

Bill & Melinda Gates Foundation Final Evaluation Report

Black Alliance for Educational Options
June 2008

This report summarizes evaluation findings for the Bill & Melinda Gates Foundation Alternative High Schools Initiative (AHSI) grant to the Black Alliance for Educational Options (BAEO) and describes the progress and context of grant activities over the five years of the grant. This report represents a synthesis of previous annual evaluation reports, as well as data collected during Year 5 evaluation activities.

BAEO is one of eight organizations that received the Bill & Melinda Gates Foundation Alternative High Schools Initiative grant. The six intermediaries are the Black Alliance for Educational Options (BAEO), Communities In Schools of Georgia (CISGA), Center for Youth Development and Education/Diploma Plus (CYDE/DP), National Association of Street Schools (NASS), See Forever Foundation (SFF), and YouthBuild USA (YB USA). The two coordinaries are The Big Picture Company (BPC) and the National League of Cities (NLC). Although other organizations participated in the AHSI Network over the five years, the foundation selected these eight organizations in February 2003, to participate in this specific replication initiative and evaluation. More about this initiative and these grantees is recorded in the *Bill & Melinda Gates Foundation Year 1 Evaluation Findings Alternative High School Initiative Grantee Summary Report* (Fouts & Associates, March 2004).

Over the life of the grant, the evaluation team conducted semi-annual site visitations to BAEO, visited startup schools, and gathered school and student-level data. Evaluation activities included interviews, focus groups, and observations. Evaluators obtained additional information from a number of other sources, including AHSI conferences, meetings with the coordinaries, site visits to three BAEO schools, phone conference with one school, quarterly progress reports, and published and unpublished materials from the grantee. We also administered the Gates Educational Initiative Survey to students. Schools involved in the student surveys and site visits are listed in Table 1. We did not track college attendance and persistence rates for BAEO schools because there were no graduates during the course of the evaluation.

Table 1.
Data Collection Schedule

School Name	Student Surveys	Site Visits	College Tracking
Clara Mohammed	Years 1-4	Year 1	None
New Media Technology	Year 3	Year 3	None
Bayard Rustin	Year 3	Year 3	None
Boys Latin of Philadelphia	Year 5	Year 5	None

PROGRAM OVERVIEW

BAEO is a national membership organization founded in 1999, with a mission “to actively support parental choice to empower families and increase quality educational options for black children.” According to BAEO staff members, “Parents must have the power to choose,” and “It is about building directly with parents.” While its membership includes people who have opened schools, who run schools, and who fund schools, the organization itself does not run schools nor has it established a comprehensive school model. This makes BAEO unique among AHSI grantees. One person said, “We don’t want to run schools. We are a membership organization… we have members who will create the [schools].” Instead, BAEO’s role is to support startup schools with funding, technical assistance, and information about innovative learning models. In addition, BAEO helps schools form connections nationally and within their own communities. The BAEO network has been particularly instrumental in providing support for new schools seeking charters.

Over the course of the AHSI grant, BAEO intended to sponsor the opening of 15 new schools. The organization’s goal was not to create schools with a BAEO label but to support school startups behind the scenes. To fulfill the goals of the grant, BAEO staff members focused school startup efforts in cities with existing BAEO chapters and with leaders and educators interested in establishing schools. In these locations, BAEO networks were available to inform communities and educators about small schools and project-based learning and to support the acquisition of charters. In addition to technical assistance for the startup programs, BAEO intended to provide professional development, to develop accountability measures, to facilitate networking, and to assist with acquiring financial resources.

GRANT PROGRESS

BAEO staff members proposed to support the opening of 15 new schools over the five-year period. As of Year 5, they had supported the opening of four new schools, including Clara Mohammed School (2003), New Media Technology Charter School (2004), Bayard Rustin Living and Learning Center (2005), and Boys Latin of Philadelphia (2007). They broke ties with Clara Mohammed School and Bayard Rustin Living and Learning Center due to significant problems with internal mismanagement but continued to support New Media Technology Charter School and Boys Latin of Philadelphia through Year 5. They also coordinated with EdVisions to provide technical assistance to two pre-existing schools in Milwaukee. BAEO personnel did not achieve their goal of 15 new schools during the five-year grant, and they requested and received an extension of the time. Over the course of the grant, BAEO staff established seven BAEO Quality Principles as hallmarks for their schools, clarified their priorities and mission, developed and refined their own granting process for school start-ups, and expanded the staff and programs that support BAEO schools.

As an advocacy organization new to the development of schools, BAEO staff members had to synthesize the goals for BAEO schools with their organizational mission. This synthesis produced a set of characteristics, or Quality Principles, to be reflected in all BAEO schools. The BAEO board of directors approved the Quality Principles, and BAEO staff members and coaches developed benchmarks to guide implementation and assessment of those principles.

