

Appendices

Appendix 1. 2004-05 CBEDS

The Professional Assignment Information Form is completed by:

- Certificated employees employed in a certificated position in a school district, the county office of education, the California Education Authority, or the State Special Schools
- District, pre-intern, or university interns authorized by the Commission on Teacher Credentialing and employed in a certificated position in a school district, the county office of education, the California Education Authority, or the State Special Schools
- Classified administrators in the school district or the county office of education at the level of assistant, deputy, or associate superintendent, or higher, if the district governing board has waived certification requirements
- Classified administrators in a charter school
- Substitute teachers serving as long-term substitutes as defined by the district

The Professional Assignment Information Form is not completed by:

- Certificated employees in adult education, regional occupational programs (ROP), preschool, or before- or after-school child care programs that do not include instructional programs designed to meet requirements for promotion or grade-level standards
- Classified employees in classified positions below the level of assistant, deputy, or associate superintendent
- Short-term substitute teachers as defined by the district

The definitions used for administrators, teachers and pupil support are provided in the table below and obtained from the *Administrative Manual for CBEDS Coordinators and School Principals, October 2005*¹. The definitions are provided in the table below:

Education Code 41401 Definition	Assignments
Administrative Employee: An employee of the district in a position requiring certification but who is not required to provide direct instruction to pupils or direct services to pupils (services such as those provided by a pupil services employee or teacher).	<p>General administration</p> <ul style="list-style-type: none"> • Superintendent/principal • Principal • Associate administrator, assistant administrator, or vice principal • Full-time teaching principal or superintendent • Instructional/curriculum services administrator • Pupil personnel services administrator • Food services administrator • Library media services administrator • Union representative administrator <p>Program Administration</p> <ul style="list-style-type: none"> • Technology coordinator

¹ Retrieved June 22, 2006 from <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=41001-42000&file=41400-41409.3> and <http://www.cde.ca.gov/ds/sd/cb/documents/assigncode05.pdf>

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- Bilingual education
 - Career-technical education
 - Special Education
 - Federal/state-funded programs
 - Elementary
 - Secondary
 - Athletics
 - Continuation education
 - Alternative education
 - Independent study
 - Community day
 - Work experience education
 - Proficiency/competency
 - Gifted and talented
 - Activities director

Department chair

- English department chair
- Foreign Languages department chair
- Dance department chair
- Music department chair
- Computer Education department chair
- Mathematics department chair
- Health Education department chair
- Safety Education department chair
- Physical Education department chair
- Science department chair
- Humanities department chair
- Social Science department chair
- Visual and Performing Arts department chair
- Art department chair
- Drama/Theater department chair
- Special Education department chair
- Agriculture Education department chair
- Business department chair
- Health Careers department chair
- Consumer Home Economics Education department chair
- Home Economics Related Occupations department chair
- Business Education –Office department chair
- Applied Technology department chair

Pupil Services Employee: An employee of the district in a position requiring a standard designated services credential, health and development credential, or a library media teacher credential and who performs direct services to pupils (counselors, guidance and welfare personnel, library media teachers, psychologists, etc.). Program specialists as defined in Education Code Section 56368 are also to be reported as pupil services

Student Support Services

- Counselor
- Psychologist
- Library media teacher
- Social worker
- School nurse
- Counselor (continuation education)

Special Education

- Program specialist
 - Special education resource specialist
-

employee.

- Speech pathology/therapy/hearing specialist
- Audiology
- Physical therapy
- Vision therapy
- Guidance counselor
- Psychologist
- Parent counseling/training
- Nurse
- Social worker
- Recreation therapy
- Diagnostic staff
- Work study coordinator
- Occupational therapist
- Mobility instruction

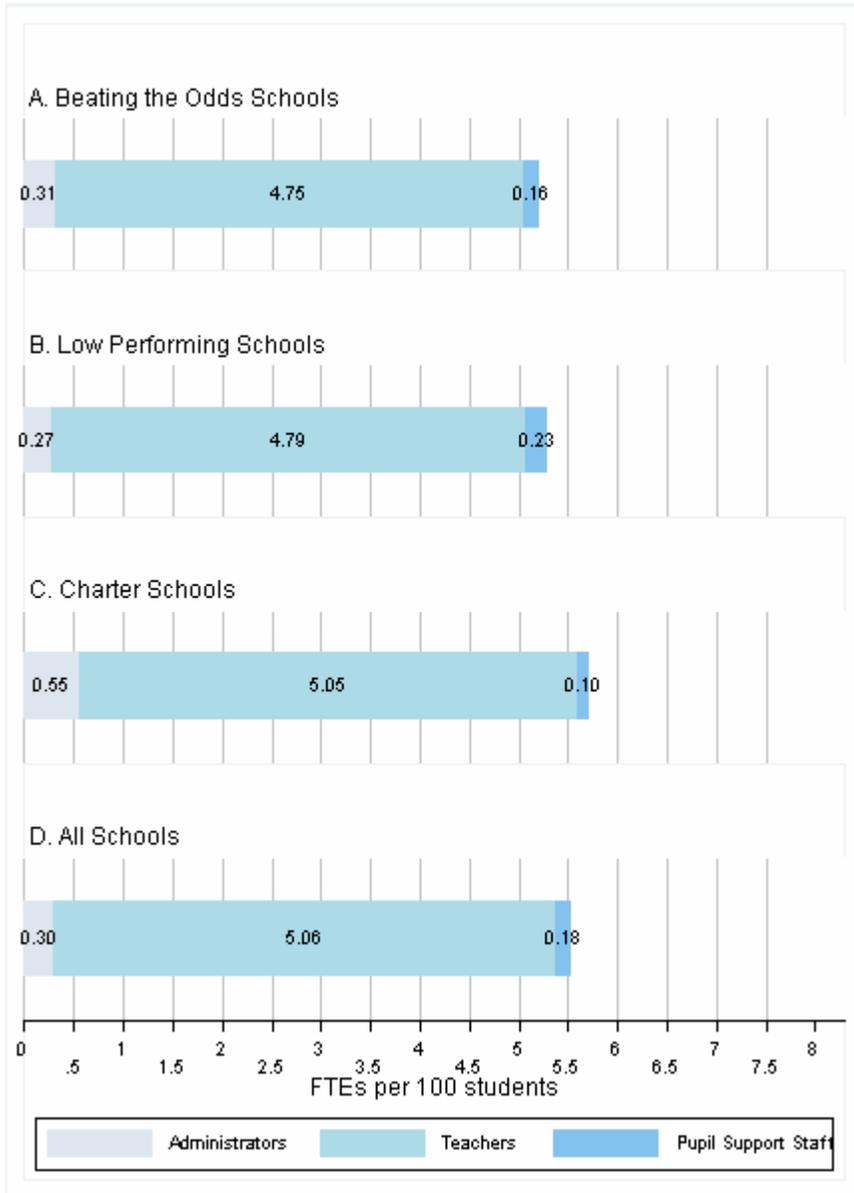
Teacher: An employee of the district in a position requiring certification qualifications, whose duties require him or her to provide direct instruction to pupils in the schools of that district for the full time for which he or she is employed. "Teacher" includes, but is not limited to, teachers of special classes, teachers of exceptional children, teachers of pupils with physical disabilities, teachers of mentally retarded minors, substitute teachers, instructional television teachers, specialist mathematics teachers, specialist reading teachers, home and hospital teachers, and learning disability group teachers.

