles Unified School District.

Angela Garcia-Sims, Ph.D.  
Carmen Plank, M.A. &  
Helen Steel, M.A.  
Sims and Associates Educational Services  
agarciasim@aol.com  
July 2003

## Graphic Evaluation Summary of ALS Program Services and Outcomes—2000-2002



*ALS services:* Comprehensive school reform, professional development services, direct student services (Literacy Loop, Winnick’s Winners, Beyond the Bell), plus grant and school/District plan preparation.

*Outcomes in bold:* **Grants/plans**, educational practice, student SAT9 scores, redesignation rates, attendance, plus school API and **attainment** of state-set API targets.

*Significant contributions highlighted in green:* **API target attainment** and **grants/plans**.

## **Evaluation of the Action Learning Systems Program Services in LAUSD Schools 2000-2002**

Angela Garcia-Sims, Carmen Plank, & Helen Steel<sup>2</sup>  
Sims & Associates Educational Services  
July 2003

### **Introduction**

Action Learning Systems, Inc., (ALS) has provided educational consulting and training to schools and districts across the United States and internationally since 1984. The company offers a variety of services and programs customized to meet the needs of its clients. Its mission is to assist educators in structuring and operating schools so that all students are equipped with the knowledge, competence and qualities needed to be successful after they exit the educational system.

The Los Angeles Unified School District (LAUSD) began contracting for ALS services in 1995. Since then, ALS has provided services to individual schools and the District as a whole. These services have ranged from professional development on specific instructional methodologies, to technical assistance for comprehensive school improvement, to direct services to students, to support with grant writing. ALS has partnered with organizations both internal and external to LAUSD to provide services and secure additional funding for LAUSD students and schools. In the last two years, these efforts have helped LAUSD secure millions of dollars:

- From 2000 through June 2003, ALS
- Provided training and grant-writing services that resulted in over \$134 million in grants for client schools within the District.
  - Assisted 63 LAUSD schools participating in the Immediate Intervention/Underperforming Schools program totaling \$22,407,200, 2000-2002.
  - Developed the template for High Priority School Grant (HPSG) Program for all 147 HPSG schools in the District, and provided the training for the individual

---

<sup>2</sup> We want to express great appreciation to LAUSD staff for providing invaluable information as well as to Dr. Kit Marshall, ALS President, Amy McCammon, Data Manager, and other ALS staff for their cooperation and hard work in providing information for this evaluation.

## 2000-2002 Action Learning System Evaluation

schools that contracted directly with ALS. The District received over \$73 million between 2001-2003 from this program.

- Supported the entire District in developing the “Single School Plan” format required under SB374.
- In 2002-2003, helped the District prepare its Local Education Agency Plan required by the state of California. As part of this complex undertaking, ALS worked with administrators and staff in every department in the District. This effort brings LAUSD, the second largest school district in the United States, over \$800 million per year.

### **PURPOSE OF EVALUATION**

This evaluation provides a follow-up study of a 2000 Sims and Associates evaluation which provided evidence of the significant improvement of LAUSD schools served by ALS between 1998 and 2000. Based on that evaluation report, LAUSD designated ALS as an approved vendor to provide services to District schools.

ALS contracted this external evaluation to help it improve its services to clients as well as to provide a third-party evaluation report for LAUSD.

While the most powerful and beneficial results of ALS services may result from the comprehensive school reform schools which it has served this past school year (2002-2003), neither LAUSD nor the California Department of Education can provide the student or school results for those schools until after the deadline for this evaluation. Therefore, this evaluation will focus primarily on the effect of the services delivered to schools during the school years from fall 2000 through spring 2002.

This report presents the results of an evaluation of ALS program services for the LAUSD in the following sections:

- Overview of ALS services and program objectives provided to LAUSD under the provisions of the Contract.
- Description of the evaluation methodology—how the program was evaluated, evaluation questions and design, including samples and sampling procedures, comparison schools, data collection, measures of outcomes.

## 2000-2002 Action Learning System Evaluation

- Description of how program implementation and outcomes were measured—program outcomes, measures for the outcomes and rationale for each measure, evidence for validity of interpretations made from those measures.
- Report of outcomes of the ALS program services including analyses of the data from the multiple measures (including matched NCE scores), comparison of expected and actual program outcomes, causality of program and outcomes, constraints, and
- Conclusions and recommendations

### **ACTION LEARNING SYSTEMS SERVICES PROVIDED TO LAUSD**

From 2000 to June 2003, ALS provided many and varied types of services across California. These ALS services can be classified into five categories—direct services to students (e.g., Winnick's Winners), professional development for educators and parents, comprehensive school-wide improvement, grant/school plan writing and support, and products (software and a curriculum guide). ALS also collaborated with others to provide or facilitate direct service to children (Winnick's Winners, Supplemental Services Literacy Loop and three of the Beyond the Bell programs in LAUSD).

Appendix A focuses on the many and varied services ALS provided to LAUSD schools. It identifies each of the 14 ALS Program, LAUSD CORE and NCLB goals supported, the nature of services, the program objectives or outcomes targeted, the recipients, and schedule for delivery of the service.

ALS worked with individual schools targeting specific needs such as evaluating a school, helping the school develop an action plan and write the application.

Appendix B identifies the specific services provided to each of the LAUSD client schools from 2000-2003.

### **Program Logic**

An evaluation of a program must evolve from an understanding of program theory and the logic of the program. Appendix C presents the ALS Program Logic—describing major ALS program services, the outcomes expected as a result of that service, and the research basis for that expectation.

ALS provided two broad types or levels of significant program service: school-wide improvement aimed at whole school change and professional development concen-

trating on enhancing adult educator practice. These two types of significant program services to LAUSD constituted the focus of this evaluation.

### **METHODOLOGY: How the ALS Program was evaluated**

This evaluation utilizes multiple methods for examining ALS services and their effects from 2000-2002. These major ALS services target change that will be evident at the school level rather than for individual students. Therefore, the unit of analysis will be the school.

The evaluation methods included:

- School achievement information—the Academic Performance Index (API), SAT9, redesignation rates, and attendance rates,
- Surveys of teachers,
- Technical Assistance/Monitoring reports utilizing school observations and staff interviews, and
- Examination of ALS documents.

### **Evaluation Questions**

This evaluation addresses four major evaluation questions:

1. What programs and services did ALS provide LAUSD during the 2000-2002 school years?
2. To what extent did client schools implement ALS programs and services as evident from client surveys and ALS/school monitoring observations?
3. What effect did ALS programs and services have on participants of ALS professional development as evident from client surveys?
4. What effect did ALS programs and services have on client schools compared to similar LAUSD schools that did not receive ALS services? Specifically, how did LAUSD schools that received significant ALS program services perform on their 2000-2002 API and school-level matched Stanford Achievement Tests, 9th Edition (SAT9) reading and mathematics NCE scores, redesignation rates, and attendance compared to similar schools that did not receive such ALS services?

### **Evaluation Design**

## 2000-2002 Action Learning System Evaluation

While ALS provided services to schools across California, this evaluation focuses on the services to and outcomes in LAUSD. (See previously mentioned Appendix B for details the LAUSD school clients and the specific service each received.)

Some LAUSD client schools received only limited services such as grant writing support or for short durations not expected to significantly raise student achievement and affect a school's API. Other schools began receiving substantial program services after spring 2002, too late for the latest assessment data available for this evaluation.

With these considerations, it became apparent that the logical, most appropriate evaluation design would focus on outcomes in high-service schools, those schools that had received significant amounts and types of services from ALS between fall of 2000 and spring of 2002, the data collection window for this evaluation. (Appendix D provides the list of the 20 high-service ALS schools and their comparison counterparts.)

### **Evaluation Design**

Sims and Associates Educational Services (SAES) designed the evaluation, developed the questionnaires for teachers, and selected comparison schools.

ALS employees collected and provided information on ALS services and client schools, APIs, and student achievement data obtained from LAUSD and the California Department of Education (school-level matched SAT9 scores, ELL redesignation rates, and attendance). They distributed, scanned, and provided Excel files with questionnaire results; and reported results of technical assistance monitoring by ALS coaches.

SAES examined, cross-validated and analyzed the data provided, and then completed the evaluation report. Finally, ALS personnel reviewed the draft report for accuracy of ALS information, and SAES completed the final evaluation report. Table 1 presents a summary of the evaluation design which guided this evaluation, identifying the evaluation question and the data sources or outcome measures that address the evaluation question.

Table 1

Evaluation Design for 2000-2002 ALS Evaluation

| Evaluation Question               | Data Sources                                                      | Analyses by 6/30/03                 |
|-----------------------------------|-------------------------------------------------------------------|-------------------------------------|
| 1. What programs and services did | 1.1 ALS staff report on services provided to LAUSD client schools | Content analysis by SAES by 6/25/03 |

## 2000-2002 Action Learning System Evaluation

|                                                                                                                                          |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ALS provide LAUSD?                                                                                                                       | 2000-2003 by 6/20/03: services, number of days, recipients.                                                                                                                                                                                              |                                                                                                                                                                                                               |
| 2. To what extent did 2000-2002 client schools implement ALS programs and services?                                                      | 2.1 ALS and school coaches conduct monitoring visits between fall 2000 and spring 2003, complete and report on implementation of training.<br>2.2 ALS surveys client teachers on change practices resulting from ALS services spring of 2000, 2001, 2002 | Quantitative analysis of Likert-scale items for descriptive statistics, and comparison of pre-service and post-service changes; content analysis of open-ended responses.                                     |
| 3. What effect did ALS programs and services have on client teachers?                                                                    | 3.1 ALS surveys client teachers on change practices resulting from ALS services spring of 2001 and 2002.                                                                                                                                                 | Quantitative analysis of Likert-scale items for descriptive statistics, and comparison of pre-service and post-service changes; content analysis of open-ended responses                                      |
| 4. What effect did ALS programs and services have on client schools compared to similar LAUSD schools that did not receive ALS services? | 4.1 2000-2002 API, SCI, matched SAT9 Total Reading and Math NCE scores, English learner redesignation rates (n and %), school absentee rates, and 2003 LAUSD reading benchmark for Winnick's Winners schools.                                            | Basis descriptive statistics for all variables, comparisons of means and distributions, where appropriate, test of statistical significant of difference (ANOVA, t tests, non-parametric tests), effect size. |

Logically, ALS services to adults could be expected to be observable in the achievement of students after the adults changed their practice. The effect of direct services to children could be observed more quickly than the effects of other, more indirect services.

Given the research on educational change, particularly whole-school improvement, ALS training and support of comprehensive school reform could be hypothesized to have the greatest, most enduring impact on student achievement, followed by a coherent, sound professional development program that targets most teachers at a school or grade level.

Testing this hypothesis requires examination of data from schools that have received comprehensive school reform support and/or professional development for at least two years. Educational change experts also affirm that the first year a school undertakes comprehensive change usually results in some disintegration and even chaos (Michael Fullan, 1995 Presentation to California Science Implementation Network Institute, Or-Sims & Associates

ange, California). This suggests a repeated-measures research design focusing on schools that began their reform efforts at least two years prior to initiation of the evaluation.

### How Program Implementation and Outcomes Measured

ALS service to the 20 high-service schools included professional development, meetings, coaching and assistance targeting changes in educator practices supported by extensive educational research as detailed in the previously mentioned Appendix C.

Table 1 above identified the measures used to assess implementation and outcomes, Table 2 below lists those measures and provides the rationale for their selection.

Table 2

Implementation and Outcome Measures and Selection Rationale

| Measure                                            | Rationale                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Performance Index                         | State-developed index used to evaluate and rank CA schools, provides information on student performance, ALS service outcome                                                                                                                                                                                |
| Stanford Achievement Tests 9 <sup>th</sup> Edition | Student achievement tests required by CA, used state-wide, LAUSD reports matched NCE scores for its schools for 2000-03, ALS service outcome                                                                                                                                                                |
| English Language Learner Redesignation Rates       | High content and face validity, indicator of effective instruction of ELLs, politically and educationally desired outcome, specific target of ALS program services                                                                                                                                          |
| School-Level Attendance Rates                      | ALS professional development targets instructional practices likely to increase student interest in school and likely to increase school attendance. While good attendance is an indicator of a positive attitude toward school and of improved instruction, it is a desired outcome in and of itself.      |
| Surveys of teachers                                | Widely accepted as an important source of faculty information on teacher practice; directly tailored to ALS implementation outcomes.                                                                                                                                                                        |
| Technical Assistance/ Monitoring reports           | Assessment process contributes to program implementation while producing implementation data; directly tailored to ALS implementation outcomes. Well-constructed and conducted external observations of classrooms produce data with higher validity than self-report information gathered through surveys. |

### Sampling Procedures and Comparison Groups

Between summer 2000 and spring 2002, ALS provided direct services to over 40 schools in LAUSD. Twenty two of these schools received substantial program services (20 or more days of comprehensive school improvement and/or professional develop-

ment) that could be expected to significantly improve school practice leading to student achievement. However, two of these schools (Arroyo Seco and Eagle Rock) experienced irregularities in their state SAT9 administration and/or reporting which resulted in missing API and SAT9 data. Twenty of the schools submitted data which met state validity requirements and enabled the California Department of Education (CDE) to provide STAR and API reports for 2001-2002. These 20 constituted the evaluation sample.

To estimate the effect of ALS service, we identified **comparison** LAUSD schools not served by ALS during the 2000-2002 evaluation window using both the 2000 API and the School Characteristics Index (SCI) developed by the CDE to predict a school’s API. The SCI reflects a school’s demographic characteristics, including student ethnicity, English proficiency, socioeconomic status, and mobility, and school indicators such as class size and percentage of credentialed teachers.

For each ALS school, we identified candidate comparison schools with the same 2000 SCI or the closest SCI score available then compared their 2000 API. The school with the closest scores became the comparison school. Table 3 shows the similarity of the two groups on their 2000 APIs and SCIs.

Table 3  
2000 Baseline Academic Performance Index and School Characteristic Index  
High-Service ALS and Comparison Schools

|                    | ALS Schools |     | Comparison |     |
|--------------------|-------------|-----|------------|-----|
|                    | API         | SCI | API        | SCI |
| Mean               | 486         | 137 | 488        | 137 |
| Minimum            | 386         | 130 | 384        | 130 |
| Maximum            | 653         | 151 | 643        | 150 |
| Standard Deviation | 74          | 6   | 73         | 6   |
| Number             | 20          | 20  | 20         | 20  |

## OUTCOMES OF THE PROGRAM

### Program Implementation

ALS developed a process to provide technical assistance and monitoring to schools they assisted with comprehensive school reform as well as to collect information on the implementation of the ALS model and program strategies. ALS staff and school

coaches applied this process to generate Technical Assistance and Monitoring (TAM) reports.

They constructed their reports based on discussions with Action Learning Systems staff members, classroom observations, teacher interviews, student interviews, and a review of documents provided by the school site. The primary purpose of the TAM report is to provide guidance for improved implementation and hold all stakeholders accountable for the success of the reform effort.

The coaches produced TAM reports for thirteen schools in Los Angeles Unified School District. Schools reviewed are in LAUSD districts B, E, G., and I. Twelve of the schools are participating in Comprehensive School Reform (CSR) and one school is part of the High Priority Schools Grant (HPSG) program. Table 4 lists the TAM reports provided by ALS as evidence of implementation of their services for this evaluation.