BAEO staff members also had to consider whether they would develop their own school model as part of this grant project. This key decision affected the nature of the direction, support, and control they provided to schools. With no pre-existing schools, they initially worked with EdVisions and The Big Picture Company to develop program models for their startups. Over the course of the grant, they determined they would not create a comprehensive BAEO educational model. Rather, they would provide support for schools that meet certain criteria. These criteria included alignment with the overall BAEO mission and with the BAEO Quality Principles.

Unlike the other grantees, BAEO entered the grant period with no existing schools and without a pre-existing process for starting new schools. Therefore, a key focus during the early grant period was establishing procedures for issuing grants and for supporting school startups. BAEO staff members continued to revise and to refine the process for designing, implementing, and supporting new schools throughout the grant period. Once in place, the proposal process began with a BAEO committee of technical assistants prescreening letters of interest and making recommendations to the BAEO project staff. Design teams who successfully complete the prescreening were invited to submit a detailed proposal and to visit an EdVisions or Big Picture school. A BAEO review committee also met with the design team to conduct their Tuning Protocol, which included clarifying questions and suggestions for strengthening the proposal. The review committee then submitted select proposals to the board for final approval. To be approved, proposals had to show commitment to BAEO's mission and Quality Principles, target low-income black children, focus on project-based learning, include veteran educators and diverse expertise on the design team, and demonstrate community and political support. For evaluating proposals, BAEO personnel developed a rubric. They also considered several contextual factors, including the strength of design team leadership, evidence of local support, a favorable political climate in the city, the presence of a local BAEO chapter, and the likelihood of obtaining charter school status.

BAEO's support for each startup school lasted three years. During an 18-month planning phase, the selected design teams received \$20,000 to \$25,000 grants, technical assistance, and support from a BAEO coach. They also visited a model school. BAEO expected design teams to incorporate the BAEO Quality Principles, the AHSI Distinguishers, and project-based learning into their school design. To encourage progress of the design teams, BAEO tied disbursal of planning funds to progress on benchmarks. BAEO personnel focused on developing relationships with the school teams during the planning phase, which allowed them to tailor the support to the needs of the schools.

To move from the planning phase to implementation, the designed teams received site visits and had to meet certain criteria, such as showing evidence of the BAEQ Quality Principles and the Seven Attributes of High Achievement Schools.

During implementation, BAEQ provided a variety of targeted services to their schools. By Year 3, the services included school leadership development, consultation, coaching, and technical assistance. They facilitated visits among schools and encouraged school personnel to seek advice from other BAEQ schools. School leaders participated in monthly meetings that allowed dissemination of information and sharing of resources and support. Each school received a monthly three-day site visit that included professional development; technical assistance; and meetings among school leaders, BAEQ staff, and coaches. These visits were tailored to the needs of the school. In addition, BAEQ coaches and central office staff consulted regularly with the schools throughout the years.

As novices to school development, BAEQ staff members were also new to the task of providing technical assistance. Initially, they contracted with EdVisions and collaborated with their staff to develop appropriate technical assistance models for the first two schools. As an organization, however, BAEQ staff members were committed to cultivating their own coaching and technical assistance staff. They focused on developing a pool of highly qualified black educators who are well-trained in BAEQ principles and in skills for providing technical assistance. Working with the Bay Area Coalition of Equitable Schools, they adopted Coaching for Educational Equity, a coaching model that aligns with BAEQ principles. By the end of the grant, their team of coaches, consultants, and technical assistants provided training and resources for Critical Friends Groups, charter planning, financial development, project-based curricula, and instructional practices. They also trained school leaders and staff members to provide internal coaching. BAEQ held training workshops and summer training institutes in 2006 and 2007. These workshops provided training in topics relevant to schools, as well as opportunities for staff members from BAEQ schools to network and to receive peer consultation.

Similar to other AHSI grantees, questions of BAEQ authority and school accountability arose over the grant period. For BAEQ, there was never any line of authority over the governance of the schools. Rather, BAEQ provided a vetting process, funding, and technical assistance for startup schools, as well as technical assistance and coaching for the three-year grant period. In Year 4 of the grant, BAEQ began to develop systems for internal accountability with the help of a consultant, focusing on tools to guide school development and to assess progress of school implementation and alignment with BAEQ Quality Principles. In addition, problems that arose in two schools led staff members to modify their approach to support. They shifted their focus exclusively to schools within charter systems or with other forms of external accountability beyond BAEQ and required demonstration of strong financial models and tight fiscal plans. They also moved toward providing services rather than pass-through funding. Finally, they were investigating an accreditation process for BAEQ schools through the Commission on International Trans-Regional Accreditation.

Capacity Building

One of the first steps taken to expand BAEO's organizational capacity was the hiring of staff, including an administrative assistant and a project director to oversee grant activities and to provide professional development to schools. They also established a new and permanent headquarters located in Washington, D.C. and created a technical advisory committee consisting of board members and other interested professionals.