- Teacher

1. OVERALL LEVELS OF PERSONNEL RESOURCES

1.1 Average FTEs per 100 students by personnel category and by group.

1.1.1 All Schools



1.1.2 Elementary Schools

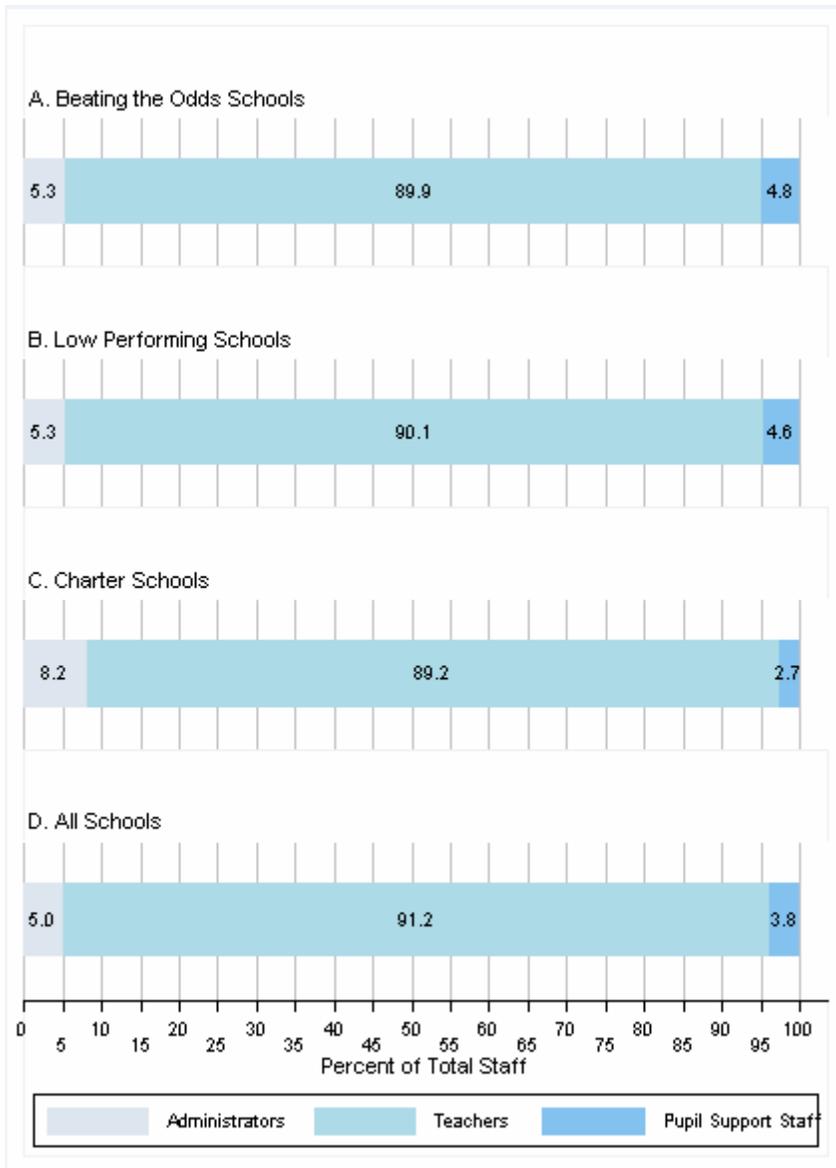
1.1.3 Middle Schools

1.1.4 High Schools

2. DISTRIBUTION OF PERSONNEL RESOURCES

2.1 Average percentage of total FTEs by personnel category and by group.

2.1.1 All School Types



2.1.2 Elementary Schools

2.1.3 Middle Schools

2.1.4 High Schools

3. LEVELS OF EDUCATION

3.1 Average percentage of staff with a bachelor's or less and a masters or doctorate by personnel category and by group.