**Table 4**

**Schools with TAM Reports**

| Number | SCHOOL                         |
|--------|--------------------------------|
| 1      | Arroyo Seco K-8                |
| 2      | Mt. Vernon Middle              |
| 3      | Marshall High School           |
| 4      | Magnolia Elementary School     |
| 5      | Hollywood High School          |
| 6      | Los Angeles High School        |
| 7      | Alta Loma Elementary School    |
| 8      | Sun Valley Middle              |
| 9      | Weigand Ave Elementary School  |
| 10     | Micheltorena Elementary School |
| 11     | Eagle Rock Junior/Senior*      |
| 12     | Sylmar High School             |
| 13     | Plummer Elementary*            |

\* Not included in this evaluation report as a high-service school.

ALS coaches proved evidence of implementation with two TAM reports for each school—one providing information on the status of ALS model implementation at the beginning of the school year and a second report at the end of the school year. ALS provided fall TAM reports for 12 of the 13 schools and spring TAM reports for all 13

schools. Analysis of the reports provided a comparison of the implementation between fall and spring. A description of the TAM report and the process used to analyze and compare the reports is explained in the following section.

Appendix E provides a TAM report form. Each report consists of six sections. The first section gives information on the number of classrooms visited and observed, and the number of teachers, students, and administrators interviewed.

ALS identified the baseline expectations for the first year of implementation listed in the first section as follows:

Baseline Expectations for the First Year of Implementation:

1. The school establishes an effective, data-driven Data Team.
2. All teachers understand and use API data to provide Targeted Instruction.
3. All content area teachers deliver instruction based on Focus Standards.
4. The school initiates at least one school-wide Scientifically Research Based Instructional Strategy in Reading, Mathematics, and/or English Language Development.

The second section reports on implementation of Standards-Based Curriculum and Assessment. There are 12 items (statements) in this section that coaches address. A sample item from this section is:

Student work samples, displayed on the walls or in portfolios, reflect grade-level standards-based instructional sequences that balance skills and content.

Next to the items, three levels of implementation are listed in columns: “Not Present,” “Present,” and “Effective.” The coach completing the report records the number of classrooms and/or interviews for each level. In the “Evidence” column next to the levels the observer writes comments to support his/her observations. Following the observation/interview section, coaches can record recommendations.

The third section focuses on Research-Based Strategy Instruction with five items. The format is the same as the prior section. The reviewer records the number of observations/interview responses in the classrooms. This section includes items such as:

During the classroom visit, students are highly engaged in targeted strategies, consistent with current scientifically based research, focusing on appropriate grade-level content standards.

The fourth section reports on Strategy-Focused Coaching. There are six items in this section. The format is the same as the prior section. However, the reviewer is asked to mark the appropriate levels for the observations/interview responses in the classrooms rather than counting the number of times the item is observed. A sample item from this section is:

The staff participates in non-evaluative coaching observations and debriefings.

The fifth section covers Achievement-Driven Structure and Support with seven items. The format is the same as the prior section. Again, the reviewer is asked only to mark the appropriate levels for the observations/interview responses in the classrooms rather than counting the number of times the item is observed. A sample item from this section is:

Teachers have time to meet in vertical teams to align implementation of scientifically research-based instructional strategies.

The sixth and last section reports on Academic-Centered Family and Community Engagement. There are three items/questions in this section. The format is the same as the prior section. Again, the reviewer marks the appropriate levels for the observations/interview responses rather than counting the number of times the item is observed. A sample item from this section is:

Family and community members have opportunities to attend information sessions focused on academic themes.

### **TAM Analysis Process**

Two approaches were used to analyze the pre (fall) and post (spring) TAM reports. First, a quantitative approach was used to score the numerical data provided in the report. This approach is described below. However, due to differences in the original reporting on the TAM reports, this method could not be used to score all of the reports; this will be explained at the end of this section. A qualitative approach was therefore used for the final analysis of all of the reports.

For the quantitative analysis, each set of TAM reports (fall and spring, by school) was read by an independent evaluator (a second Sims associate) and scored, based on the number of responses in the observed three levels of implementation: “Not Present,” “Present,” and Effective.”

Sections two and three, Standards-Based Curriculum and Assessment and Research-Based Strategy Instruction provide actual counts in each category or level for each item. Sections four through six contain “X’s” in the category columns and provide totals of marked items in each level that can be counted.

To analyze section two, the sum of numbers of observations in the levels marked “Present” and “Effective” was calculated. Since each school had varying numbers of classrooms observed, it was necessary to produce a method to correct for sample size. The number of classrooms observed (N) was divided into the sum of positive observations (“Present” and “Effective”). This calculation produced a standard number (average) that was used to score this section. For example, in the post (spring) report, Mt. Vernon Middle School received 79 positive observations in 19 classrooms. The corrected post score was 4.16. For the same section in the fall report, this school received 47 positive observations in 20 classrooms for a pre score of 2.35. The same process and approach was used for section three which also provided numerical data.

Sections four through six were scored using a different approach since the sections contain “X’s” in the category columns and provide totals of marked items in each level that can be counted. For these sections, simple counts of the positive implementation (“Present” and “Effective”) observations were totaled.

A final total score for Mt. Vernon Middle School was calculated by adding the scores of sections two through six (five sections). The comparison of pre (fall) implementation score (14.95) to post (spring) implementation score (19.74) was made by finding the difference between the two. The gain in positive implementation observations was calculated as the difference in the pre (fall) and the post (spring) scores: 4.79. Table 5 below presents the fall and spring scores for the seven schools that had numeric data for both fall and spring reports.

Table 5  
Implementation Gain Scores

| Number | School                   | Gain Score    |
|--------|--------------------------|---------------|
| 1      | Arroyo Seco K-8          | 2.29          |
| 3      | Marshall High School     | 4.26          |
| 2      | Mt. Vernon Middle        | 4.79          |
| 8      | Sun Valley Middle        | 5.32          |
| 5      | Hollywood High School    | 8.60          |
| 6      | Los Angeles High School  | 9.70          |
| 11     | Eagle Rock Junior/Senior | 15.92         |
| 4      | Magnolia ES              | Not available |
| 7      | Alta Loma ES             | Not available |
| 9      | Weigand Ave ES           | Not available |
| 10     | Micheltorena ES          | Not available |
| 12     | Sylmar High School       | Not available |
| 13     | Plummer                  | Not available |

A quantitative score for all of the schools was not possible to calculate because of differences in the fall reporting methods. Some of the observers did not use numeric data, instead wrote narrative comments in the “Evidence” column. This led to qualitative analysis to determine gains in implementation levels.

The qualitative approach to analyzing the improvement in implementation level was accomplished by reading the narrative “Evidence” column for each of the five sections that the reports covered. Fall narratives in each section were compared to spring narratives for the same sections. Each section of the spring report was given a holistic improvement score based on the written evidence comments. The scores ranged from 3 to -2 as follows:

| Score | Code |
|-------|------|
|-------|------|

---

|    |                   |
|----|-------------------|
| 3  | Highly Improved   |
| 2  | Improved          |
| 1  | Somewhat Improved |
| 0  | No Change         |
| -1 | Worsened          |
| -2 | Greatly Worsened  |

The scores from each of the five sections were added together and divided by five, to produce an average holistic score. For example, Weigand Elementary School received a holistic score of 2 (improved).

The written narrative comments for both fall and spring gave concrete examples of how schools improved in each category. An example of this can be seen in Plummer Elementary School's fall (pre) TAM report. Section two, Standards-Based Curriculum and Assessment item: "Students can describe how their work reflects grade-level standards" received this observation comment in the evidence column:

Most students did not know what a standard is. One student stated that a standard is "something that you write when you are bad."

In contrast, the spring (post) TAM report had this comment for the same section- Standards-Based Curriculum and Assessment:

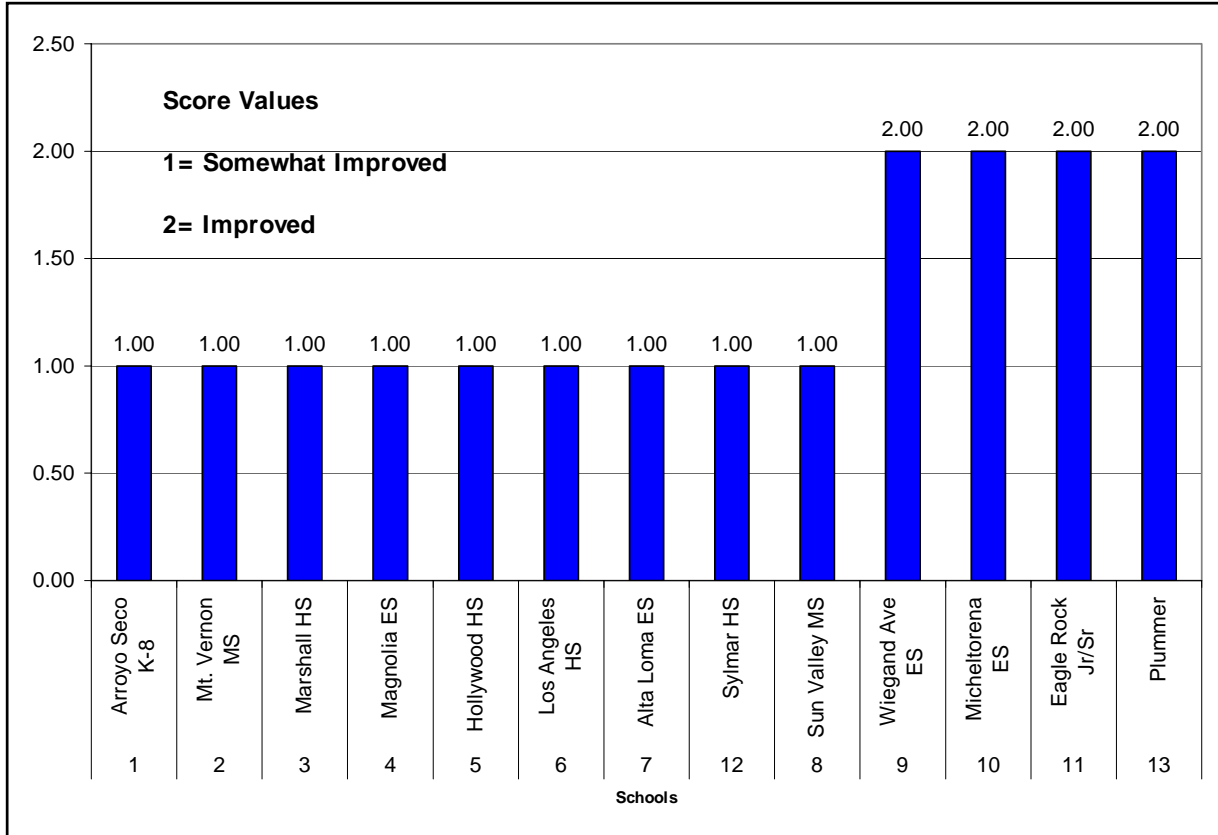
In most classrooms students were very engaged in their learning and when interviewed could reflect exactly what they were learning and able to articulate how they were being scored.

### **Results of TAM Reports Analysis**

The following chart (Figure 1) shows the holistic improvement scores for each of the 13 schools based on the qualitative analysis of the TAM reports. All of the schools showed improvement in implementation of whole school reform. The implementation gains ranged from a "1" (somewhat improved) to "2" (improved).

Figure 1

Fall to Spring Implementation of ALS Model:  
TAM-derived Holistic Score for ALS Schools 2002-2003



**Inter-rater Reliability**

To ensure inter-rater reliability, two Sims associates each analyzed six of the 13 TAM reports and produced the same holistic scores for all six reports. One Sims associate scored the remaining seven reports.

### **Relevance of TAM Reports**

The data collection window for this evaluation covers 2000-2002; however, since ALS began collecting TAM reports 2002-2003, only the results for this year are available. The results can only be viewed as suggestive rather than evidence of implementation in 2000-2002. The analysis of the TAM reports support the conclusion that high-service schools implemented the ALS model to some or great extent by spring 2003 and suggests that ALS implementation goals may have been attained to some or great extent by high-service by spring 2002.

Additional information on implementation of the ALS program is available from surveys of teachers at ALS client schools. While implementation information is unavailable for 2000-2002, implementation surveys for spring 2003 provide an estimate of implementation at the 20 ALS schools that are the center of this evaluation.

### **Teacher Implementation Survey**

Sims and Associates developed a survey to collect information from 13 Action Learning System's (ALS) client schools. The survey asked teachers to reflect on their levels of implementation before and after ALS training, specifically about the changes in the level of implementation of research-based strategies at each school from fall to spring.

The teacher questionnaire consisted of 22 questions (using a multiple-choice Likert scale) relating to implementation of strategies. Appendix F presents the teacher survey.

The multiple-choice questions asked respondents to "Tell us the extent to which you used the following strategies *before* participating in the Action Learning Systems training and *after* that training.

Respondents had choices of marking "Never," "Once/twice/per year," "Monthly," "Weekly," or "Daily." The surveys had three sections: *before* and *after* sections, and an *open-ended section*. The open-ended question for teachers was: "Please describe briefly how Action Learning Systems training has affected your teaching. Please identify the training and describe how what you are doing differently has affected your students."

### **Development of the Survey**

The survey questions were based on the Technical Assistance Monitoring (TAM) implementation report form discussed above. ALS coaches use this accountability document to monitor Comprehensive School Reform (CSR) and High Performing School Grant Program (HPSG) schools in the fall and spring to record implementation levels of school reform based on ALS training. From this TAM form, Sims and Associates developed questions that focused on all major areas of training such as, Reciprocal Teaching, Direct Instruction, Standards Based Lesson Design, and others.

### **Process for Administration of the Surveys**

ALS distributed the surveys to 13 schools that participated in the Comprehensive School Reform or High Priority School Grant Program:

1. Alta Loma Elementary School
2. Arroyo Seco K-8
3. Eagle Rock Junior/Senior
4. Hollywood High School
5. Los Angeles High School
6. Magnolia Elementary School
7. Marshall High School
8. Micheltorena Elementary School
9. Mt. Vernon Middle School
10. Plummer Elementary School
11. Sun Valley Middle School
12. Sylmar High School
13. Wiegand Avenue Elementary School

School administrators asked teachers and staff to complete the surveys during faculty meetings, or independently, the last week of school in June 2003. This timing conflicted with end-of-the-year activities, slowing the return of the surveys to ALS and very likely decreasing the enthusiasm with which respondents completed the surveys that last week of school. Some of answers in the open-ended section may have reflected this lack of enthusiasm.

ALS staff members collected the completed surveys from a number of schools. Other schools mailed their completed surveys to the ALS office. Two of the 13 schools: Mt. Vernon Middle and Los Angeles High School did not return the surveys by the deadline of July 3, 2003 so their responses could not be included in the analysis.