Over time, organizational capacity became a key concern for BAEO staff members. As their own granting process kicked in and as schools began to open, the responsibilities of the two initial staff members grew. In addition to ongoing activities for BAEO, they were responsible for all activities associated with the grant, including administrative duties, the proposal and granting process, management of the school start-ups, site visits, and ongoing technical assistance for the schools. The administrative assistant, having a background in education, assumed some responsibilities for technical assistance and professional development. A second administrative assistant was hired in Year 4, freeing up the other staff members to focus on project leadership and development.

BAEO staff members also focused on establishing a national network, through which they introduced the concept of small schools and informed members and communities of educational options. As part of this outreach, they convened meetings of individuals interested in their mission. One meeting brought together thirty high-profile clergy from around the country to discuss the Gates foundation grant and project planning. Attendees were selected for their interest in starting up schools, their ability to facilitate connections in their communities for establishing schools, or for their ability to support the chartering process. This network added capacity by supporting BAEO in the field.

BAEO personnel made efforts to establish a pool of consultants to provide support for the schools as technical assistants or coaches. They convened black educators with experience in providing technical assistance for small schools across the country. This team of technical assistants created organizational infrastructure in an otherwise small organization. They participated in the review and selection process of start-up proposals, and they guided school teams through the planning and implementation phases. The network of coaches grew from 2 to 10, and all coaches were required to complete BAEO training in coaching and technical assistance regardless of experience. Monthly meetings enabled coaches to maintain continuity in their work, to share resources, and to receive additional training.

As the granting cycles got underway and schools began to open, BAEO staff members took several steps to increase work efficiency in face of limited personnel. They established three work teams comprised of national and local BAEO staff members to diffuse responsibility and to access expertise. The Quality Benchmarks team developed benchmarks and assessments for the BAEO Quality Principles. The Evaluation and Assessment team developed procedures for assessing and comparing student progress with local and national achievement measures. A Resource Development Team sought

funding sources for sustainability. Toward the end of the grant period, BAEO staff members decided to establish regional concentrations of future schools in order to consolidate their work, to minimize travel, and to make it possible to provide frequent and direct technical assistance and coaching. They also intentionally fostered the development of a network among BAEO schools for peer support.

BAEO personnel from the central office also sought partnerships with other institutions and organizations to directly support their schools. For example, their relationship with the Rutgers University Center for Effective School Practices supported project-based learning at BAEO schools and the targeted activities of their 2006 BAEO Summer Institute. A BAEO staff member is also on the planning team for the Center's small schools research project. BAEO staff members are also working with Princeton Review and College Summit to obtain tests and college planning resources for BAEO schools collectively.

As the schools opened, BAEO focused on developing site-based leadership by providing training to school staff in key areas, such as project-based learning and Critical Friends Groups. They hope these staff members, in turn, will provide leadership to new BAEO schools. In Year 4, they also began reviewing technology to support infrastructure and growth, reviewing web-based systems for managing school data and for sharing information among BAEO schools.

Existing Schools

BAEO had no existing schools prior to the AHSI grant.

Startup Schools

BAEO staff members planned to support 15 startup schools over the grant period. Their work with individual programs began with two schools in Milwaukee in Year 1 of the grant. One school was chartered in January of 2003 and opened the following September. The other was an extension of a K-8 school a few years prior to the grant period. Because it was early in the grant period, no Request for Proposals was in place at the time, and these schools learned about the funding through word of mouth. These schools received planning grants and support in implementing the EdVisions model. Evaluation site visits were not conducted with these schools because they did not fit well into the existing or start up categories for evaluation purposes. These schools were included, however, in the Gates Educational Initiative Survey process, and the principals from each school were interviewed via telephone.

Once the granting process was in place for startup programs, BAEO began reviewing proposals, developing a pipeline of potential schools, and supporting startups. Three additional schools opened (2004, 2005, and 2007). In Year 4, nine schools were in the pipeline. To ensure their ability to adequately support and to guide new schools as they opened, BAEO staff members decided to slow their rollout schedule, planning to open two schools in 2008 and three in 2009.

Incorporation of AHSI Distinguishers

The goal of the Alternative High School Initiative (AHSI) is to create effective, student-centered, small high school alternatives where youth voice, participation, and leadership development drive the learning process. AHSI schools provide an alternative route to high school graduation and preparation for postsecondary opportunities. The AHSI intermediaries adopted a set of universal Distinguishers that should be evident in the design, development, and assessment of all AHSI schools. Each of the six intermediaries developed a range of alternative strategies to support the development of the Distinguishers, and strategies varied according to the unique school design prescribed by each respective intermediary. BAEQ staff members believe the BAEQ Quality Principles align with the AHSI Distinguishers, and their efforts support both.