3.1.1 Administrators – All Schools

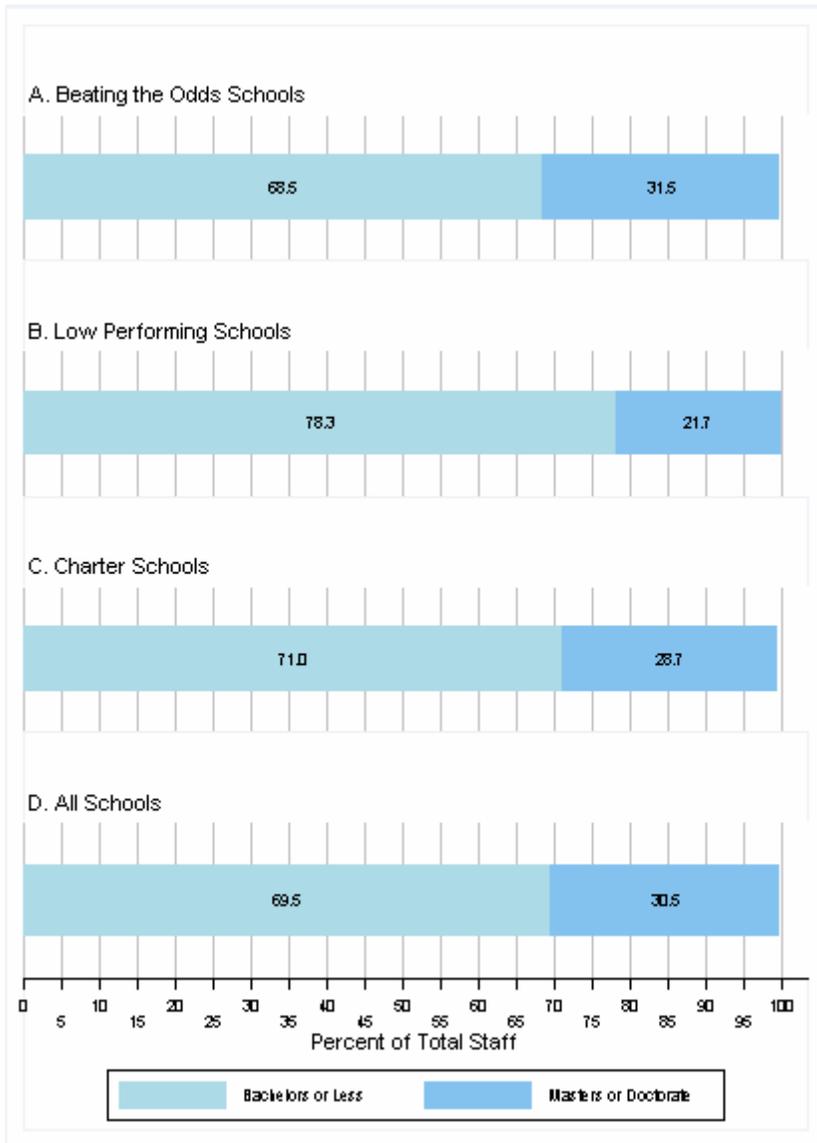


3.1.2 Administrators – Elementary Schools

3.1.3 Administrators – Middle Schools

3.1.4 Administrators – High Schools

3.1.5 Teachers – All Schools



3.1.6 Teachers – Elementary Schools

3.1.7 Teachers – Middle Schools

3.1.8 Teachers – High Schools

3.1.9 Pupil Support Staff –All Schools



3.1.10 Pupil Support Staff – Elementary Schools

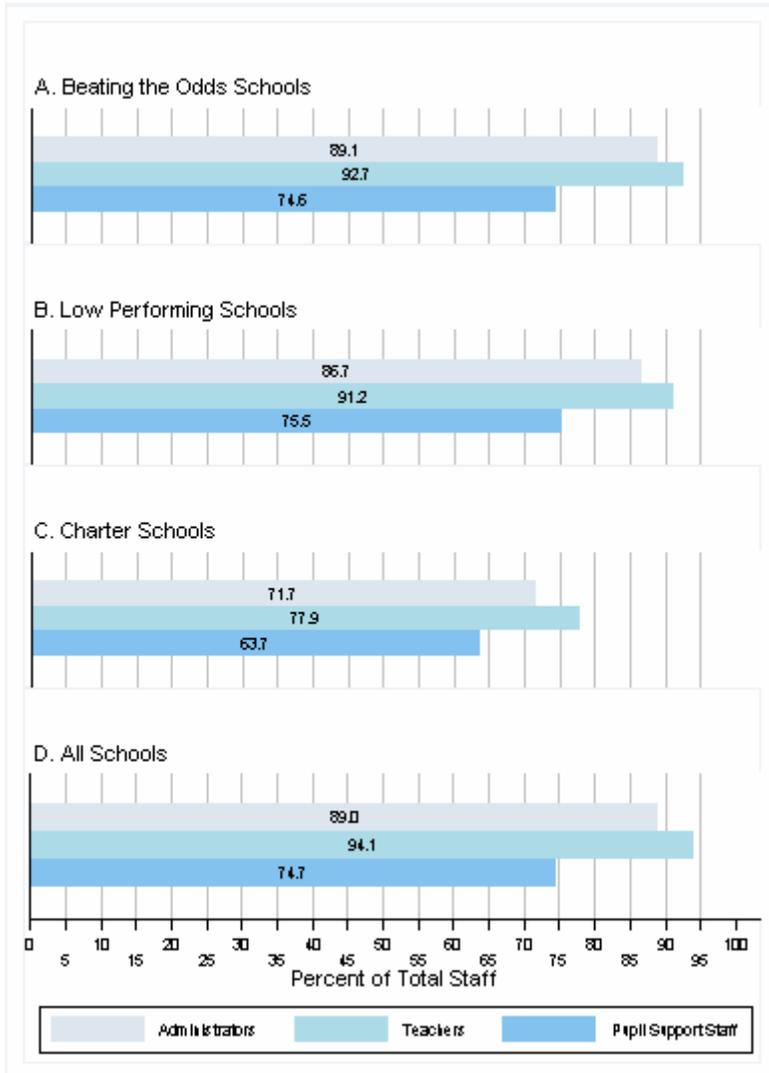
3.1.11 Pupil Support Staff – Middle Schools