### **Scoring and Analysis of Survey Data**

Eight high service ALS schools submitted their completed surveys by July 3, 2003:

1. Alta Loma Elementary School
2. Hollywood High School
3. Magnolia Elementary School
4. Marshall High School
5. Micheltorena Elementary School
6. Sun Valley Middle School
7. Sylmar High School
8. Wiegand Avenue Elementary School

An ALS subcontractor scanned the completed surveys and used statistical software to generate reports using simple descriptive statistics reports for each school and for a combined report of all eight high-service schools.

The survey data required two types of analysis: First, the multiple-choice questions produced data which could be analyzed to yield simple descriptive statistics (mean, mode, ranges, number, percent, etc.) to compare the levels of implementation before and after ALS training. Second, the open-ended questions required content analysis.

Sims and Associates used three major categories to classify responses related to training for the open-ended responses. First, responses were classified as either (1) “positive,” (2) “negative” regarding the impact of training or (3) “No change or already using this strategy ” in their teaching.

### **Services Received by Surveyed Schools**

While all of the schools surveyed received ALS services, those services varied as to topic and number of days of support. Some schools had received most of the services covered by the surveys. Other schools had focused their professional development on a few topics and therefore found more of the items included in the survey as not applicable. Table 6 presents the information on the professional development topics received by the respondent schools.

Table 6

## Surveyed Schools and Services Provided

| School                              | Training                                                                                                                                                                                                                                                                             |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Alta Loma Elementary School      | Reciprocal Teaching, Partnership Conference/ API Training, Data Teams, Focus Standards, Demonstration lessons, In-classroom Support, Technical Assistance Monitoring Accountability and Administrative Coaching, II/USP Monitoring                                                   |
| 2. Hollywood High School            | Direct Instruction, Balanced Approach to Math, Partnership Conference/API Training, Data Teams, Student-led Conferences, Focus Standards, Demonstration lessons, In-classroom Support, Technical Assistance Monitoring, Accountability/Administrative Coaching                       |
| 3. Magnolia Elementary School       | Reciprocal Teaching, Balanced Approach to Math, Partnership Conference/API Training, Data Teams, Student-led Conferences, Focus Standards, Demonstration lessons, In-classroom Support, Technical Assistance Monitoring, Accountability/Administrative Coaching,                     |
| 4. Marshall High School             | Balanced Approach to Math, Partnership Conference/ API/Data Teams, Focus Standards, Test-Prep Strategies, Demonstration lessons, In-classroom Support, Technical Assistance Monitoring, Accountability Administrative Coaching                                                       |
| 5. Micheltorena Elementary School   | Direct Instruction, Partnership Conference/API Training, Data Teams, Student-led Conferences, Focus Standards, Demonstration lessons, In-classroom Support, Technical Assistance Monitoring, Accountability/Administrative Coaching                                                  |
| 6. Sun Valley Middle School         | Direct Instruction, Balanced Approach to Math, Partnership Conference/ API/ Data Teams, Standards Based Lesson Design, Focus Standards, Test-Prep Strategies, Demonstration lessons, In-classroom Support, Technical Assistance Monitoring, Accountability/ Administrative Coaching  |
| 7. Sylmar High School               | Reciprocal Teaching, Balanced Approach to Math, Partnership Conference/ API/ Data Teams, Standards Based Lesson Design, Focus Standards, Test-Prep Strategies, Demonstration lessons, In-classroom Support, Technical Assistance Monitoring, Accountability/ Administrative Coaching |
| 8. Wiegand Avenue Elementary School | Direct Instruction, Partnership Conference/ API/ Data Teams, Standards Based Lesson Design, Focus Standards, Demonstration lessons, Technical Assistance Monitoring, Accountability/ Administrative Coaching                                                                         |

## Survey Results

The following two sections present the results of the surveys. The first section addresses the multiple-choice items and the second section presents the results of the open-ended narrative responses. Eight schools returned surveys completed by 253 teachers.

Sims and Associates analyzed the multiple-choice data which asked teachers to reflect on their level of implementation of research-based strategies, before and after their professional development by ALS.

The first section of the survey asked teachers to reflect on the extent to which they used the strategies *before* the training; the second section asked them to respond to how frequently they used them *after* the ALS training. Teachers responded to questions on eleven research-based strategies:

1. Reciprocal Teaching
2. Direct Instruction
3. SDAIE
4. Balanced Approach to Math
5. Demonstration Lessons
6. Coaching Observations and Debriefings
7. Data Teams
8. Student-led Conferences
9. Standards-Based Lesson Design
10. Focus Standards
11. Test-Prep Strategies

Nine of the 11 strategies can be used daily as part of classroom instruction. Two of the strategies (“Student-led Conferences” and “Data Teams” are usually used *outside* of the classroom, and less frequently, perhaps monthly or quarterly.

The respondent teachers reported implementing “Student-led Conferences” and “Data Teams,” but not on a daily or weekly basis, as would be expected. The next section presents the results for each of the 11 strategies.

### **Results for Eleven Strategies**

The charts in this section show the change in implementation before and after ALS training as reported by the 253 teachers. Responses are presented in six bars for each category: “Never,” “Once or Twice/Year,” etc. The bar on the left shows the percent of teachers who marked that response *before* their ALS training. The bar on the right in each set presents the percent of answers teachers gave for *after* training. Each chart also shows the percent of teachers who marked “Not Applicable/Did not receive this training.”

### **Reciprocal Teaching**

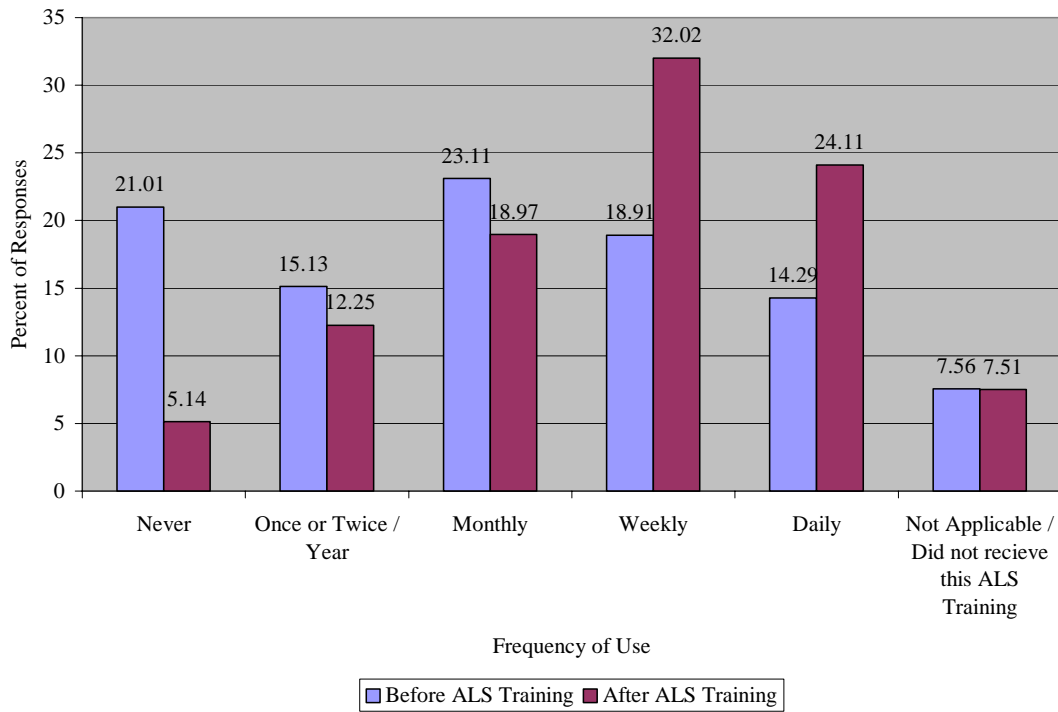
Figure 2 shows the change in implementation of Reciprocal Teaching before and after ALS training. The gains in implementation of this strategy are clearly visible in this chart. Before training, 21.01 percent of the teachers said that they never used this strat-

egy. After the training, 32.02 percent reported using it weekly, and 24.11 percent used it daily.

Combining “Weekly” or “Daily” categories gives a more useful perspective on change in practice: Before the training, 33.2 percent of the teachers stated that they used Reciprocal Teaching “Weekly” or “Daily, and after the training that percentage increased to 56.13.

The difference between the before and after responses shows that teachers report “Daily” or “Weekly” implementation gains of 22.93 percent.

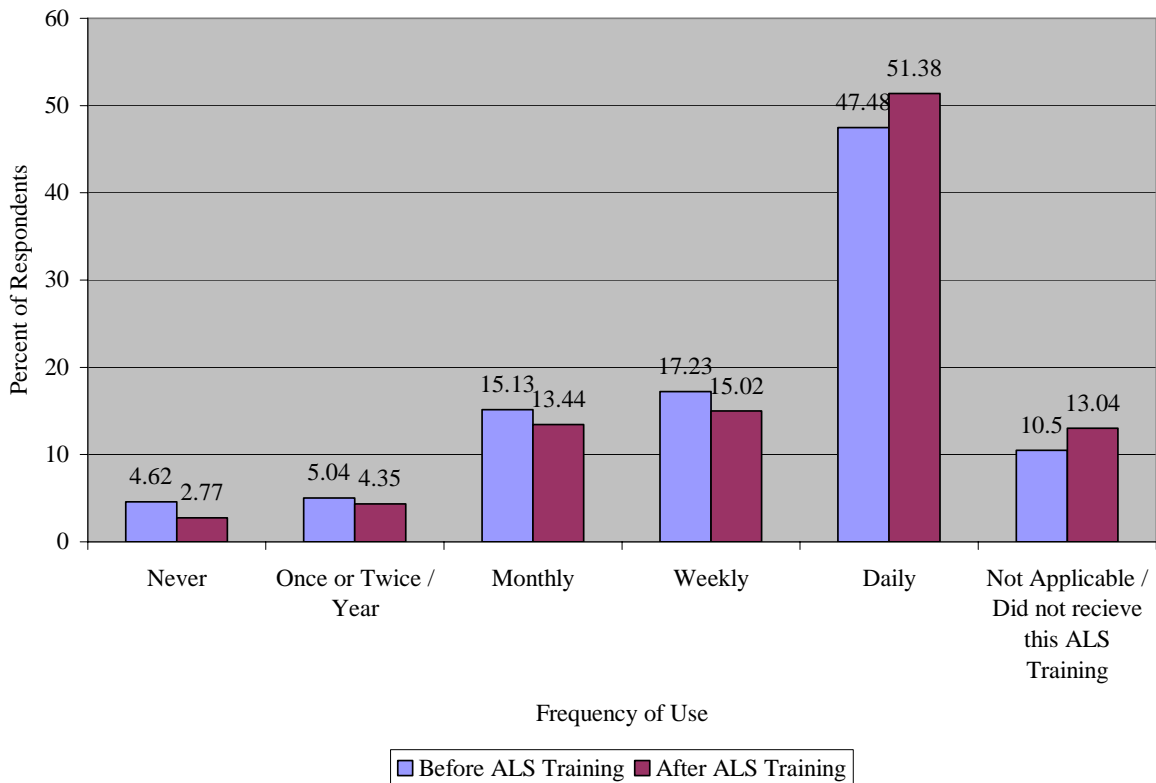
Figure 2  
Change in Implementation of Reciprocal Teaching Before and After ALS Training



**Direct Instruction**

Teachers reported very little increase in implementation of Direct Instruction strategies after ALS training. In combining the responses of the “Weekly” and “Daily” categories, 64.71 percent of the respondents stated that they were using this strategy prior to the training. This percentage increased to 66.4 percent of teachers reporting implementing Direct Instruction “Daily” or “Weekly” after the training, a gain of 1.69 percent. The percent of teachers reporting that this item was not applicable rose from 10% to 13%. Figure 3 shows the teachers responses to this item.

Figure 3  
Change in Implementation of Direct Instruction Before and After ALS Training



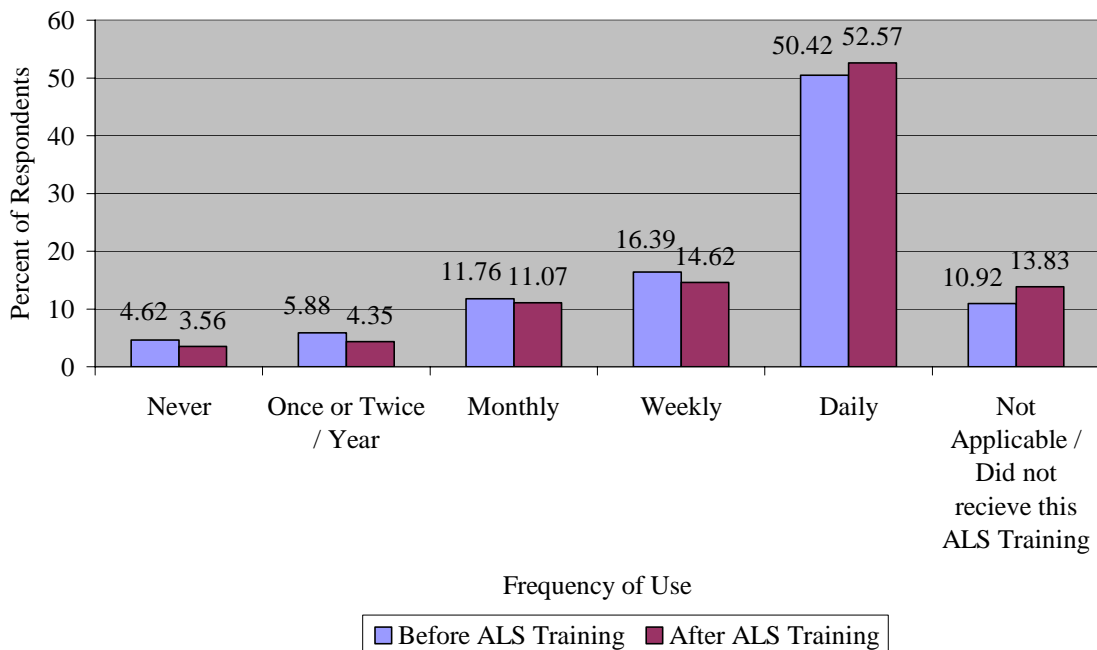
**SDAIE Training**

Specially Designed Academic Instruction in English (SDAIE) is another strategy that the surveys show teachers reporting high levels of implementation before ALS train-

ing. According to ALS records, none of the surveyed schools received professional development on SDAIE.

Figure 4 shows that prior to training, 66.81 percent of the teachers stated that they used this strategy “Daily” or “Weekly” (combined categories). After the training, 67.19 percent of the respondents stated that they used SDAIE strategies “Daily” or “Weekly.” The gain in reported level of implementation is only .38 percent, a lack of change to be expected since no training was provided in this area.