Authentic Learning, Teaching, and Performance Assessment. BAEQ Quality Principles emphasize instruction that incorporates various modes of learning and encourages students to develop connections through “real life experiences.” Project-based learning is a hallmark of BAEQ schools, and students are expected to create exhibitions and presentations for real audiences. Teachers receive professional development in project-based learning and use the community as their classroom. While school staffs embraced the notion of project-based learning, implementation varied across and within schools. Staff members encouraged students to be lifelong learners and to take responsibility for their own learning. BAEQ Quality Principles also stress high expectations for all members of the school community, including staff, students, and families. One school addressed this by providing access to distance and off-site learning for higher-level content. Students are expected to meet or exceed the state and national standards.

Personalized School Culture. BAEQ schools foster personalized education in a number of ways. Staff members recruit youth who have been unsuccessful in other contexts, and they are expected to address the individual learning needs of students. They cap enrollment at 400 and use advisories and summer programs to create personalized environments and to promote positive student-teacher relationships. They also implement clear behavior standards that promote safe and respectful learning environments. BAEQ Quality Principles also promote educational outcomes that support students’ personal goals. At each BAEQ school, student comments reflect a strong perception of adult involvement and caring. They also reflect students’ strong sense of responsibility for each other.

Shared Leadership and Responsibility. Intergenerational issues are a key focus of BAEQ as an organization, and this was carried through to implementation of the AHSI grant. Students were included in many grant activities, ranging from participation on school design teams to participation on the committees that reviewed proposals. Student voice was evident in BAEQ schools through formal student organizations and in staff efforts to maintain open and informal communication with students.

BAEO staff members support collaborative school governance, and they attempted to build leadership and training capacity within schools to that end. As the grant progressed, BAEO personnel sought to find a balance between providing adequate assistance and pressuring schools to develop site-based leadership and responsibility. Staff members reported having influence over the schools, as well as encouraging schools to be innovative and collaborative in teaching. Several commented on receiving technical assistance and coaching to support that. Finally, BAEO staff members consider students, families, instructors, administrators, and community members as partners in and responsible for students' education.

Supportive Partnerships. As an organization, BAEO strongly embraces the value and role of community in students' education. BAEO is a national organization of local chapters, each of which is embedded in a community. The genesis of BAEO schools came from within local communities and typically represented collaboration among interested constituents. In the BAEO Quality Principles, the community is a place where education can occur and as a participant in students' education. Proposals for BAEO start-up schools must demonstrate community support and involvement. Individual schools develop partnerships with local entities, including community groups, social service agencies, businesses, and colleges. Through these connections, they obtain non-academic services for students, exposure to careers and college, curriculum beyond current staffing, and other forms of support.

Future Focus. BAEO staff members and the Quality Principles support post-secondary planning and education. Although varying in degree and format, the current schools provide post-secondary planning and exposure. Staff members at BAEO schools encourage students to consider various career paths and endeavor to prepare their students for college. There is a focus on self-efficacy and personal empowerment to create a foundation for transition to adulthood.

CONTEXTUAL ISSUES

As with all programs, contextual factors influenced BAEO's grant outcomes. The main contextual factor supporting grant progress included the existing network of BAEO local chapters which provide support and networking for school start-ups and local community and political connections.

Several contextual factors adversely impacted progress. Since receiving the AHSI grant, there have been two key transitions in leadership positions at BAEO. The president of the organization changed, and the grant project lacked a director for six months. After hiring a new director in spring of 2005, BAEO made progress in developing a process for processing new school proposals and for supporting new schools. However, some degree of uncertainty persisted about the larger organization's support for the grant project. BAEO also encountered problems with some of the schools, breaking ties with two schools due to mismanagement within those programs. In addition, local policy, funding, and political issues influenced the rate and success of school start-ups.

BAEO personnel also identified a need for business training for those involved in startup schools. They emphasized the unique importance of this kind of training with charter schools, especially where there are compliance issues associated with finance and fiscal reporting. They found that even experienced educators may not be familiar with these processes, as they are typically managed at the district level in traditional school systems. Difficulties with fiscal management led BAEO to add technical assistance for financial planning and to advance only those proposals with sound financial planning.

GRANT OUTCOMES

BAEO proposed to support the opening of 15 new schools over the five-year period. As of Year 5, they had supported the opening of four new schools, including Clara Mohammed School (2003), New Media Technology Charter School (2004), and Bayard Rustin Living and Learning Center (2005), and Boys Latin of Philadelphia (2007). They broke ties with two schools due to significant problems with internal mismanagement but continued to support New Media Technology Charter School and Boys Latin of Philadelphia through Year 5. While staff members made progress in developing procedures for starting and supporting schools, they were unable to reach the benchmarks of the original rollout plan.

Concerned that maintaining the original goal would compromise the new schools by significantly reducing the planning period or by exceeding organizational capacity to provide support, they submitted a request to the Gates Foundation in December 2006 to revise specific grant targets. The request reduced the number of new schools from 15 to 9 and included a no-cost extension to 2009. The Gates Foundation approved these revisions.