3.1.12 Pupil Support Staff – High Schools

4. CREDENTIALS

4.1 Average percentage of staff that are fully credentialed by personnel category and by group.

4.1.1 All Schools



4.1.2 Elementary Schools

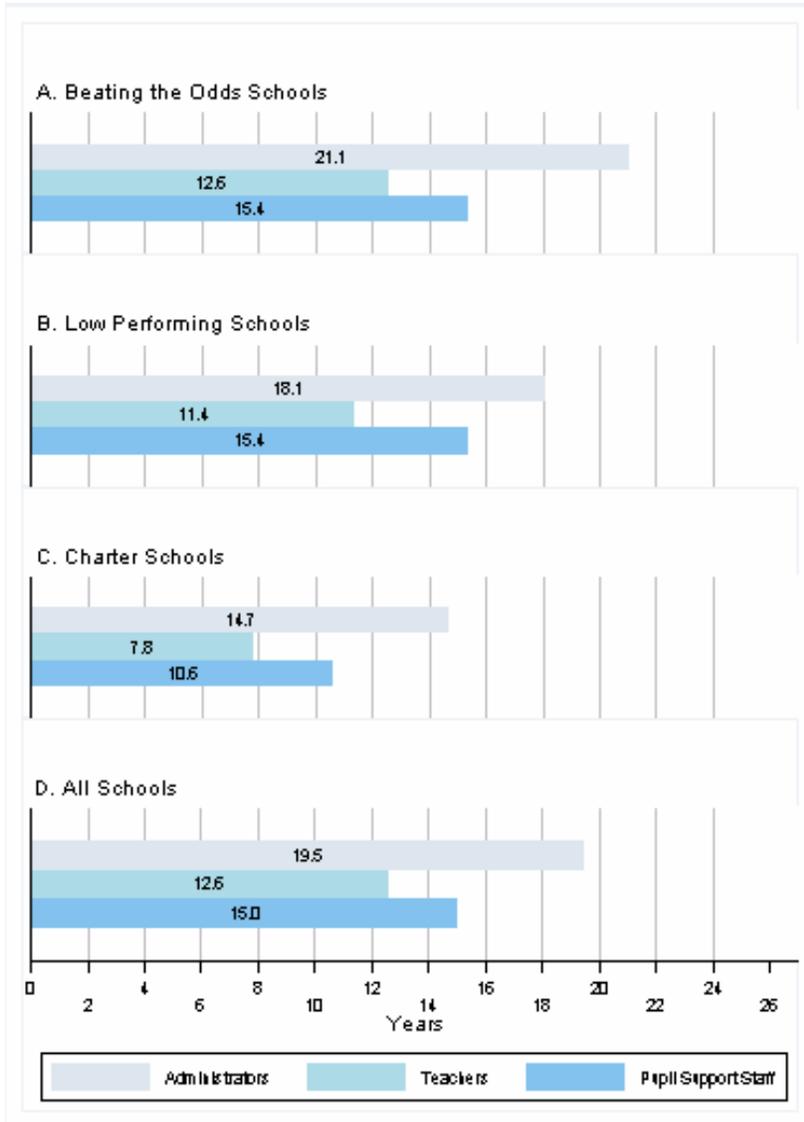
4.1.3 Middle Schools

4.1.4 High Schools

5. EXPERIENCE

5.1 Average number of years (FTE weighted) of educational service (including public and private schools, both in state and out of state) by personnel category and by group.

5.1.1 All Schools



5.1.2 Elementary Schools

5.1.3 Middle Schools

5.1.4 High Schools

Appendix 2.1. School leader interview: Successful school

Respondent:	School:	District:
Interviewer:	Date:	
Start Time:	End Time:	

Thank You

Thanks again for taking the time to speak with me this morning/afternoon. As you may know, we are conducting a study on efficiency and adequacy in California schools. This project is part of a larger group of studies organized by Stanford University and funded by a group of foundations.

Before we begin, I would like to know if you received the list of factors for success that you will need to rate at the end of the interview.

Note to interviewer: If he/she doesn't have the list of factors, fax it or email it now

How We Selected Your School

One important component of our project is a study of schools that are “beating the odds”, or in other words, schools that are performing better than expected given their student population. Your school has been selected because of demonstrated success in this respect. The primary objective of this interview is to better understand the factors that have enabled your school to be successful, challenges your school has faced, and your school’s experiences with your district. Your participation also gives you the opportunity to reflect and provide feedback on this important topic in California.

Confidentiality

Before we start, I would like to cover some logistical items. First I would like to assure you that all information obtained today will be kept confidential and will only be used for purposes of this study. Your responses will be combined with the answers from our other participants and reported only in aggregated form. I would like to request your permission to identify your school name as one of the beating the odds schools in our study, would that be OK with you?

Tape recording

I'd like permission to record our conversation so that I don't have to focus entirely on taking notes. No one outside the research team will listen to the recording. If at any point you would like me to turn the recorder off, just let me know. Would that be OK?

Freedom to withdraw

Last, this interview will take about an hour and is voluntary, and you are free to end it at any time and to pass on any question you do not wish to answer. Also, in the invitation letter we sent to your school you can find the contact information of the person that can answer any questions you might have in relation to your rights as a research participant.

Do you have any questions before we begin?