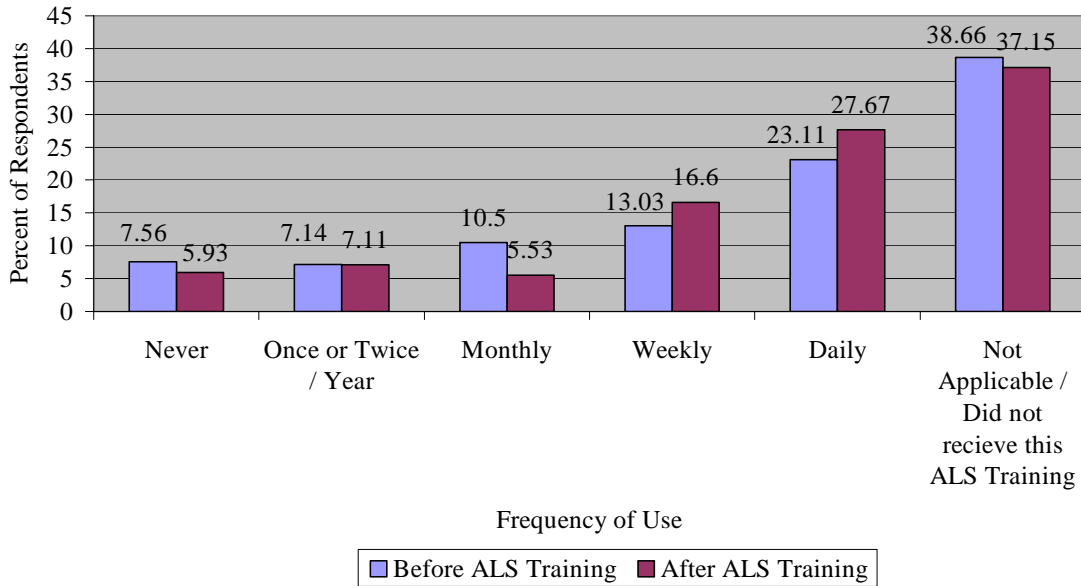
Figure 4  
Change in Implementation of SDAIE Before and After ALS Training



### Balanced Math Strategies Training

Teachers reported using strategies they learned in Balanced Math Strategies training more frequently after ALS training. By comparing the number of responses in the combined categories of “Daily” and “Weekly” for before and after the training, the difference shows the increase in reported implementation. There was an increase of 8.13 percent of teachers who stated that they used the math strategies “Daily” or “Weekly” after the training. Figure 5 shows the teachers responses before and after the training.

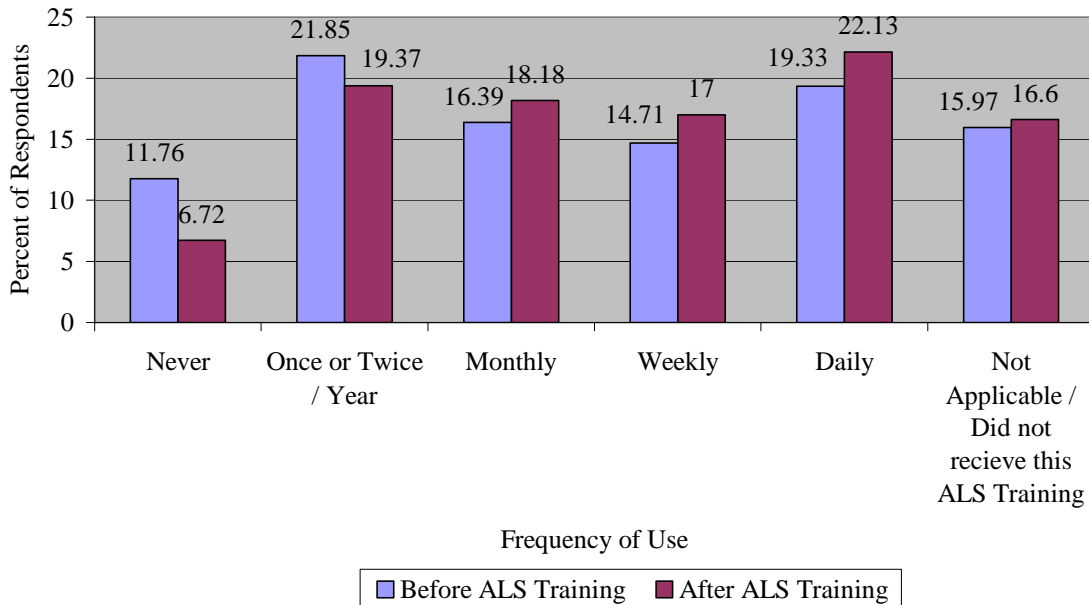
Figure 5  
 Change in Implementation of Balanced Mathematics Strategies  
 Before and After ALS Professional Development



### Demonstration Lesson Training

Teachers reported that they have increased the frequency of use of the strategies that they learned in the Demonstration Lesson training. Before the training, 34.04 percent of the teachers stated that they used these strategies “Daily,” or “Weekly.” After the ALS training 39.13 percent of the teachers used them “Daily” or “Weekly”. The increase is 5.09 percent. Figure 6 displays the teacher responses to this item.

Figure 6  
 Change in Instructional Practices as a Result of Demonstration Lessons  
 Before and After ALS Professional Development

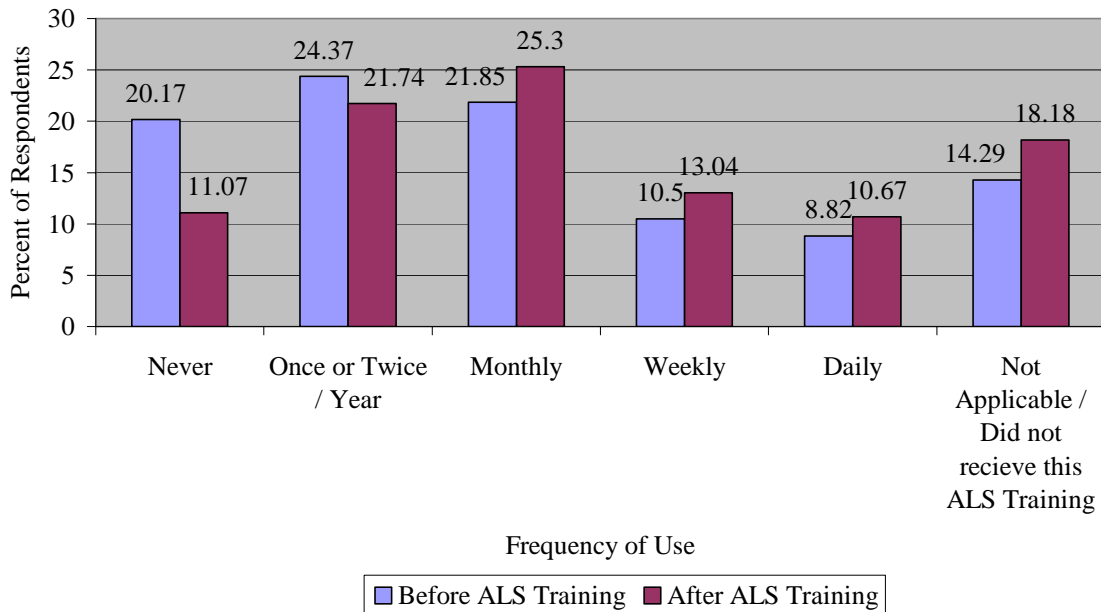


### Coaching Observations and Debriefing Training

ALS training included coaching observations and debriefing. This strategy was seldom used prior to ALS training. By combining the responses in the “Never” category and the “Once or Twice/Year” categories, one can see that forty-five percent of teachers at the eight schools reported that prior to the training they had “Never,” or “Only once or twice a year” participated in coaching observations. After ALS training, 49 percent stated that they were participating “Monthly,” “Weekly,” or “Daily” in non-evaluative coaching activities (combined categories). Figure 7 shows the changes in implementation of this strategy.

Figure 7

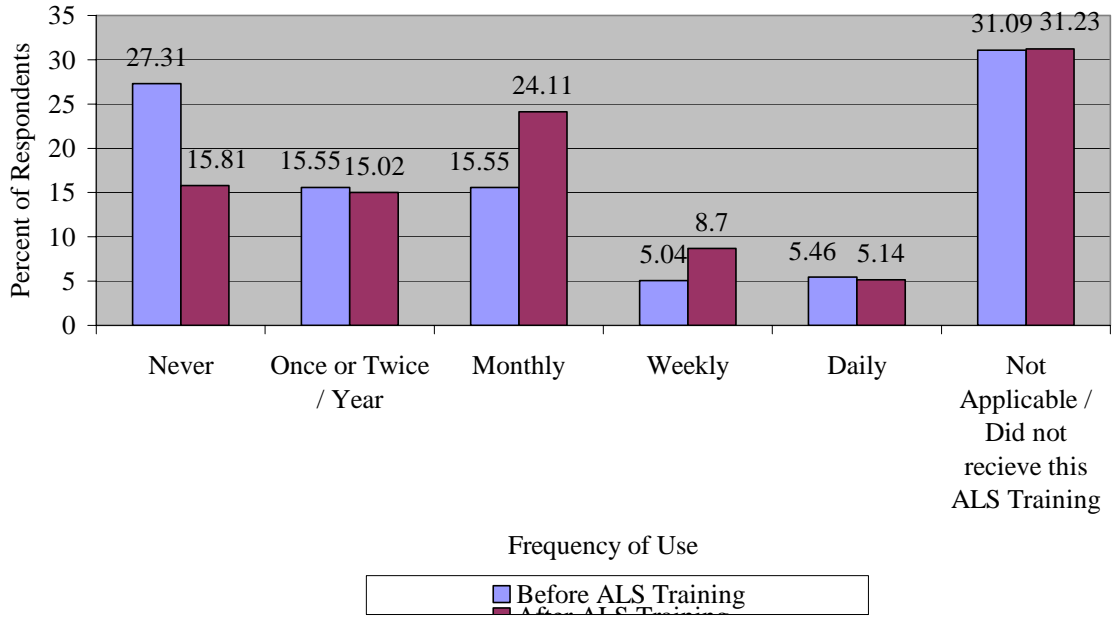
Change in Implementation of Strategies Learned in Coaching Observations  
Before and After ALS Professional Development



**Data Teams Training**

Teachers reported that their school had established a data team and used data to monitor strategies more frequently after ALS training. This type of training focuses on a strategy that is schoolwide, but has an impact on their instruction. According to the teachers, data team implementation had increased monthly by 8.56 percent after ALS training. They also report that “Daily” and “Weekly” implementation has increased by 3.34 percent (combined categories). Figure 8 shows the distribution of responses before and after training.

Figure 8  
 Change in Implementation of Strategies Learned in Data Teams  
 ALS Professional Development

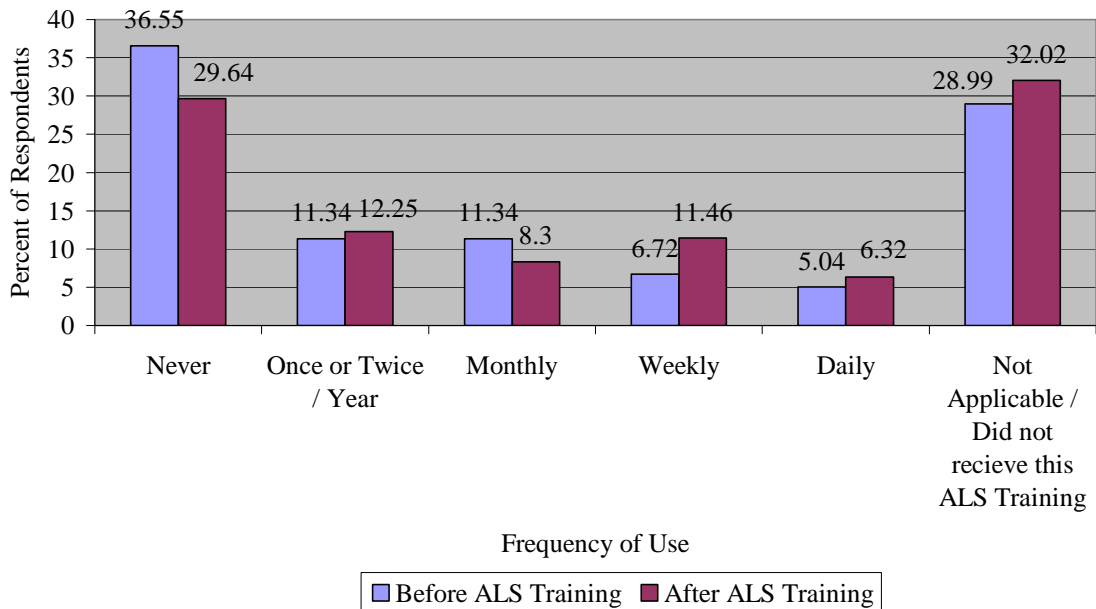


### Student-led Conference Training

Thirty-two percent of the teachers (about 81 out of 253) reported that they did not have this training, or that it did not apply to them, yet of those who responded that they participated in hosting student-led conferences, there was a slight increase in the “Once or Twice /Year” (.91 percent). In the combined “Weekly” and “Daily” categories there was a greater increase (6.02 percent gain) in the use of the strategies that they learned in this ALS training. Although student-led conferences occur only several times a year, teachers are finding ways to use the strategies on a weekly basis. Respondents stated that their weekly use increased by 4.74 percent. Figure 9 provides a visual representation of the responses.

Figure 9

Change in Implementation of Strategies Learned in Student Led Conferences  
ALS Professional Development

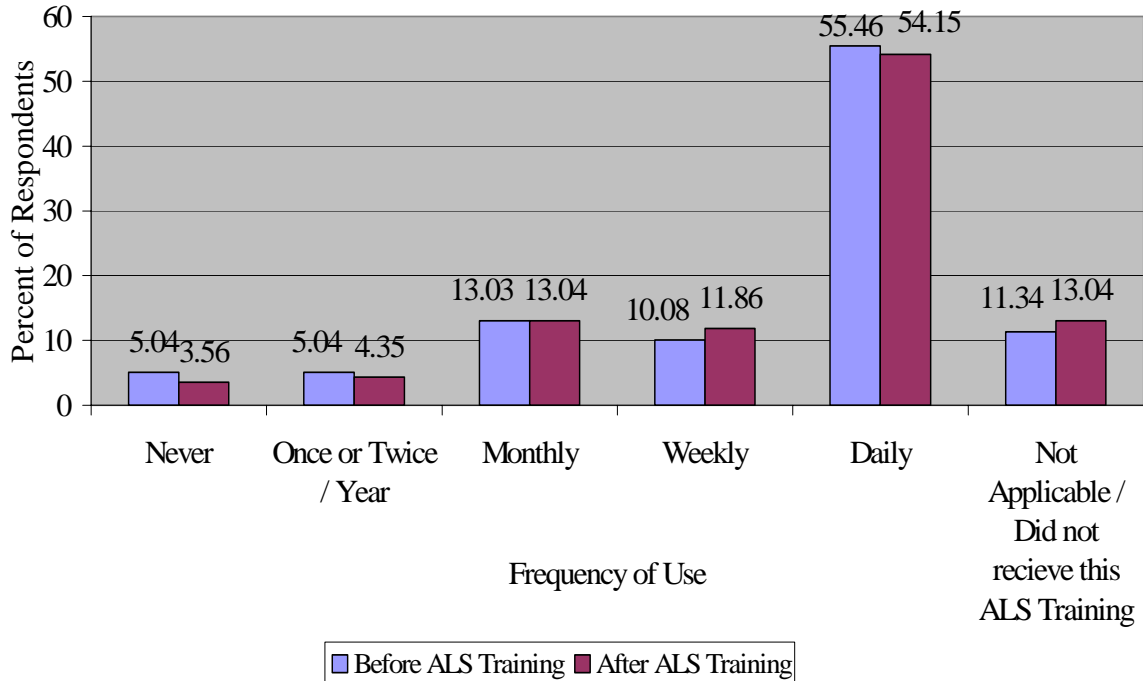


**Standards-based Lesson Design Training**

More than half of the teachers (55.46 percent) responded that before the ALS training they used standards-based lesson design “Daily.” There was almost no change in the percentage of teachers responding that they used this type of lesson design before and after training. Before the training, 65.54 percent responded that they used this strategy “Weekly” or “Daily” and after the training 66.01 used it “Weekly” or “Daily,” for an increase of .47 percent (about one more teacher). Figure 10 shows the results for Standards-based Lesson Design.