During the five years of the grant, students at BAEO schools completed the Gates Educational Initiative Survey (GEIS)¹, a 57-item survey designed to assess students' attitudes and perceptions about high school and college. The survey contains 10 factors reflecting both school and classroom attributes. The factors include Respect & Responsibility, Active Inquiry, In-Depth Learning, Performance Assessment, School Climate-Orderly, Satisfaction-1, Satisfaction-2, Sense of Belonging, High Expectations, and Personalized. The survey was administered annually to students during the winter. The results for each year were aggregated across participating schools, which differ across the years of the survey. These data must be interpreted with some caution due to the small number of BAEO schools that participated each year. For example, one school completed the survey in 2008. See Appendix A for descriptions of factor scales, scores, and items.

Figures 1 through 3 display annual mean scores for the 10 factors in the areas of students' attitudes towards school, classroom attributes, and school attributes. These data suggest that student attitudes toward school were generally stable across the participating schools and over time, although individual attributes did show some fluctuation. Figure 4

¹ The GEIS combined the previously administered College Awareness Survey and the AIR/SRI Student Survey.

compares students' plans for college attendance to their perceptions of the importance of a college degree, how much they believe their future career depends on going to college, and whether or not they believe their high school has prepared them to succeed in college. BAEO schools showed improvement in each of these areas, suggesting a strengthening of BAEO programming over time.

Figure 5 reports the percentage of students indicating they plan to attend college and the percentage of students who believe their teachers expect them to attend college. Clearly, expectations of students and teachers at BAEO schools center around four-year colleges, and these expectations trended upward over time.