*Note to interviewer: Throughout the interview, possible probes are set aside following some general questions. Asking these questions may help to move the interview pace or may prompt a less talkative respondent. However, **do not feel you need to ask each of these probes**. Keep the tone conversational and comfortable.*

School Background (2 minutes)

1. Can you tell me a bit about your school?

Probe [Be sure to ask the boldface question]:

- How would you describe the students, parents, and community at your school?
- **Is there any form of selectivity at the school?** (i.e., application process, pre-testing of students, interviews with parents, dismissal of students not reaching a specified academic standard?)

NOTE: If respondent indicates that they select the students (i.e., by pre-testing, by interviewing parents, by removal of students not reaching certain level of academic proficiency), end the interview here.

You can say: *Our project has a particular focus on schools that have an open enrollment policy. Given that your school has a selection process, I think your situation is different than what we had in mind and therefore, it won't be necessary to finish the rest of this interview. Thank you very much for your willingness to participate in our study. We realize how busy you are and appreciate your talking with me today.*

Respondent Background (2 minutes)

2. Can you tell me a bit about your background? For example, how did you come to be a principal at this school and what are your major responsibilities?

Probe:

- How many years have you been a principal in total?
- How many years have you been a principal in this school?
- Do you have teaching experience? (how many years, which subject(s), what grade(s)?)

Strategies Implemented (15 minutes)

3. **Your current statewide API rank is [XX] and your similar school API rank is [XX]. These ranks indicate that the students at your school are performing at a high level. Could you describe the primary strategy implemented or interventions that have influenced these high results?**

[LET THE RESPONDENT TALK AND DESCRIBE. USE PROBES BELOW IF YOU FEEL YOU NEED TO GO MORE IN DEPTH ABOUT THE PRIMARY STRATEGY]

If primary strategy is related with:

Curriculum/Instruction/Whole-school reform, probe:

- Does your school have a **common curriculum**? When was it adopted? What curricula are used in language arts and mathematics? What are the names of the curriculum packages?
- Do you think that this particular curriculum has influenced your school's high performance, or just the fact that the curriculum is being uniformly used?
- What are teachers doing differently now than they were before you implemented changes to the curriculum/instruction? What are students learning now that they were not learning before you implemented this model?
- Have you had professional development accompany this curriculum?

- **Additional instruction time for students** (i.e., a pre-school program, after-school academic program, extended day programs, summer school/intersession)
 - What is this additional time used for?
 - Who provides the additional instruction?
 - Which students are targeted for this additional time? Is it available for every student who wants the service? What percentage of your students receive this service?
 - How does this additional instructional time lead to improved student learning? What are students learning now that they were not learning before?

- **Whole-school reform model** (i.e., Comprehensive School Reform, Different Ways of Knowing, Success for All, America's Choice)
 - What is the name of the whole-school reform model implemented at your school? What were the main reforms it entailed?
 - What specifically was it about the whole-school reform model that you feel was important to the success of your school?
 - What are teachers doing differently now than they were before you implemented the whole school reform model?
 - What are students learning now that they were not learning before you implemented this model?
 - What additional resources has your school or district needed to spend to implement the model?
 - *Additional professional development?*
 - *Changes in the numbers or allocation of staff time?*
 - *Investments in instructional supplies, materials, or technology?*

Increased School and Staff Capacity, probe:

- **Instructional coaches/support** (i.e., Literacy coaches, peer coaches, reading recovery teachers, reading specialists, resource teachers)
 - What is the role of the instructional coaches/support?
 - Which students work with the instructional coaches? How often?
 - What have teachers started doing differently now that the instructional coaches are at your school?

- **Professional Development:** Could you tell me who has attended/received professional development at your school?
 - **If principal →**
 - What types of professional development have you attended?
 - *Examples of professional development: university courses, principal network, attending ACSA principal institute, completing AB 75 principal training*
 - About how much time have you spent in PD this past year?
 - How has this contributed to your professional growth?

 - **If teachers →**
 - What types of professional development have your teachers received?
 - About how much time have your teachers spent in PD this past year?
 - What was the focus of the PD?
 - What percentage of your teachers participated?
 - Is this teacher time paid by the district?
 - How has this contributed to their professional growth?

 - **Other staff →**
 - What types of professional development have other staff members received?
 - About how much time have your other staffs spent in PD this past year?
 - What was the focus of the PD?
 - What percentage of your teachers participated?
 - Is this teacher time paid by the district?
 - How has this contributed to their professional growth?

- **Teacher collegiality/collaboration** (teacher meetings/collaborative work, instructional planning)
 - Do teachers meet on a regular basis to plan instruction together?
 - If yes → how often?
 - Could you tell me about the nature of these meetings?
 - How has this level of teacher collaboration led to improved student outcomes?
 - Does teacher collegiality/collaboration have any implications for the cost of school operations?

Systematic Assessment and Data-Based Decision-making, probe:

- **Attention to/monitoring of student outcomes** (Examples would be: CAT/6, CST, API, AYP)
 - In what form do you receive CAT-6 or CST data?
Probe if necessary:
 - *individually for all students,*
 - *aggregated summary,*
 - *by skill/content,*
 - *by student subgroup*
 - In what form do you receive API data?
Probe if necessary:
 - *individually for all students,*
 - *aggregated summary,*
 - *by skill/content,*
 - *by student subgroup*
 - How do you use the assessment data?
Probe, if necessary:
 - *to evaluate progress,*
 - *to inform parents,*
 - *to identify struggling students?*
 - Do you use assessment data to identify teacher who need instructional improvement?
 - How has the use of these data contributed to improving student learning?
 - Has your school or district expended additional funds or resources to implement your assessment and monitoring program?