Figure 10

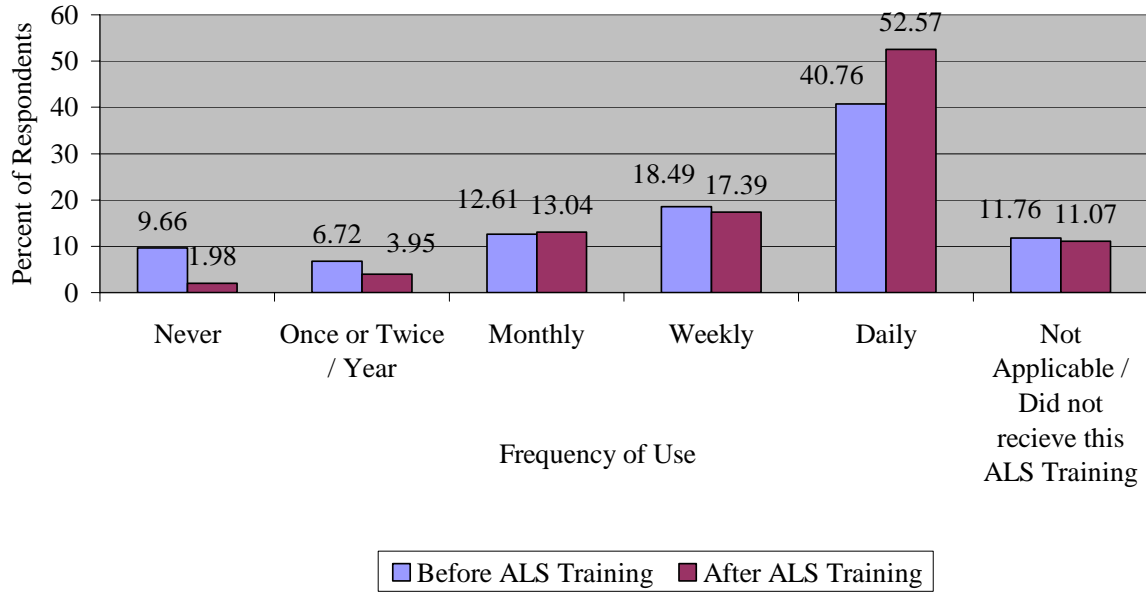
Change in Implementation of Strategies Learned in Standards-based Lesson Design ALS Professional Development



**Focus Standards Training**

Figure 11 shows that teachers increased their implementation of delivering instruction based on Focus Standards. Almost 41 percent teachers responded that before the ALS training they used Focus Standards “Daily”, whereas after the training about 54 percent stated that they used them “Daily”. The increase in daily use was 12.11 percent.

Figure 11  
 Change in Implementation of Strategies Learned  
 in ALS Professional Development on Focus Standards

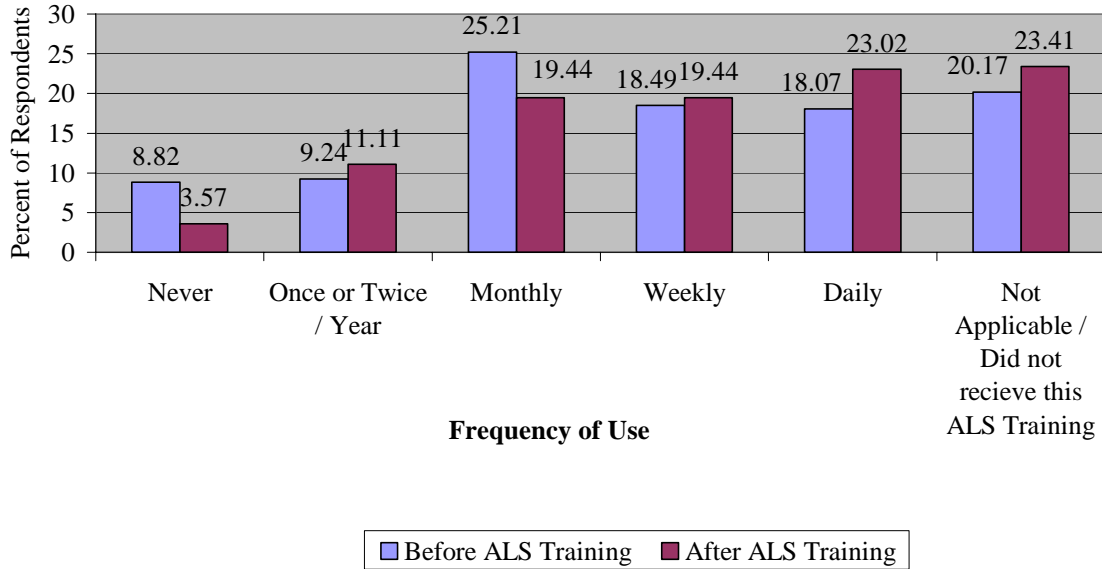


### Test Preparation Strategies Training

Teachers who responded that they participated in ALS Test Preparation training (about 194 teachers) indicated that they increased the use of these strategies on a daily or weekly basis. Figure 12 shows that before the training 36.56 percent of the teachers answered that they used test preparation strategies “Daily,” or “Weekly,” and after ALS training, 42.46 percent reported that they used them “Daily,” or “Weekly.” There was an increase of 5.90 percent of teachers who responded that they used test preparation strategies (in these combined categories) after the ALS training.

Figure 12

Change in Implementation of Strategies Learned in ALS Professional Development on Test Preparation



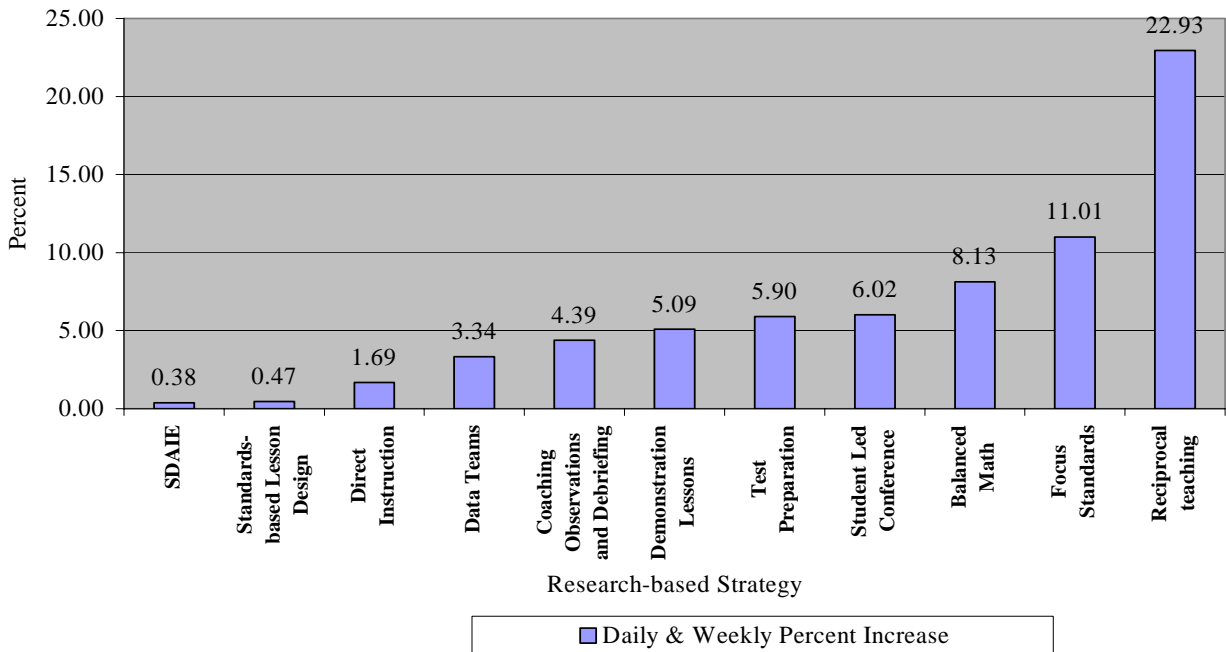
**Summary of Results of Multiple-Choice Section of Implementation Survey**

Overall results on the teacher survey indicate that there was an increase in their reported implementation of all 11 categories of ALS trainings. As seen in Figure 13, each training showed an increase in daily and weekly implementation. The increases in daily and weekly implementation ranged from .38 percent for SDAIE training (training not included in the services to the respondent schools) to 22.93 percent for Reciprocal Teaching (six of the eight schools received this training).

The three trainings with the greatest change were Reciprocal Teaching, Focus Standards, and Balanced Math.

Figure 13

Percent Gains in Teachers Reporting Daily or Weekly Implementation of Selected Strategies Before to After ALS Professional Development



### Open-ended Survey Question Results

Ninety four of the 253 teachers who completed the survey responded to the open-ended question “Please describe briefly *how has Action Learning Systems training affected your teaching*. Please identify the training and describe how what you are doing differently has affected your students.”

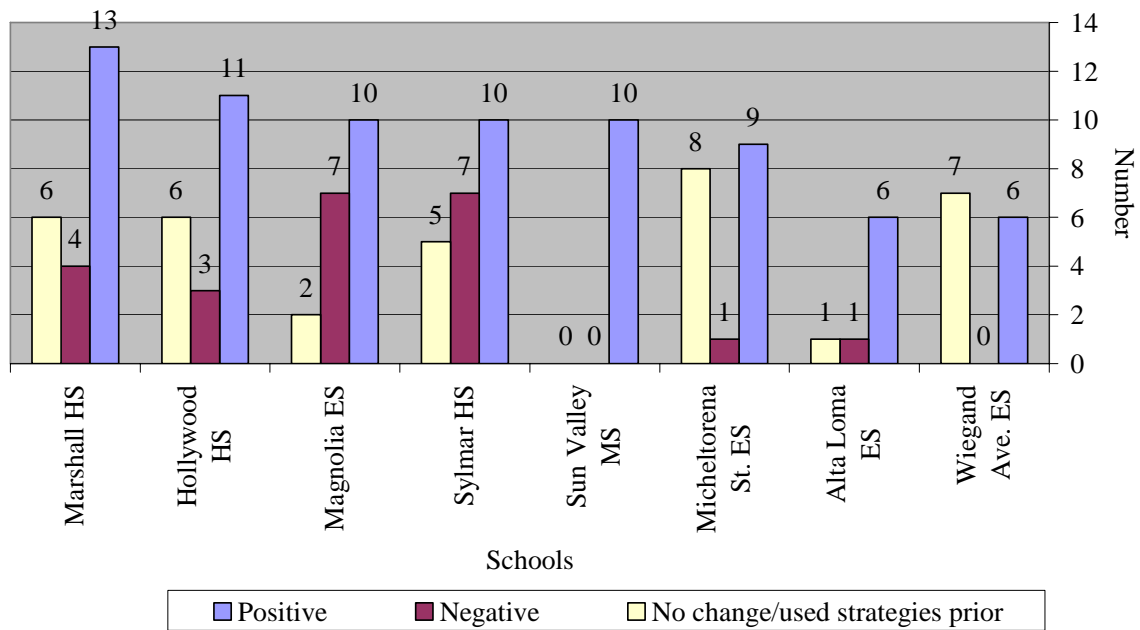
The content analysis of the responses involved coding of every idea or topic included in a response. Teachers might write more than one reaction to one or more professional development sessions. Hence, one teacher’s response could have been coded in more than one category.

Analyzed for whether the comment was positive or negative, survey data from all of the schools contained more positive responses than negative ones. Some teachers responded that they did not change their strategies, or that they were using the strategies

prior to the ALS training. Some teachers stated that the training reinforced their teaching and helped them tremendously. A few teachers were extremely negative indicating that training in general is a “waste of time.”

Figure 14 displays the results of the content analysis for the open-ended question on the survey. Marshall High School showed the greatest number of positive responses. Two schools, Sun Valley Middle School, and Weigand Avenue Elementary School, had no negative comments at all.

Figure 14  
Number of Positive and Negative Responses to Open-ended Question on  
ALS Professional Development Implementation



**Summary of Survey Results**

The result of higher numbers of positive comments, rather than high numbers of negative comments in the open-ended section of the survey supports the findings of the multiple-choice section of the survey, which showed increased implementation in all 11 categories of ALS training.

This finding of increased implementation of research-based instructional practices promoted by ALS corresponds to findings reported by the Stockton Unified School District Department of Research and Evaluation. In June 2003, Stockton USD reported the results of a 2003 Stakeholder Satisfaction Survey conducted throughout the schools in its district<sup>3</sup>. The vast majority of teachers at schools served by ALS reported agreement with the instructional strategies promoted by ALS. These survey results support the conclusion that ALS professional development services succeed in convincing faculties of the importance of the research-based instructional practices which it promotes.

Despite the timing of the survey (distribution the last week of school), teacher responses support the conclusion that ALS professional development led to increased implementation of research-based educational practices and favorable responses to the professional development services provided by ALS.

### **School-level Student Achievement Results**

This evaluation examined the following multiple student achievement measures providing evidence of attainment of ALS program service objectives:

- The base API for 2000-2002 and attainment of API targets
- School-level matched Stanford Achievement Tests, 9th Edition (SAT9) Total Reading and Mathematics NCE scores for 2000-2002
- 2000-2002 school rates for redesignating English language learners,
- School attendance between 2000 and 2002.

As explained above, the evaluation design called for comparing the changes on these measures among ALS high-service client schools versus the changes among the comparison schools. Table 7 presents the basic descriptive statistics for the number of days of ALS service which the high-service schools received.

---

<sup>3</sup> 2003 *Stakeholder Satisfaction Survey*, Stockton Unified School District, SUSD Research and Evaluation, June 24, 2003.

Table 7

## Number of Days of Service Provided to High-Service ALS Schools

|                    | Number of Days |
|--------------------|----------------|
| Mean               | 39             |
| Minimum            | 20             |
| Maximum            | 65             |
| Mode               | 22             |
| Standard Deviation | 13             |
| Number             | 20             |

Nearly all of these ALS high-service schools (17 or 85%) participated in the ALS School Improvement services. The remaining three schools (15%) received professional development targeting improvement of instructional practices related to literacy, test preparation, Student-led conferences, Reciprocal Teaching, plus II/USP Monitoring.