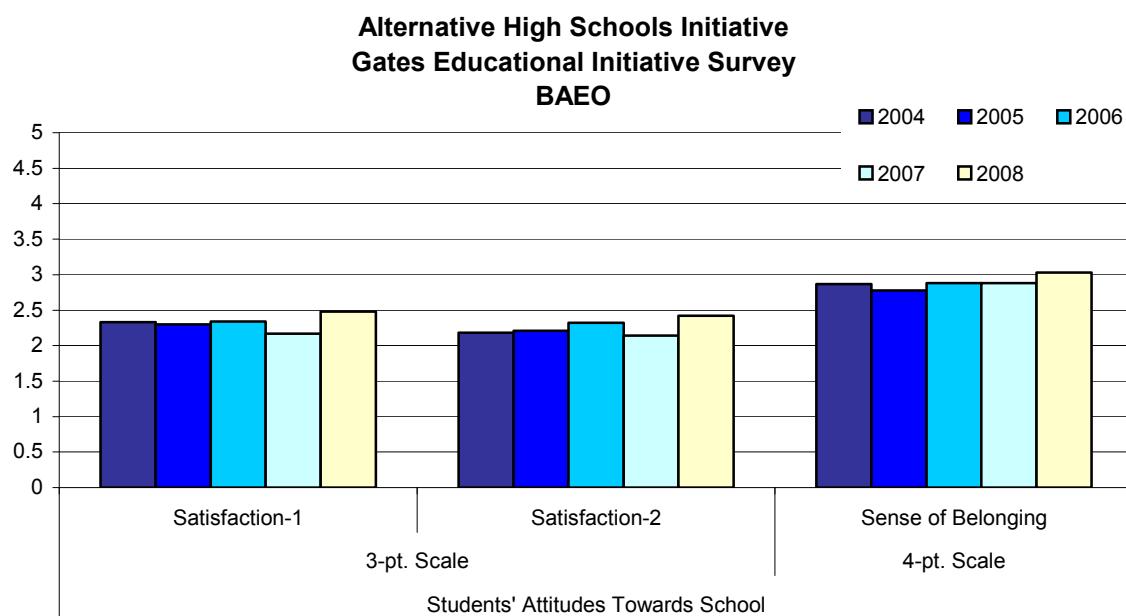


Figure 1. Students' Attitudes Towards School

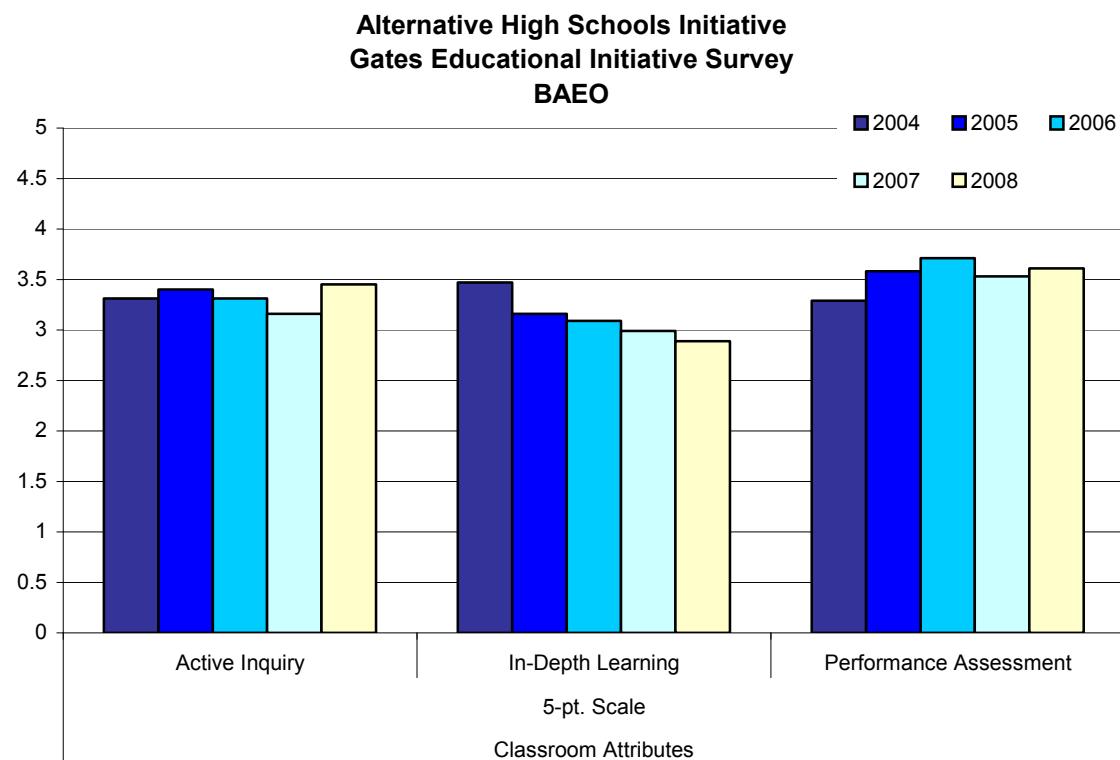


Figure 2. Classroom Attributes

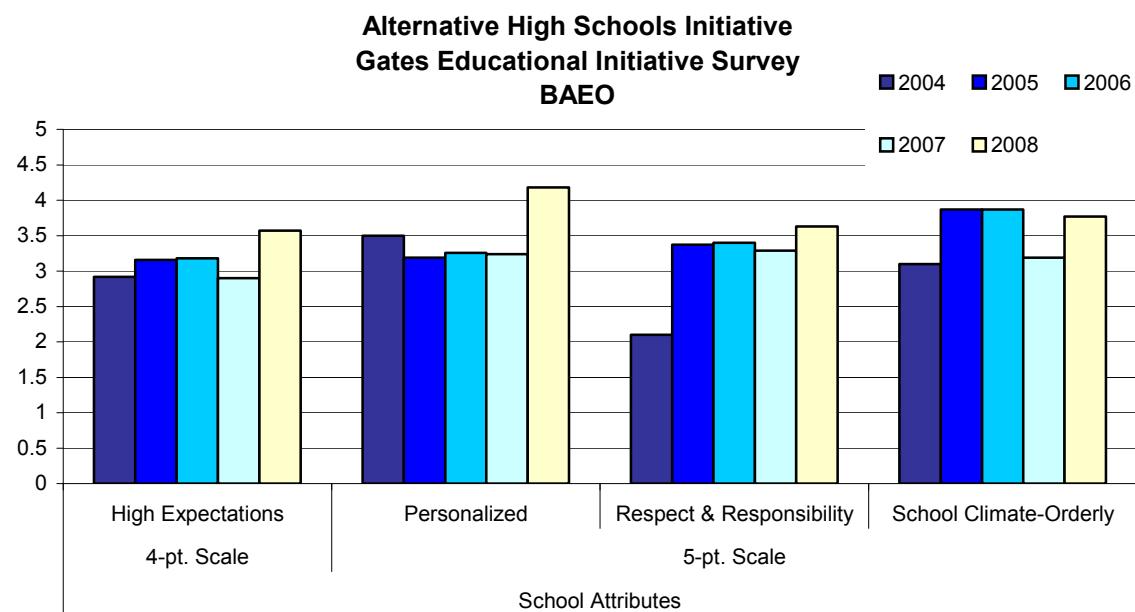


Figure 3. School Attributes

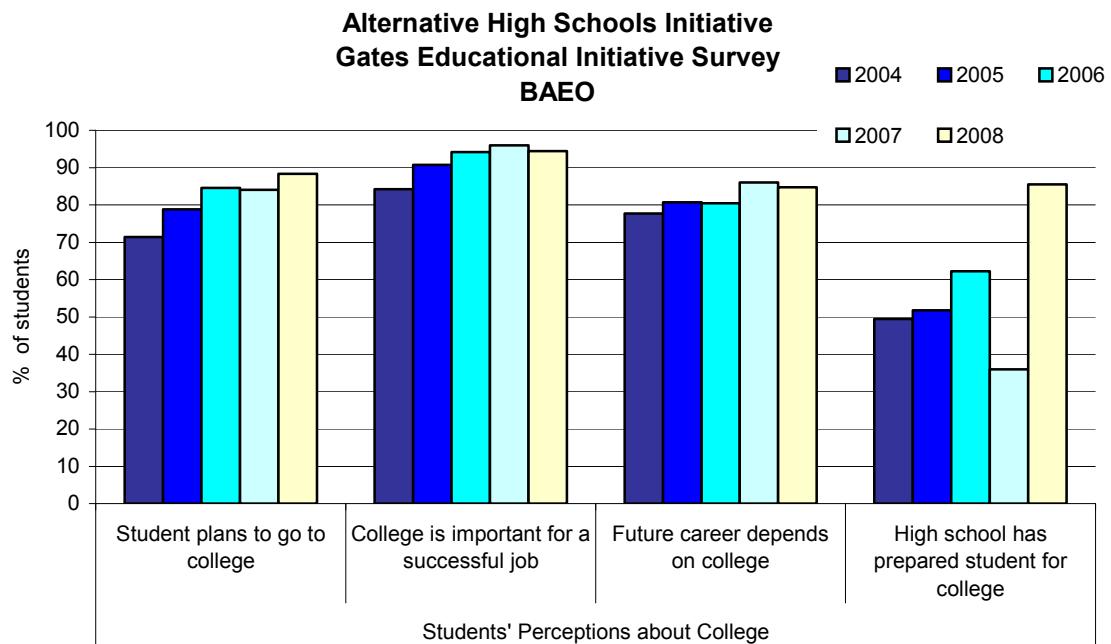


Figure 4. Students' Perceptions about College

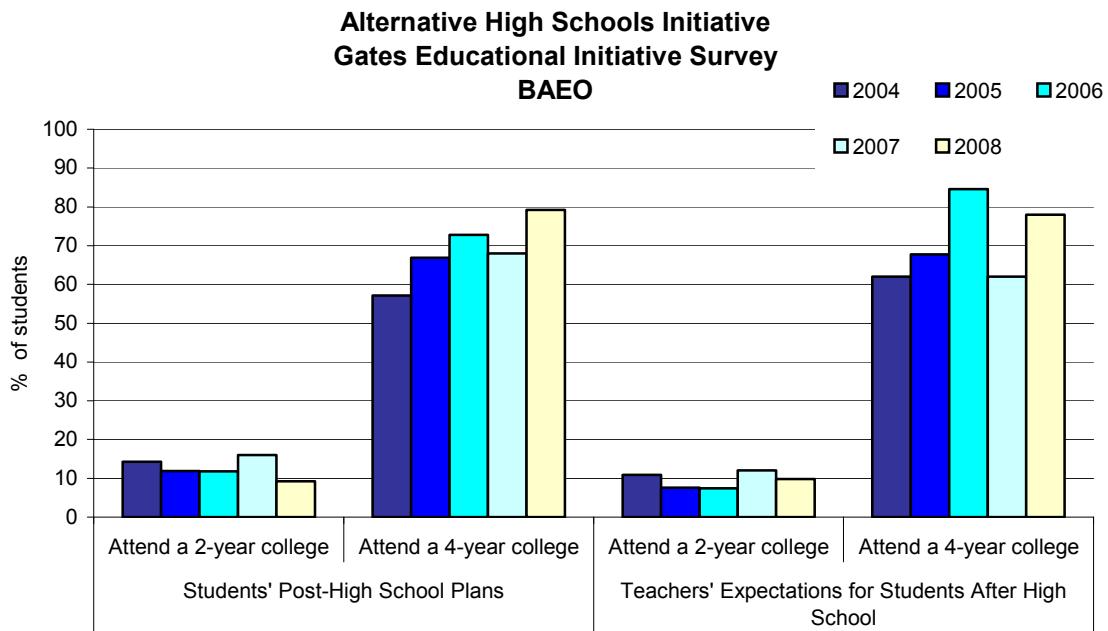


Figure 5. Students' Post-High School Plans and Teachers' Expectations for Students After High School

SUMMARY

The Black Alliance for Educational Options sought the Alternative High Schools Initiative grant to establish 15 small schools to serve low-income urban black youth and to create a cadre of black education professionals to provide technical assistance and professional development. As of Year 5, staff members had supported the opening of four new schools. They ultimately broke ties with two schools but continued to support New Media Technology Charter School and Boys Latin of Philadelphia. While they made progress in developing procedures for starting and supporting schools, they were unable to reach the benchmarks of the original rollout plan. They submitted a request to the Gates Foundation in December 2006 to revise grant targets and received approval for a no-cost extension to 2009 and for a reduction in the number of new schools from 15 to 9.