District Support, probe:

- **District Support** (for example: implementation of required curriculum, professional development, resources, release time, teacher assignments, district-level accountability, district standards).
 - Why do you feel district support has been crucial to your school success?
 - What types of support have you received from the district?

Parental/Community Involvement, probe:

- What programs are in place to involve parents or the community in student learning?
- Has your school been successful in involving a diverse group of parents?
- How do you think the increased parent or community involvement has contributed to improved student learning?

Other, probe:

- How do you see this factor has contributed to your schools' success? What specifically about this was important to your success?
- Are you or your teachers doing something differently now than they were before?
- Are students doing anything different outside of school?

Challenges (5 min)

4. We are also interested in learning what you feel are the greatest challenges to increasing the academic performance of the students in your school. I recognize there are likely multiple challenges. But if you had to limit it, what are the top 3 challenges your school faces?

1. _____
2. _____
3. _____

5. [DROP IF ALREADY DISCUSSED IN DEPTH] In the interest of time, I would like to focus our discussion on one of the three factors you mentioned. Which of the three factors would you say has been the greatest challenge at your school?

6. How are you addressing this challenge?

Leadership (3 min)

7. Can you describe the leadership at your school over the past 5 years? [try to get as specific as possible, for example: “can you discuss areas in which your leadership is important”]

Probe:

- Are there other leaders beside your self in the school?
- How leadership has been consistent over the past five years?
- Has there been any special leadership training?

8. How important has leadership been to the academic results shown for your school over the past 5 years?

Funding (3 min)

NOTE: Drop if this was already discussed in detail.

9. Approximately, what percentage of your revenue comes from fundraising, donations, grants, and non-government funds?

If greater than 10%, then ask →

- a. How do you use these funds/resources?
- b. What were you able to do with the funds/resources that you were unable to do before?
- c. How important has these supplemental funds been to your current academic performance level?

Teachers and Support Staff (5 min)

10. What degree of control do you have over who is teaching at your school?

Probe:

- Can you select teachers?
- Can you remove teachers?
- Do you have “informal” ways of selecting or removing teachers?
- What is the district role in hiring and removing teachers?
- What is the role of unions in hiring and removing teachers?

11. How many teachers are at your school?

12. In the past 2 years, as principal of this school, how many teachers have you:

- **Wanted to remove from the school?**
__ Teachers
- **Attempted to remove?**
__ Teachers
- **Successfully removed?**
__ Teachers

13. Has there been a high level of teacher turnover at your school in the past years?

Probe:

- On average, how many teachers leave your school every year?
- What are the reasons they left?
- How has the level of turnover among your staff affected your students’ performance?

14. How important has teacher quality been to the current academic performance of your school?

15. Are there other staff positions in your school that we haven’t discussed (e.g., psychologists, counselors, social workers, instructional coaches)? Can you briefly list them?

[Write down list of staff]

16. How important have this additional staff been to your school’s performance?

17. Are there other staff positions that you would like to have at your school, but you do not currently have? Why?

Professional Development (3 min)

NOTE: Drop if this was already discussed in detail.

18. Could you tell me who has attended/received professional development at your school?

If principal →

- What types of professional development have you attended?
 - *Examples of professional development: university courses, principal network, attending ACSA principal institute, completing AB 75 principal training*
- About how much time have you spent in PD this past year?
- How has this contributed to your professional growth?

If teachers →

- What types of professional development have your teachers received?
- About how much time have your teachers spent in PD this past year?
- What was the focus of the PD?
- What percentage of your teachers participated?
- Is this teacher time paid by the district?
- How has this contributed to their professional growth?

If other staff →

- What types of professional development have other staff members received?
- About how much time have your other staffs spent in PD this past year?
- What was the focus of the PD?
- What percentage of your teachers participated?
- Is this teacher time paid by the district?
- How has this contributed to their professional growth?

District Support (3 minutes)

NOTE: Drop if this was already discussed in detail.

19. In what specific ways, positive and/or negative, has your district affected academic performance of your school?

20. What other things could your district do that would assist your school?

21. Do you think the district vision for your school aligns with your school vision?

Current Performance Level: Sustainability and/or Need for Additional Resources (7 minutes)

22. Based on our analysis, today your schools is at an API level of [X].

If school is NOT already at 800, ask:

23. By 2013, the state expects your school to reach an API score of 800. Do you feel that is an obtainable goal for your school?

If yes →

- a. What kinds of changes in your school do you think you need to get your school to that level?
- b. Would you need additional funding to achieve those changes? How much? What percentage of your budget is that?

If not →

- c. Why?
- d. What kinds of changes in your school do you think you need to get your school to that level?
- e. Would you need additional funding to achieve those changes? How much? What percentage of your budget is that?

If school IS already at 800, ask:

24. Given that your school already has reached the 800 API threshold, would it be fair to conclude that you have all the resources needed to continue at that level? Why or why not?

Ratings of Factors for Success (5 minutes)

NOTE: Make sure the principal has a copy of this list

25. On a scale of 1-5, with 1 meaning not at all important and 5 meaning that it is among the most predominant factors, how important do you consider each of the following factors to school success? You can also answer “not applicable” for factors that are not relevant to your school.

To save time, I will just read the number of each factor instead of the whole statement. How would you rate number 1?...