**Academic Performance Index Changes**

Table 8 presents the basic descriptive statistics for the base API for the ALS and comparison schools from the baseline 2000 to latest 2002 API. On average, the comparison schools appear to gain more than the ALS schools. A 2 x 3 repeated measures analysis of variance (ANOVA) for independent samples yielded five statistically significant means: those flagged with an asterisk in Table 8 as well as the difference between the ALS base 2000 and 2002 APIs for both the ALS and comparison schools groups. (Appendix G contains the technical data for this ANOVA).

Table 8  
Differences between the ALS and Comparison Schools  
2000 Base API and 2002 Adjusted API

|                    | ALS Schools |      |      | Comparison Schools |       |      |
|--------------------|-------------|------|------|--------------------|-------|------|
|                    | 2000        | 2001 | 2002 | 2000               | 2001  | 2002 |
| Mean               | 486         | 507  | 554* | 488**              | 527** | 564* |
| Minimum            | 386         | 428  | 480  | 384                | 433   | 460  |
| Maximum            | 653         | 666  | 714  | 643                | 696   | 707  |
| Standard Deviation | 497         | 449  | 60   | #N/A               | 522   | 66   |
| Number             | 74          | 67   | 20   | 73                 | 70    | 20   |

\*Statistical significance between years: alpha level  $p < .01$

\*\*Statistical significance between years: alpha level  $p < .05$

The differences between the ALS and comparison schools failed to attain statistical significance. While the comparison group schools gained significantly from 2000 to 2002, the ALS schools gained significantly between 2001 and 2002.

**Attaining Academic Performance Targets**

The CDE looks beyond simple API point gain and sets targets for schools to attain every year. This more complex measure identifies whether schools are enabling not only all their students but also the different subgroups among their student populations to achieve academic success. (The CDE reports the results of this index every year on its website.)

Table 9 presents the number and percent of ALS and comparison schools that met their API targets in 2001 and 2002. The left-most columns present the improvement in target attainment from one year to the next.

Table 9

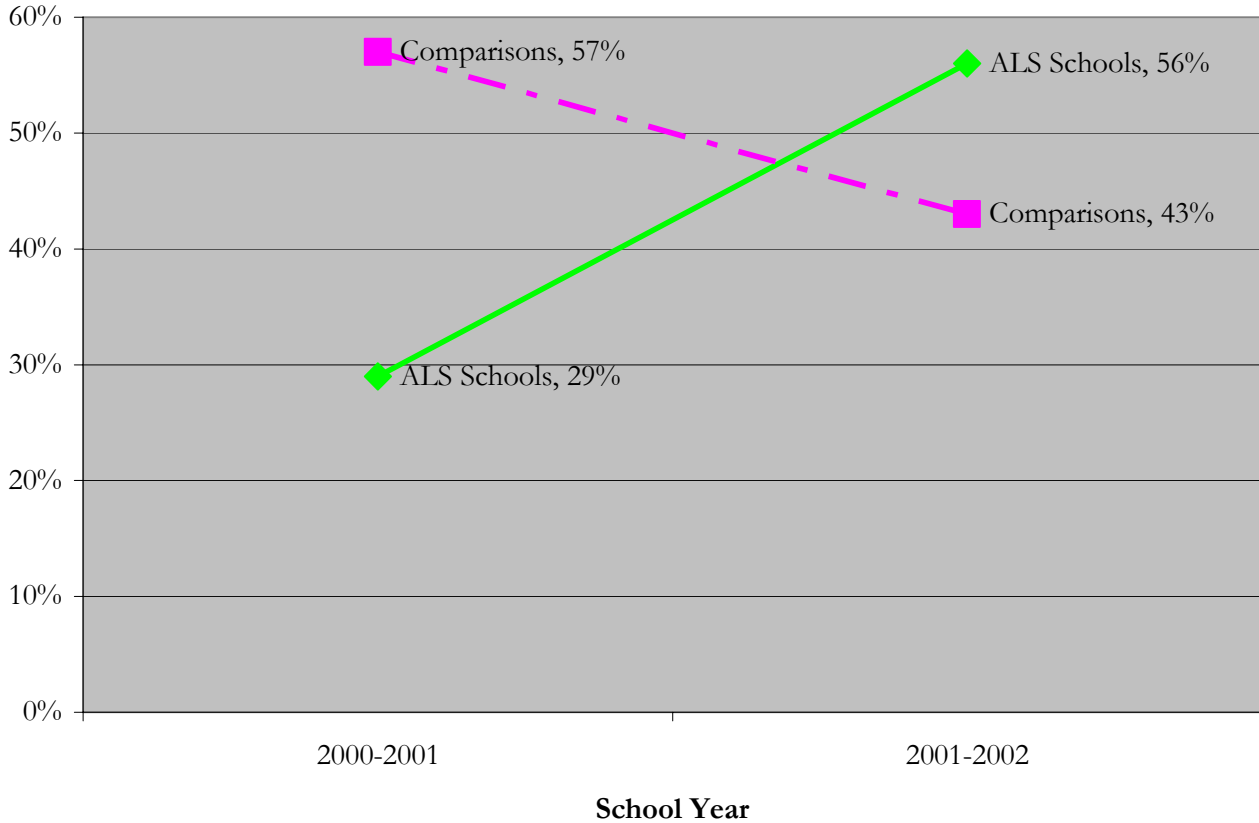
Number and Percent of High-Service ALS Schools and Comparison Schools That Met API Targets in 2001 and 2002

|                                                       | Met 2001 Target |         | Met 2002 Target |         | Improvement  |             |
|-------------------------------------------------------|-----------------|---------|-----------------|---------|--------------|-------------|
|                                                       | Number          | Percent | Number          | Percent | Number and % |             |
| <b>ALS Schools (with 20 or More Hours of Service)</b> |                 |         |                 |         |              |             |
| Yes                                                   | 5               | 33%     | 10              | 50%     | 5/5          | <b>100%</b> |
| No                                                    | 15              | 67%     | 10              | 50%     |              |             |
| Total                                                 | 20              | 100%    | 20              |         |              |             |
| <b>Comparison Schools</b>                             |                 |         |                 |         |              |             |
| Yes                                                   | 12              | 60%     | 8               | 40%     | -4/12        | <b>-33%</b> |
| No                                                    | 8               | 40%     | 12              | 60%     |              |             |
| Total                                                 | 20              | 100%    | 20              | 100%    |              |             |

Judged on **improvement** in API target attainment, ALS school soundly outperformed their comparison counterparts. In 2001 five out of the 20 ALS schools met the API targets set by the CDE. In 2002, five more schools met their API target, **an increase of 100%**.

Among comparison schools, 12 met their 2001 API target; however, in 2002 only eight of the schools, a **decrease** of four out of 12 schools, met their targets (see Figure 15).

Figure 15  
Percent of ALS and Comparison School Meeting API Targets  
in the 2000-2001 and 2001-2002 School Years



### Schools Qualifying for Achievement Awards

The CDE not only identifies whether schools meet their API targets, it also identifies those schools that achieve extraordinary gains on the SAT9, California Standards Test, and resulting API. ALS schools demonstrated significant success on this indicator.

In 2000-2001 ALS assisted 16 LAUSD schools participating in the Immediate Intervention/Underperforming Schools Program. Of those 16 II/USP schools, 13 or 81% of the schools earned awards after working with ALS. The following year, ALS worked with 46 schools. Of these 46 schools, 28 or 61% earned awards for improving their academic achievement the following year. Appendix H provides a list of the ALS schools and awards information for the two years.

### Stanford Achievement Test Results

ALS program services also targeted an increase in achievement as measured by the SAT9. Table 10 presents the basic descriptive statistics for the matched SAT9 Total Reading NCE scores of ALS and comparison schools as well as information on the change in NCE scores from one year to the next.

Table 10

High-Service ALS and Comparison Schools Matched Reading SAT9 NCE Scores  
2000 to 2002

| Statistic                       | 2000 | 2001 | Change | 2001 | 2002 | Change |
|---------------------------------|------|------|--------|------|------|--------|
| <b>High-Service ALS Schools</b> |      |      |        |      |      |        |
| Mean                            | 36.7 | 36.8 | 0.1    | 38.5 | 38.1 | -0.1   |
| Minimum                         | 28   | 30   | -4     | 31   | 31   | -5     |
| Maximum                         | 52   | 49   | 3      | 49   | 51   | 2      |
| Mode                            | 35   | 35   | -4     | 34   | 37   | 2      |
| Standard Deviation              | 6    | 5    | 2      | 5    | 5    | 2      |
| Number                          | 20   | 20   | 20     | 20   | 20   | 20     |
| <b>Comparison Schools</b>       |      |      |        |      |      |        |
| Mean                            | 36.3 | 37.7 | 1.4    | 39.4 | 39.2 | -0.2   |
| Minimum                         | 29   | 32   | -3     | 31   | 33   | -4     |
| Maximum                         | 50   | 51   | 4      | 56   | 52   | 3      |
| Mode                            | 38   | 36   | 2      | 46   | 34   | 0      |
| Standard Deviation              | 5    | 5    | 2      | 6    | 5    | 2      |
| Number                          | 20   | 20   | 20     | 20   | 20   | 20     |

Data source: LAUSD Program Evaluation and Research Branch

The mean scores by both ALS and comparison schools from one year to the next or from each other failed to reach statistical difference.

Comparison of the average or mean matched NCE scores on the SAT9 mathematics tests yielded similar results: none of the minor differences in means between groups or between the means of one year and the next attained statistical significance. Table 11 presents those descriptive statistics for ALS and comparison schools on the matched SAT9 Total Mathematics NCE Scores.

Table 11

2000 to 2002 Matched SAT9 Total Mathematics NCE Scores

High-Service ALS and Comparison Schools

| Statistic                 | 2000 | 2001 | Change | 2001 | 2002 | Change |
|---------------------------|------|------|--------|------|------|--------|
| <b>ALS Schools</b>        |      |      |        |      |      |        |
| Mean                      | 41   | 41   | 0      | 41   | 43   | 2      |
| Minimum                   | 33   | 35   | -5     | 33   | 36   | -6     |
| Maximum                   | 56   | 52   | 4      | 51   | 56   | 7      |
| Standard Deviation        | 6    | 5    | 2      | 4    | 5    | 3      |
| Number                    | 20   | 20   | 20     | 20   | 20   | 20     |
| <b>Comparison Schools</b> |      |      |        |      |      |        |
| Mean                      | 41.5 | 42.9 | 1.3    | 43.3 | 45.0 | 1.7    |
| Minimum                   | 34   | 35   | -1     | 36   | 37   | -2     |
| Maximum                   | 54   | 58   | 9      | 58   | 57   | 8      |
| Standard Deviation        | 5    | 6    | 2      | 6    | 6    | 3      |
| Number                    | 20   | 20   | 20     | 20   | 20   | 20     |

### Redesignation Rates

An important component of the ALS program services targets enabling all English language learners to attain fluency in English. When they attain fluency in English their language status is “redesignated” from “limited” to “fluent” English proficient. Table 12 presents the results of analysis of the redesignation rates of ALS and comparison schools from the 1999-2000 school year to the 2001-2002 year.

ALS schools averaged slightly higher redesignation rates than their comparison school counterparts; however, statistical tests of the differences between and among the means indicated that none of the differences attained statistical significance.

Table 12

Language Proficiency Improvement from Limited to Fluent Proficiency  
 Number and Percent of English Language Learners Redesignated  
 1999 through 2002

|                                        | 1999-<br>2000 | 2000-<br>2001 | 2001-<br>2002 | 1999-<br>2000 | 2000-<br>2001 | 2001-<br>2002 |
|----------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                                        | Number        |               |               | Percent       |               |               |
| <b>Action Learning Systems Schools</b> |               |               |               |               |               |               |
| Mean                                   | 91            | 98            | 88            | 12%           | 14%           | 13%           |
| Minimum                                | 0             | 4             | 0             | 0             | 5%            | 0             |
| Maximum                                | 237           | 201           | 184           | 30%           | 22%           | 32%           |
| Standard Deviation                     | 68            | 66            | 60            | 6             | 4             | 7             |
| Number                                 | 20            | 20            | 20            | 20            | 20            | 20            |
| <b>Comparison Schools</b>              |               |               |               |               |               |               |
| Mean                                   | 82            | 80            | 72            | 10%           | 12%           | 11%           |
| Minimum                                | 12            | 1             | 9             | 2%            | 1%            | 1%            |
| Maximum                                | 353           | 425           | 216           | 23%           | 26%           | 22%           |
| Standard Deviation                     | 89            | 91            | 58            | 5             | 8             | 6             |
| Number                                 | 20            | 20            | 20            | 20            | 20            | 20            |

### Attendance Rates

ALS and the comparison schools reported virtually the same rate of attendance from 2000 to 2002. Table 13 presents the descriptive statistics for the three years for the two groups of schools.

Table 13

Attendance Rates in High-Service ALS and Comparison Schools  
 2001 to 2002

| Statistic                              | 2000 | 2001 | 2002 |
|----------------------------------------|------|------|------|
| <b>Action Learning Systems Schools</b> |      |      |      |
| Mean                                   | 91%  | 92%  | 92%  |
| Minimum                                | 81%  | 80%  | 83%  |
| Maximum                                | 95%  | 95%  | 96%  |
| Standard Deviation                     | 4    | 4    | 4    |
| Number                                 | 20   | 20   | 20   |
| <b>Comparison Schools</b>              |      |      |      |
| Mean                                   | 92%  | 92%  | 92%  |
| Minimum                                | 85%  | 84%  | 87%  |
| Maximum                                | 96%  | 96%  | 96%  |
| Standard Deviation                     | 3    | 3    | 3    |
| Number                                 | 20   | 20   | 20   |

### **Comparison of Expected and Actual Program Outcomes**

ALS targeted and expected that schools participating significantly in its program services would improve their educational and instructional practices, thus enabling them to meet their API targets, increase their students' performance on the SAT9 reading and mathematics tests, raise their redesignation rates, and increase their attendance rates.

Both the surveys and the TAM monitoring reports indicate that high-service schools have implemented the ALS model *this year, 2002-2003*. That implementation would not affect student achievement data used for this evaluation. Analyses of the student achievement measured through the matched 2000-2002 SAT9 NCE scores as well as the school redesignation and attendance rates yielded no statistically significant differences between ALS and comparison schools.

The most powerful finding and difference between ALS and comparison schools resulted from changes in school APIs. While both groups of schools showed improvement in the API scores, *attainment of API targets* yielded dramatic differences between the two groups. Markedly more ALS schools met their API targets the second year than did the comparison schools. This outcome matched ALS expectations.

### **Causality of program and outcomes**

Both the surveys and the TAM monitoring reports indicate that high-service schools increased their implementation of the ALS model practices this past year, 2002-2003. That implementation would not affect student achievement data used for this evaluation which was collected between 2000 and 2002; however, the results provide an estimate of implementation likely to have taken place between 2000 and 2002 among the high-service schools in this evaluation.

While analyses of the 2000-2002 SAT9, redesignation and school attendance rates yielded no statistical differences between ALS and comparison schools, this lack of significant differences does not indicate a lack of progress. To attain the same percentile rank or NCE score from one year to the next indicates that the students, on average, kept up with their norm group. Obtaining the same score in 2001-2002 as in 2000-2001, indicates that the students maintained the same rank from one year to the next, that they kept up with their norm group rather than that they failed to grow at all.