Over the life of the grant, BAEO personnel made progress in developing procedures for soliciting new school proposals and for selecting and supporting those programs. They also developed a technical assistance program and embedded the BAEO Quality Principles into that support for schools. Over time, they built a team of support personnel to work with schools in areas emphasized by the AHSI grant and by the BAEO Quality Principles, such as project-based learning and college awareness. The schools within the BAEO network were effective in tapping into local resources and in building partnerships within their communities. Grant progress was mitigated by changes in BAEO's national leadership, changes in leadership of this project, shifting priorities within the national organization, and difficulties within specific start-up schools. Of the AHSI grantee organizations, BAEO was unique in having no existing schools, no prior experience in opening schools, and no existing school model. They necessarily spent the early grant period devising procedures to open schools, determining if there would be a BAEO school model, and developing a technical assistance program. As would be expected, they modified each of these along the way in response to feedback and to emerging concerns. Like other grantees, BAEO staff members struggled to guide schools within a context of largely voluntary accountability. At the close of the grant, project personnel had established a pipeline of start-up schools to meet the revised grant goals and were committed to moving forward, but the long-term organizational commitment was not clear.

APPENDIX A – GEIS Factor Scores, Scales, and Items

Gates Education Initiative Survey (GEIS) Factor Scores, Scales, and Items

Factor: Respect & Responsibility		$\alpha = .84$
Item #	Item Description	Factor Score
10 (reversed)	Amt of students feel it's okay: to make racist/sexist remarks	0.708
11 (reversed)	Amt of students feel it's okay: to cheat	0.771
12 (reversed)	Amt of students feel it's okay: to get into fights	0.801
13 (reversed)	Amt of students feel it's okay: to steal from other students	0.822
14 (reversed)	Amt of students feel it's okay: to destroy/steal school property	0.805
15 (reversed)	Agree or disagree: Many students don't respect one another	0.539
16 (reversed)	Agree or disagree: There are groups of students who don't get along	0.511

Factor: Active Inquiry (previously named Active Inquiry-2)		$\alpha = .74$
Item #	Item Description	Factor Score
32	How often teachers: encouraged students to find multiple solutions	0.757
33	How often teachers: let students decide on projects to work on	0.841
34	How often teachers: let students decide how to work on projects	0.831

Factor: In-Depth Learning		$\alpha = .60$
Item #	Item Description	Factor Score
27	How often: student able to spend enough time on topic to understand it	0.724
28	How often: teachers expect student to learn enough to teach others	0.733
35	How often student: wrote paper of >5 pgs on topic student researched	0.551
36	How often student: solved problems based on real life	0.689

Factor: Performance Assessment		$\alpha = .70$
Item #	Item Description	Factor Score
29	How often tchrs: showed students student work as example	0.737
30	How often tchrs: made clear what studs should know and do	0.827
31	How often tchrs: assigned projects that let studs show what learned	0.800

Factor: School Climate-Orderly		$\alpha = .91$
Item #	Item Description	Factor Score
37	Frequency in school: fighting	0.819
38	Frequency in school: destroying property	0.839
39	Frequency in school: verbal bullying	0.846
40	Frequency in school: physical bullying	0.869
41	Frequency in school: cheating	0.808
42	Frequency in school: theft	0.826

Factor: Satisfaction-1			$\alpha = .84$
Item #	Item Description	Factor Score	
43	How well taught: be a good reader		0.810
44	How well taught: speak clearly and effectively		0.851
45	How well taught: write clearly and effectively		0.833
46	How well taught: analyze and solve math problems		0.649
47	How well taught: learn effectively on own w/little help from others		0.768

Factor: Satisfaction-2			$\alpha = .86$
Item #	Item Description	Factor Score	
48	How well taught: be responsible member of community		0.785
49	How well taught: understand rights and responsibilities of Americans		0.802
50	How well taught: respect opinions of people from diff backgrounds		0.809
51	How well taught: prepare for work world or attending college		0.800
52	How well taught: think critically about ideas/probs./current events		0.806

Factor: Sense of Belonging			$\alpha = .68$
Item #	Item Description	Factor Score	
17	Agree: I feel like I'm a real part of this school		0.712
18 (reversed)	Agree: I don't fit in with most other students		0.585
19	Agree: I participate in a lot of activities in this school		0.648
20	Agree: people at this school are like family to me		0.702
21 (reversed)	Agree: I feel like an outsider at this school		0.666

Factor: High Expectations			$\alpha = .71$
Item #	Item Description	Factor Score	
22	Teachers at school: believe all students can do well		0.703
23 (reversed)	Teachers at school: have given up on some students		0.692
24 (reversed)	Teachers at school: care about only smart students		0.738
25 (reversed)	Teachers at school: expect very little from students		0.536
26	Teachers at school: make sure students are learning		0.739

Factor: Personalized			$\alpha =$
Item #	Item Description	Factor Score	
53	How many adults would: extra help		
54	How many adults would: personal problem help		
55	How many adults would: really care		
56	How many adults would: help grad plans		
57	How many adults would: help future plans		