Factors/Strategies for Success	Rate (1 to 5)
1. A well defined plan for instructional improvement	
2. Access to quality preschool programs in the community or at the school	
3. The use of standards-based instructional materials	
4. Parent participation	
5. Professional development opportunities <i>for principals</i>	
6. Professional development opportunities <i>for teachers</i>	
7. Availability of high quality academic or instructional coaches	
8. Increased length of school <i>day</i>	
9. Increased length of school <i>year</i>	
10. Time for teacher collaboration	
11. High quality pupil support staff (counselors, social workers, psychologists)	
12. High quality instructional support staff (library, media, and technical staff)	
13. Ability to choose and remove teachers	
14. Flexibility in the use of funds	
15. Supplementary funding	
16. Learning from successful practices in another high performing schools	
17. Work with a whole-school reform provider (e.g., America’s Choice, Different Ways of Knowing, etc)	
18. Use of data (i.e., assessment, attendance, dropout) for instructional improvement and planning	
19. Access to summer school or after school programs	
20. Other factor not named above:	
21. Other factor not named above:	

[If you have time, probe on the factors rated as 1 and/or 5. For example: “can you tell me why you rated as 1 [increased length of school day]?”]

Wrap-up

This is the end of the questions I have prepared. Thanks very much for your time. We realize how busy you are and appreciate your talking with me today.

Appendix 2.2. School leader interview: Low-performing school

Respondent:	School:	District:
Interviewer:	Date:	
Start Time:	End Time:	

Thank You

Thanks again for taking the time to speak with me this morning/afternoon. As you may know, we are conducting a study on efficiency and adequacy in California schools. This project is part of a larger group of studies organized by Stanford University and funded by a group of foundations.

Before we begin, I would like to know if you received the list of factors for success that you will need to rate at the end of the interview.

Note to interviewer: *If he/she doesn't have the list of factors, fax it or email it now*

How We Selected Your School

As part of this project, AIR is collecting information through phone interviews from a sample of California schools. In particular, we are interested in learning about what principals think are the critical factors for success, as well as the greatest challenges they face to improve the academic performance of their students.

Confidentiality

Before we start, I would like to cover some logistical items. First I would like to assure you that all information obtained today will be kept confidential and will only be used for purposes of this study. Your responses will be combined with the answers from our other participants and reported only as aggregated data. We will not release any data that could identify your school or you to anyone.

Tape recording

I'd like permission to record our conversation so that I don't have to focus entirely on taking notes. No one outside the research team will listen to the recording. If at any point you would like me to turn the recorder off, just let me know. Would that be OK?

Freedom to withdraw

Last, this interview will take about an hour and is voluntary, and you are free to end it at any time and to pass on any question you do not wish to answer. Also, in the invitation letter we sent to your school you can find the contact information of the person that can answer any questions you might have in relation to your rights as a research participant.

Do you have any questions before we begin?

Note to interviewer: *Throughout the interview, possible probes are set aside following some general questions. Asking these questions may help to move the interview pace or may prompt a less talkative respondent. However, **do not feel you need to ask each of these probes.** Keep the tone conversational and comfortable.*

School Background (2 minutes)

1. Can you tell me a bit about your school?

Probe [Be sure to ask the boldface question]:

- How would you describe the students, parents, and community at this school?
- **Does your school have open enrollment?** (i.e., application process, pre-testing of students, interviews with parents, dismissal of students not reaching a specified academic standard?)

NOTE: If respondent indicates that they select the students (i.e., by pre-testing, by interviewing parents, by removal of students not reaching certain level of academic proficiency), end the interview here.

You can say: **Our project has a particular focus on schools that have an open enrollment policy. Given that your school has a selection process, I think your situation is different than what we had in mind and therefore, it won't be necessary to finish the rest of this interview. Thank you very much for your willingness to participate in our study. We realize how busy you are and appreciate your talking with me today.**

Respondent Background (2 minutes)

2. Can you tell me a bit about your background? For example, how did you come to be a principal at this school and what are your major responsibilities?

Probe:

- How many years have you been a principal in total?
 - How many years have you been a principal in this school?
 - Do you have teaching experience? (which subject(s), what grade(s)?)
-

Strategies Implemented (15 minutes)

3. Could you describe the strategies you have implemented to attempt to increase the performance of your school? Are there any particular circumstances and/or interventions that you'd like to mention?

[LET THE RESPONDENT TALK AND DESCRIBE. USE PROBES BELOW IF YOU FEEL YOU NEED TO GO MORE IN DEPTH ABOUT THE PRIMARY STRATEGIES]

If primary strategy is related with:

Curriculum/Instruction/Whole-school reform, probe:

- Does your school have a **common curriculum**? When was it adopted? What curricula are used in language arts and mathematics? What are the names of the curriculum packages?
 - Do you think that this particular curriculum has influenced your school's high performance, or just the fact that the curriculum is being uniformly used?
 - What are teachers doing differently now than they were before you implemented changes to the curriculum/instruction? What are students learning now that they were not learning before you implemented this model?
 - Have you had professional development accompany with this curriculum?

 - **Additional instruction time for students** (i.e., a pre-school program, after-school academic program, extended day programs, summer school/intersession)
 - What is this additional time used for?
 - Who provides the additional instruction?
 - Which students are targeted for this additional time? Is it available for every student who wants the service? What percentage of your students is receiving this service?
 - How does this additional instructional time leading to improved student learning? What are students learning now that they were not learning before?

 - **Whole-school reform model** (i.e., Comprehensive School Reform, Different Ways of Knowing, Success for All, America's Choice)
 - What is the name of the whole-school reform model implemented at your school? What were the main reforms it entailed?
 - What specifically was it about the whole-school reform model that you feel was important to the success of your school?
 - What are teachers doing differently now than they were before you implemented the whole school reform model?
 - What are students learning now that they were not learning before you implemented this model?
 - What additional resources has your school or district needed to spend to implement the model?
 - *Additional professional development?*
 - *Changes in the numbers or allocation of staff time?*
 - *Investments in instructional supplies, materials, or technology?*
-

Increased School and Staff Capacity, probe:

- **Instructional coaches/support** (i.e., Literacy coaches, peer coaches, reading recovery teachers, reading specialists, resource teachers)
 - What is the role of the instructional coaches/support?
 - Which students work with the instructional coaches? How often?
 - What have teachers started doing differently now that the instructional coaches started at your school?