Clearly, every public school in California is striving to improve its API, and school district offices are working to help them do so. LAUSD initiated programs and services to aid its schools to improve and demonstrate higher test scores and APIs. All comparison schools undoubtedly implemented programs to significantly improve their students' achievement. Comparison schools showed greater statistically significant gains in API points from 2000-2001 and 2001-2002; ALS schools attained statistically significant gains from 2001 to 2002.

While both groups of schools averaged similar SAT9 scores from one year to the next and between both groups, on *improved API target attainment from 2001 to 2002, ALS schools dramatically outperformed the comparison schools.*

### **Seeming Conflict in SAT9 and API Results**

The above results may seem to conflict or be incompatible: little change on the SAT9, statistically significant improvement in API scores from year to year by both groups of schools with slightly higher average gains by comparison schools, but greater API target attainment by ALS schools. However these differences result from data derived from different groups of students. The SAT9 matched scores include only those students who took the SAT9 tests in two successive years: Group 1 the cohort of students who took the SAT9 in the spring of 2000 **and** the spring of 2001 and Group 2 tested in spring 2001 and spring 2002.

The schools obtained their APIs based on the performance on the SAT9 and California standards test items of **all the students tested** at their schools—Group 3 all students tested in spring 2000; Group 4, all students tested spring 2001, and Group 5, students tested spring 2002. These SAT9 data used in calculating a school's API derived from all students enrolled at the school during the STAR testing window not just from the returning students which contributed to the match score results (Groups 1 and 2).

The API scores emerge from a complex formula which factors in performance of students at different performance levels on the SAT9 and standards tests. The components the CDE uses to calculate the API has changed every year.<sup>4</sup>

---

<sup>4</sup> See <http://www.cde.ca.gov/psaa/api/api0203/base/infog02b.pdf> and <http://www.cde.ca.gov/psaa/api/api0203/base/expn02b.htm>

Confronted with such variability in groups and outcome variables, educators must decide which indicator matters most to them. That most important indicator could vary depending on the issue under consideration.

Most stakeholders in California, perhaps schools and districts in particular, care most about meeting API targets. This indicator not only determines a school's rank among all schools in California but also determines other important outcomes, such as whether the school (and district) will be labeled underperforming and in need of CDE intervention, including such drastic measures as state takeover.

On this measure, ALS schools clearly outperformed the comparison schools significantly.

### **Additional Evaluations of ALS Programs and Services**

Evaluation of ALS capacity to provide beneficial services to LAUSD is not limited to the above information. Since the last Sims and Associates evaluation of ALS in summer 2000, two major organizations have conducted formal evaluations of ALS services with strongly favorable findings.

The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) conducted an exploratory evaluation of ALS's Literacy Loop program (July 2002) at one of the LA's BEST sites. ALS had been invited into that site to implement their Literacy Loop program and began at one of the LA's BEST sites in December 2001, with the goal of increasing the reading comprehension and writing skills of the participating elementary school students.

The CRESST exploratory evaluation of ALS's Literacy Loop program reported that the ALS program "helped students improve academically and socially."<sup>5</sup> The CRESST evaluators concluded that Literacy Loop was having positive effects on LA's BEST students, specifically on their reading comprehension and writing skills. Participating students made improvements based on the Index of Reading Awareness scores and on their classroom grades, which also reflected improved writing skills compared to the control groups students.

---

<sup>5</sup> D. Huang, et. al. *The Exploratory Evaluation of Literacy Loop An After-school Tutoring Program*. Draft Los Angeles, CRESST, 2002, p. 5.

The Winnick Foundation contracted WestEd to conduct a formal evaluation of its Winnick's Winners program, run largely through ALS. That report also reported favorable results leading to continuation of that program by the Winnick Foundation. Copies of the CRESST and WestEd evaluations can be found in Appendix I.

In September 2002, the CDE evaluated ALS through its rigorous process for identification of Supplemental Service Providers. According to the CDE, ALS is qualified to provide supplemental educational services to schools across the state.<sup>6</sup> This ALS service targets students in Kindergarten through grade twelve providing direct instruction in California state standards for reading, writing, speaking and mathematics; High School Exit Examination preparation and targeted intervention for test retakes; and diagnostics for early reading and mathematics. ALS staff use specially designed strategies in English to teach English learners and disadvantaged students.

In addition to the above formal evaluations, numerous schools and individual teachers, administrators, and other educators have also identified the positive effect that ALS has had in their roles or educational settings. Appendix J contains a sample of the many letters, emails and other messages sent to ALS identifying specific benefits they have received from ALS which have enabled them to enhance their professional practice and increase the academic success of their students.

LAUSD personnel also evaluated ALS services and judged their services desirable as evidenced by the numerous services solicited by LAUSD. Despite many other options, District administrators solicited ALS to develop a template for the Single School Plan under AB374 for all LAUSD schools to use and to prepare the District's Local Education Agency plan to submit to the CDE. The District also contracted with ALS to train all of its literacy coaches. Thus, these District contracts provide further evidence that LAUSD has determined the superior quality of ALS services and concluded that some ALS services, at the very least, should be available to all District schools.

## **Evaluation Constraints**

---

<sup>6</sup> See Action Learning Systems *Learning Tree* information at [http://www.cde.ca.gov/iasa/titleone/pi/ssp\\_search\\_all.asp?query=A](http://www.cde.ca.gov/iasa/titleone/pi/ssp_search_all.asp?query=A) and <http://www.actionlearningsystems.com/product/learningtree.htm>

This evaluation dealt with several constraints which limited its scope and conclusions: Observational and survey data providing more specific information on implementation of the ALS program model were not available from the baseline year of 2000 and subsequent years to provide more specific information on program implementation. Many of the schools had not yet received ALS program services for a long enough period to show significant improvement—either in implementation or in student achievement.

Despite these constraints, the most critical outcome variable of this evaluation, meeting Academic Performance Index targets, supports the conclusion that LAUSD client schools are benefiting significantly from the services they receive from ALS.

### **Conclusions and Recommendations**

ALS provided LAUSD with a wide variety of programs and services during the 2000-2002 school years. Preliminary observation and survey data suggest that client schools are moving to implement ALS programs and services. ALS program services, particularly ALS professional development sessions, have increased implementation of research-based instructional practices likely to significantly increase student achievement.

From 2000-2002, ALS programs and services had superior and similar effects on client schools compared to similar LAUSD schools that did not receive ALS services. ALS significantly outperformed their comparison school counterparts in attainment of the API targets set by the California Department of Education in 2002.

The student achievement data examined for this evaluation revealed no statistically significant differences between ALS and comparison schools on matched SAT9 NCE scores, redesignation rates, or attendance. However, other evaluations and the 1998-2000 Sims and Associates evaluation of ALS program services support the conclusion that ALS services benefit their clients, particularly in changing toward implementation of educational practices which should eventually have significant effects on student achievement.

The dramatically higher improvement of API target attainment by ALS schools from 2001 to 2002 indicates that the achievement of previously underperforming groups improved much more in high-service ALS schools than in comparison schools. ALS ser-

## 2000-2002 Action Learning System Evaluation

vices target precisely these types of improvements—improvement of instructional and school practices so that underperforming minorities can achieve greater success.

We recommend that LAUSD approve continuation of ALS as an approved professional development vendor, and that ALS systematically collect and report program impact data from its current LAUSD comprehensive school reform clients as well as from its other comprehensive professional development recipients within the Los Angeles Unified School District.

Appendix A  
ALS Services to LAUSD

2000-2002 Action Learning System Evaluation

Appendix B

ALS Program Services and LAUSD Client Schools  
2000-2003

Appendix C

ALS Program Logic: Major ALS Program Services,  
Outcomes Expected, and Research Basis

2000-2002 Action Learning System Evaluation

Appendix D

High-Service ALS and Comparison Schools

2000-2002

| ALS High-Service Schools        | Comparison School              |
|---------------------------------|--------------------------------|
| Alta Loma Elementary            | Second Street Elementary       |
| Coliseum Street Elementary      | One Hundred Fifty-Third Street |
| Fifty-Fourth Street Elementary  | Annandale Elementary           |
| Sterry (Nora) Elementary        | Mayberry Street Elementary     |
| Weigand Avenue Elementary       | Manchester Avenue Elementary   |
| Franklin (Benjamin) Senior High | Wilson (Woodrow) Senior High   |
| Tarzana Elementary              | Harding Street Elementary      |
| La Salle Elementary             | Vinedale Elementary            |
| Hollywood Senior High           | South Gate Senior High         |
| Marshall (John) Senior High     | Grant (Ulysses S.) Senior High |
| Magnolia Elementary             | Fletcher Drive Elementary      |
| Los Angeles Senior High         | Banning (Phineas) Senior High  |
| San Fernando Middle School      | Audubon Middle                 |
| Sylmar Senior High              | Monroe (James) High            |
| Sun Valley Middle               | Griffith (David Wark) Middle   |
| Olive Vista Middle              | Virgil Middle                  |
| Sylmar Elementary               | Grape Street Elementary        |
| Micheltorena Street Elementary  | Miller (Loren) Elementary      |
| Muir (John) Middle              | Edison (Thomas A.) Middle      |
| Mt. Vernon Middle               | Nimitz (Chester W.) Middle     |

## Appendix E

### Technical Assistance/Monitoring Report Form

| School: | Date of Report: | Author of Report: |
|---------|-----------------|-------------------|
|         |                 |                   |

| Data Collection            | Number |
|----------------------------|--------|
| Classrooms visited         |        |
| Teachers interviewed       |        |
| Students interviewed       |        |
| Administrators interviewed |        |

The following report summarizes the status of implementation of the Action Learning Systems Reform Model to date. The findings of this report are the result of discussions with Action Learning Systems staff members, classroom observations, interviews of teachers, interviews of students, and a review of various documents provided by the school site. The goal of this report is to hold all stakeholders accountable for the success of the reform effort and to provide guidance for improved implementation.

Baseline Expectations for the First Year of Implementation:

1. The school establishes an effective, data-driven **Data Team**.
2. All teachers understand and use API data to provide **Targeted Instruction**.
3. All content area teachers deliver instruction based on **Focus Standards**.
4. The school initiates at least one *schoolwide* **Scientifically Research Based Instructional Strategy** in Reading, Mathematics and/or English Language Development.

**Status of Implementation: Five Components of a High Performing School**

| <b>Standards-Based Curriculum and Assessment</b>                                                                                                                                                                                                                                                                                                                                                  | Not Present | Present | Effective | <b>Evidence</b>                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus Standards currently being studied are posted in a way students can easily access and understand. <ul style="list-style-type: none"> <li><input type="checkbox"/> Language Arts</li> <li><input type="checkbox"/> English Language Development</li> <li><input type="checkbox"/> Science</li> <li><input type="checkbox"/> Social Sciences</li> <li><input type="checkbox"/> Math</li> </ul> |             |         |           | Standards posted in student language<br>Student work samples related to standards<br>Variety of students<br>Variety of levels<br>Variety of content: E/LA-ELD, Math, Science, History<br>Work connected by skill<br>Work connected by content<br>Skills in context, not in isolation |
| Student work samples, displayed on the walls or in portfolios, reflect a high level of student engagement in grade-level standards.                                                                                                                                                                                                                                                               |             |         |           | Sequenced activities<br>Building of skills<br>State-Adopted Text Books                                                                                                                                                                                                               |
| Student work samples, displayed on the walls or in portfolios, reflect grade-level, standards-based instructional sequences that balance skills and content.                                                                                                                                                                                                                                      |             |         |           | Like book/program in like classes<br>Similar access for all students<br>Classrooms are similarly outfitted<br>Work graded/commented on                                                                                                                                               |

2000-2002 Action Learning System Evaluation

|                                                                                                                                                                               |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| State Adopted Materials (such as textbooks, software, writing supplies, manipulatives, etc.) are accessible to all students and support the mastery of grade-level standards. |  |  |  |  |
| Student work samples, displayed on the walls or in portfolios, show a wide range of self and peer assessment, and summative and formative assessment.                         |  |  |  |  |
| Students can describe how their work reflects grade-level standards.                                                                                                          |  |  |  |  |
| Teachers can describe how their instruction reflects grade-level standards and district adopted curriculum/pacing guides.                                                     |  |  |  |  |
| Administrators can describe how they are supporting and monitoring grade-level standards implementation.                                                                      |  |  |  |  |

Recommendations for Next Steps:

2000-2002 Action Learning System Evaluation

| Research-Based Strategy Instruction                                                                                                                                                                  | Not Present | Present | Effective | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Student work samples, displayed on the walls and/or in portfolios, clearly demonstrate student use of targeted strategies, consistent with current scientifically based research.</p>             |             |         |           | <p><b>RT</b><br/>                     On/Under the Surface<br/>                     Skill Builders/Student Roles:<br/>                     Question<br/>                     Clarify<br/>                     Summarize<br/>                     Predict<br/>                     Group Work<br/>                     Teacher Led/Student Led<br/> <b>DI</b> (Programs or Skill Development during Instruction)<br/>                     Interactive<br/>                     Corrective</p> |
| <p>During the classroom visit, students are highly engaged in targeted strategies, consistent with current scientifically based research, focusing on appropriate grade-level content standards.</p> |             |         |           | <p>Scripted<br/>                     Patterned<br/> <b>Process Writing</b><br/>                     Pre-Writing<br/>                     Writing<br/>                     Revising (ideas)/Editing (conventions)<br/>                     Publish<br/>                     Consistent application in one room and across the school<br/>                     Genre Specific<br/>                     Standards-Based<br/>                     Rubrics/Anchor Papers<br/> <b>SDAIE</b></p>    |

2000-2002 Action Learning System Evaluation

|                                                                                                                                                                    |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Teachers can clearly describe how they have implemented targeted strategies, consistent with current scientifically based research.</p>                         |  |  |  | <p>Connecting to Prior Knowledge<br/>                 Building Background<br/>                 Schema Building (organizational patterns)<br/>                 Structured Interaction<br/>                 Teacher Behaviors:<br/>                 Modeling<br/>                 Modified Speech<br/>                 Use of Realia<br/>                 Variety of Modalities</p> <p><b>Strategic Reading</b> (Organizational Patterns)<br/>                 Time Sequence</p> |
| <p>Teachers can describe how they are addressing the needs of identified students.</p>                                                                             |  |  |  | <p>Episode<br/>                 Definition<br/>                 Compare/Contrast<br/>                 Cause Effect<br/>                 Problem-Solution</p> <p><b>Math</b><br/>                 Strategy Based<br/>                 Problem Solving (beyond word problems)<br/>                 Computational Understanding (beyond worksheets)<br/>                 Concept Building<br/>                 Manipulatives<br/>                 Structured Interaction</p>      |
| <p>Administrators can describe how they are supporting and monitoring the implementation of strategies, consistent with current scientifically based research.</p> |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

Recommendations for Next Steps:

2000-2002 Action Learning System Evaluation

| Strategy-Focused Coaching                                                                                                                                                      | Not Present | Present | Effective | Evidence                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------|-----------|------------------------------------------------------------------------------------------------------------|
| For Administrators, Teachers and Coaches, the roles and responsibilities for implementing targeted strategies, consistent with scientifically based research, are established. |             |         |           | Job descriptions<br>Focus, Alignment, Expectation, Opportunity<br>Sign-in sheets<br>Calendars<br>Schedules |
| The staff participates in on-going professional development in targeted, research-based strategies.                                                                            |             |         |           | Coaching status logs<br>Coaching matrix<br>Demonstration lesson plans<br>Demonstration lesson schedule     |
| The staff participates in demonstration lessons in targeted, research-based strategies.                                                                                        |             |         |           | Observations checklists<br>Debriefing notes<br>Agendas<br>Student Work Samples<br>Data Mining Sheets       |
| The staff participates in non-evaluative coaching observations and debriefings.                                                                                                |             |         |           | Team Review Sheets<br>Team minutes<br>Evaluations<br>Action Plans<br>Focus group interviews                |
| The staff participates in collegial support and collaboration sessions to discuss implementation of targeted strategies.                                                       |             |         |           |                                                                                                            |
| The staff uses data to monitor the effectiveness of the implementation of the targeted strategies.                                                                             |             |         |           |                                                                                                            |

Recommendations for Next Steps:

2000-2002 Action Learning System Evaluation

| Achievement-Driven Structure and Support                                                                                           | Not Present | Present | Effective | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------|-------------|---------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The data team meets regularly to gather evidence and analyze implementation of curriculum and instructional strategies.            |             |         |           | Data team agendas<br>Data team notebook<br>Master schedule:<br>Blocks<br>Teams<br>Grade Level Schedule<br>Calendar of restructured days<br>Team agendas<br>Team minutes<br>Team strategy review sheets<br>School plan<br>Rosters<br>Formative assessment data<br>Letters and fliers<br>Extended learning and intervention lesson plans<br>Intervention schedules<br>Aide Schedules<br>Teacher Placement<br>Teacher Credentialing<br>Administrative action plans<br>Focus group interviews |
| The data team meets regularly to gather and analyze student achievement data.                                                      |             |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Teachers have time to meet in horizontal teams to align focus standards, pacing guides and curriculum.                             |             |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Teachers have time to meet in vertical teams to align implementation of scientifically research-based instructional strategies.    |             |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Small learning communities are established to improve student achievement.                                                         |             |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Identified students are provided with intervention options, i.e. after school, extended day, enrichment and intervention programs. |             |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Administrative teams meet regularly to review the school's programs, practices, policies, and procedures.                          |             |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

Recommendations for Next Steps:

2000-2002 Action Learning System Evaluation

| <b>Academic-Centered Family and Community Engagement</b>                                                                    | Not Present | Present | Effective | <b>Evidence</b>                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------|-------------|---------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Family and community members have opportunities to attend information sessions focused on academic themes.                  |             |         |           | Sign-in Sheets<br>Fliers for events<br>Parent Newsletters<br>Conference schedules<br>Conference evaluations<br>Agendas and program notes<br>Schedules                                  |
| Family and community members have opportunities to attend student-led conferences focusing on mastery of content standards. |             |         |           | Focus group interviews<br>Lesson plan identifying parents as key support<br>Evaluations<br>Performance schedule/agendas/programs<br>Back to School Night<br>Parent-Teacher Conferences |
| Family and community members have opportunities to participate in a variety of on-campus student-learning opportunities.    |             |         |           | Family Nights<br>Goal setting nights                                                                                                                                                   |

Recommendations for Next Steps:

## Appendix F

### Action Learning Systems Implementation Survey For Teachers

#### Directions:

Please help us improve our professional development offerings by answering the following questions. Tell us the extent to which you used the following strategies *before* participating in the Action Learning Systems training and *after* that training. If you did not receive training in one of the 14 strategies, mark the answer NA in both sections.

#### Before your training:

To your best recollection: For each strategy, mark *only one*: 1= Never, 2 = Once/twice/per year, 3 = Monthly,

4 = Weekly, 5 = Daily, 0 = NA (not applicable/**did not receive this Action Learning Systems training**)

1. **Reciprocal Teaching** (On/under the surface, skill builders/student roles, question, summarize, etc.)
2. **Direct Instruction** (Programs or skill development during instruction: interactive, corrective, etc.)
3. **SDAIE** (connecting to prior knowledge, building background, modified speech, use of realia, etc.)
4. **Balanced Approach to Math** (Strategy based, problem solving, computational, concept building, manipulatives, etc.)
5. **Demonstration lessons** (participates in demonstration lessons in targeted, research-based strategies)
6. **Coaching observations and debriefings** (participates in non-evaluative coaching)
7. **Data Teams** (school establishes a Data Team then uses data to monitor strategies)
8. **Student-led Conferences** (participate in hosting student-led conferences focused on standards)
9. **Standards Based Lesson Design** (aligning CA state standards to the curriculum)
10. **Focus Standards** (All content teachers deliver instruction based on Focus Standards)
11. **Test-Prep Strategies** (Understand how test items are aligned to the standards and the High School Exit Exam)

#### After your training

For each strategy, mark *only one*: 1= Never, 2 = Once/twice/per year, 3 = Monthly, 4 = Weekly, 5 = Daily, 0 = NA (not applicable/**did not receive this Action Learning Systems training**)

1. **Reciprocal teaching** (On/under the surface, skill builders/student roles, question, summarize, etc.)
2. **Direct Instruction** (Programs or skill development during instruction: interactive, corrective, etc.)
3. **SDAIE** (connecting to prior knowledge, building background, modified speech, use of realia, etc.)
4. **Balanced Approach to Math** (Strategy based, problem solving, computational, concept building, manipulatives, etc.)
5. **Demonstration lessons** (participates in demonstration lessons in targeted, research-based strategies)
6. **Coaching observations and debriefings** (participates in non-evaluative coaching)
7. **Data Teams** (school establishes a Data Team then uses data to monitor strategies)
8. **Student-led Conferences** (participate in hosting student-led conferences focused on standards)
9. **Standards Based Lesson Design** (aligning CA state standards to the curriculum)
10. **Focus Standards** (All content teachers deliver instruction based on Focus Standards)
11. **Test-Prep Strategies** (Understand how test items are aligned to the standards and the High School Exit Exam)

#### Open-Ended Question

Please describe briefly *how has Action Learning Systems training affected your teaching*. Please identify the training and describe how what you are doing differently has affected your students.

**Appendix G**

**Results of ANOVA of Statistical Significance of the Mean Academic Performance  
Index of ALS and Comparison Schools—2000-2002**

**2000-2002 APIs of ALS and Comparison Schools**

**VassarStats Printable Report**

**2x3 Factorial ANOVA for Independent Samples  
standard weighted-means analysis  
Sat Jul 5 19:12:09 MDT 2003**

| <b>Summary Data</b>              |                                                                    | Within each box:<br>Item 1 = N    Item 2 = $\sum X$ <b>Item 3 = Mean</b><br>Item 4 = $\sum X^2$ Item 5 = Variance<br>Item 6 = Std. Dev.    Item 7 = Std. Err. |                                                                      |           |                                                               |
|----------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------|---------------------------------------------------------------|
|                                  | <b>C1</b>                                                          | <b>C2</b>                                                                                                                                                     | <b>C3</b>                                                            | <b>C4</b> | <b>Tot.</b>                                                   |
| <b>R1<br/>ALS Schools</b>        | 20<br>9724<br><b>486.2</b><br>4831316<br>5447.75<br>73.81<br>16.5  | 20<br>10132<br><b>506.6</b><br>5217454<br>4451.73<br>66.72<br>14.92                                                                                           | 20<br>11077<br><b>553.85</b><br>6202337<br>3544.24<br>59.53<br>13.31 | ---       | 60<br>30933<br>515.55<br>16251107<br>5145.74<br>71.73<br>9.26 |
| <b>R2<br/>Comparison Schools</b> | 20<br>9762<br><b>488.1</b><br>4865444<br>5295.36<br>72.77<br>16.27 | 20<br>10538<br><b>526.9</b><br>5644886<br>4863.88<br>69.74<br>15.59                                                                                           | 20<br>11287<br><b>564.35</b><br>6453679<br>4413.71<br>66.44<br>14.86 | ---       | 60<br>31587<br>526.45<br>16964009<br>5678.52<br>75.36<br>9.73 |
| <b>Total</b>                     | 40<br>19486<br>487.15<br>9696760<br>5234.75<br>72.35<br>11.44      | 40<br>20670<br>516.75<br>10862340<br>4644.04<br>68.15<br>10.78                                                                                                | 40<br>22364<br>559.1<br>12656016<br>3905.22<br>62.49<br>9.88         | ---       | 120<br>62520<br>521<br>33215116<br>5396.61<br>73.46<br>6.71   |

2000-2002 Action Learning System Evaluation

| <b>ANOVA Summary</b> |           |           |           |          |          |
|----------------------|-----------|-----------|-----------|----------|----------|
| <b>Source</b>        | <b>SS</b> | <b>df</b> | <b>MS</b> | <b>F</b> | <b>P</b> |
| <b>Rows</b>          | 3564.3    | 1         | 3564.3    | 0.76     | 0.385161 |
| <b>Columns</b>       | 104619.8  | 2         | 52309.9   | 11.2     | <.0001   |
| <b>r x c</b>         | 1695.2    | 2         | 847.6     | 0.18     | 0.835507 |
| <b>Error</b>         | 532316.7  | 114       | 4669.44   |          |          |
| <b>Total</b>         | 642196    | 119       |           |          |          |

| <b>Critical Values for the Tukey HSD Test</b> |                 |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------|-----------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | <b>HSD[.05]</b> | <b>HSD[.01]</b> | HSD=the absolute [unsigned] difference between any two means (row means, column means, or cell means) required for significance at the designated level: HSD[.05] for the .05 level; HSD[.01] for the .01 level. The HSD test between row means can be meaningfully performed only if the row effect is significant; between column means, only if the column effect is significant; and between cell means, only if the interaction effect is significant. |
| <b>Rows [2]</b>                               | 24.73           | 32.67           |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Columns [3]</b>                            | 36.35           | 45.39           |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Cells [6]</b>                              | 62.87           | 74.4            |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

<http://faculty.vassar.edu/lowry/VassarStats.html>

**Appendix H**

**ALS II/USP Schools that Qualified for Academic Improvement Awards**

| <b>School Year 2001-2002</b>                 | <b>Awards</b> | <b>School Year 2002-2003</b>         | <b>Awards</b> |
|----------------------------------------------|---------------|--------------------------------------|---------------|
| Sylmar Elementary                            | yes           | Sylmar Elementary                    | yes           |
| Bright Elementary                            | yes           | Bright Elementary                    | yes           |
| Raymond Avenue Elementary                    | yes           | Hillcrest Elementary                 | yes           |
| Sixth Avenue Elementary                      | yes           | La Salle                             | yes           |
| Fifty-Second Street Elementary               | no            | Magnolia Elementary                  | yes           |
| Angeles Mesa Elementary                      | yes           | Tarzana Elementary                   | yes           |
| Normandie Avenue Elementary                  | yes           | Forty-Second Street Elementary       | yes           |
| Woodcrest Elementary                         | yes           | Fifty-Fourth Street Elementary       | no            |
| Western Avenue Elementary                    | yes           | Ninety-Ninth Street Elementary       | no            |
| West Athens Elementary                       | yes           | Raymond Avenue Elementary            | yes           |
| King (Martin Luther, Jr.) ES                 | yes           | Weigand Avenue Elementary            | yes           |
| Cienega Elementary                           | yes           | Sixth Avenue Elementary              | yes           |
| Cimarron Avenue Elementary                   | yes           | Fifty-Second Street Elementary       | no            |
| San Fernando Middle School                   | yes           | Buchanan Street Elementary           | yes           |
| Irving (Washington) Middle                   | no            | Angeles Mesa Elementary              | yes           |
| Harte (Bret) Preparatory Intermediate School | no            | Normandie Avenue Elementary          | yes           |
| <b>Number qualified for awards</b>           | <b>13</b>     | Micheltorena Street Elementary       | yes           |
| <b>N not qualified for awards</b>            | <b>3</b>      | Plummer Elementary                   | yes           |
| <b>Total</b>                                 | <b>16</b>     | Woodcrest Elementary                 | yes           |
| <b>Percent of Qualifying</b>                 | <b>81%</b>    | Western Avenue Elementary            | yes           |
| <b>Percent of Not Qualifying</b>             | <b>19%</b>    | West Athens Elementary               | yes           |
|                                              |               | Alta Loma Elementary                 | yes           |
|                                              |               | Seventy-Fourth Street Elementary     | yes           |
|                                              |               | King (Martin Luther, Jr.) Elementary | yes           |
|                                              |               | Cienega Elementary                   | yes           |
|                                              |               | Coliseum Street Elementary           | no            |
|                                              |               | Sterry (Nora) Elementary             | yes           |
|                                              |               | Cimarron Avenue Elementary           | yes           |
|                                              |               | Brainard Avenue Elementary           | yes           |
|                                              |               | Los Angeles Senior High              | no            |
|                                              |               | Lincoln (Abraham) Senior High        | no            |
|                                              |               | Hollywood Senior High                | yes           |
|                                              |               | San Fernando Middle School           | yes           |
|                                              |               | Marshall (John) Senior High          | no            |

2000-2002 Action Learning System Evaluation

|                                       |            |
|---------------------------------------|------------|
| Franklin (Benjamin) Senior High       | no         |
| Sylmar High School                    | no         |
| Clay (Henry) Middle                   | yes        |
| Le Conte (Joseph) Middle              | no         |
| Irving (Washington) Middle            | no         |
| Muir (John) Middle                    | no         |
| Columbus (Christopher) Middle         | no         |
| Sun Valley Middle                     | no         |
| Harte (Bret) Preparatory Intermediate | no         |
| Mt. Vernon Middle                     | no         |
| King (Thomas Starr) Middle            | no         |
| Olive Vista Middle                    | no         |
| <b>Number qualified for awards</b>    | <b>28</b>  |
| <b>N not qualified for awards</b>     | <b>18</b>  |
| <b>Total</b>                          | <b>46</b>  |
| <b>Percent of Qualifying</b>          | <b>61%</b> |
| <b>Percent of Not Qualifying</b>      | <b>39%</b> |

Appendix I  
CRESST and WestEd Evaluations

Appendix J

ALS Program Effectiveness Reported by School and Other Clients

1. Letter from Floyd Cottam, Director of School Services
2. Emailed letter from Gary Kaloostian, Coordinator/Muir Middle School
3. Letter from Zoe Jefferson, Principal/Coliseum St. Charter Elementary School
4. Emailed letter from Carol Fujita, Principal/Fifty Ninth Street Elementary School
5. Letter from Zoe Jefferson, Principal/Coliseum St. Charter Elementary School
6. Letter from Darneika Watson-Davis, Principal/Forty Second Street Charter Elementary School
7. Emailed letter from Jeff Davis, Principal, Sun Valley Middle School
8. Letter from Irma Mendoza, Literacy Coach/Micheltorena Elementary School
9. Letter from Merle Price, Deputy Superintendent to Jeff Davis, Principal/Sun Valley Middle School
10. Letter from Joanne Mendoza, State Deputy Superintendent Curriculum and Instruction Leadership Branch to Superintendent Romer