 - **Professional Development:** Could you tell me who has attended/received professional development at your school?
 - **If principal →**
 - What types of professional development have you attended?
 - *Examples of professional development: university courses, principal network, attending ACSA principal institute, completing AB 75 principal training*
 - About how much time have you spent in PD this past year?
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 - What types of professional development have your teachers received?
 - About how much time have your teachers spent in PD this past year?
 - What was the focus of the PD?
 - What percentage of your teachers participated?
 - Is this teacher time paid by the district?
 - How has this contributed to their professional growth?

 - **Other staff →**
 - What types of professional development have other staff members received?
 - About how much time have your other staffs spent in PD this past year?
 - What was the focus of the PD?
 - What percentage of your teachers participated?
 - Is this teacher time paid by the district?
 - How has this contributed to their professional growth?

 - **Teacher collegiality/collaboration** (teacher meetings/collaborative work, instructional planning)
 - Do teachers meet on a regular basis to plan instruction together?
 - If yes → how often?
 - Could you tell me about the nature of these meetings?
 - How has this level of teacher collaboration led to improved student outcomes?
 - Does teacher collegiality/collaboration have any implications for the cost of school operations?
-

Systematic Assessment and Data-Based Decision-making, probe:

- **Attention to/monitoring of student outcomes** (Examples would be: CAT/6, CST, API, AYP)
 - In what form do you receive CAT-6 or CST data?
Probe if necessary:
 - *individually for all students,*
 - *aggregated summary,*
 - *by skill/content,*
 - *by student subgroup*
 - In what form do you receive API data?
Probe if necessary:
 - *individually for all students,*
 - *aggregated summary,*
 - *by skill/content,*
 - *by student subgroup*
 - How do you use the assessment data?
Probe, if necessary:
 - *to evaluate progress,*
 - *to inform parents,*
 - *to identify struggling students?*
 - Do you use assessment data to identify teacher who need instructional improvement?
 - How has the use of these data contributed to improving student learning?
 - Has your school or district expended additional funds or resources to implement your assessment and monitoring program?

District Support, probe:

- **District Support** (for example: implementation of required curriculum, professional development, resources, release time, teacher assignments, district-level accountability, district standards).
 - Why do you feel district support has been crucial to your school success?
 - What types of support have you received from the district?

Other, probe:

- How do you see this factor has contributed to your schools' success? What specifically about this was important to your success?
 - Are you or your teachers doing something differently now than they were before?
 - Are programs in place to involve parents/community?
 - Has your school been successful in involving a diverse group of parents?
 - Are students doing anything different outside of school?
-

Challenges (5 min)

4. Your current statewide API rank is [XX] BUT your similar school API rank is [XX]. We are interested in learning what you feel are the greatest challenges to increasing the academic performance of the students in your school. I recognize there are likely multiple challenges. But if you had to limit it, what are the top 3 challenges your school faces?

1. _____
2. _____
3. _____

5. [DROP IF ALREADY DISCUSSED IN DEPTH] In the interest of time, I would like to focus our discussion on one of the three factors you mentioned. Which of the three factors would you say has been the greatest challenge at your school?

6. How are you addressing this challenge?

Leadership (3 min)

7. Can you describe the leadership at your school over the past 5 years? [try to get as specific as possible, for example: “can you discuss areas in which your leadership is important”]

Probe:

- Are there other leaders beside your self in the school?
- How leadership has been consistent over the past five years?
- Has there been any special leadership training?

8. How important has leadership been to the academic results shown for your school over the past 5 years?

Funding (3 min)

NOTE: Drop if this was already discussed in detail.

9. Approximately, what percentage of your revenue comes from fundraising, donations, grants, and non-government funds?

If greater than 10%, then ask →

- a. How do you use these funds/resources?
 - b. What were you able to do with the funds/resources that you were unable to do before?
 - c. How important has these supplemental funds been to your current academic performance level?
-

Teachers and Support Staff (5 min)

10. What degree of control do you have over who is teaching at your school?

Probe:

- Can you select teachers?
- Can you remove teachers?
- Do you have “informal” ways of selecting or removing teachers?
- What is the district role in hiring and removing teachers?
- What is the role of unions in hiring and removing teachers?

11. How many teachers are at your school?

12. In the past 2 years, as principal of this school, how many teachers have you:

- **Wanted to remove from the school?**
__ Teachers
- **Attempted to remove?**
__ Teachers
- **Successfully removed?**
__ Teachers

13. Has there been a high level of teacher turnover at your school in the past years?

Probe:

- On average, how many teachers leave your school every year?
- What are the reasons they left?
- How has the level of turnover among your staff affected your students’ performance?

14. How important has teacher quality been to the current academic performance of your school?

15. Are there other staff positions in your school that we haven’t discussed (e.g., psychologists, counselors, social workers, instructional coaches)? Can you briefly list them?

[Write down list of staff]

16. How important have this additional staff been to your school’s performance?

17. Are there other staff positions that you would like to have at your school, but you do not currently have? Why?

Professional Development (3 min)

NOTE: Drop if this was already discussed in detail.

18. Could you tell me who has attended/received professional development at your school?

If principal →

- What types of professional development have you attended?
 - *Examples of professional development: university courses, principal network, attending ACSA principal institute, completing AB 75 principal training*
- About how much time have you spent in PD this past year?
- How has this contributed to your professional growth?

If teachers →

- What types of professional development have your teachers received?
- About how much time have your teachers spent in PD this past year?
- What was the focus of the PD?
- What percentage of your teachers participated?
- Is this teacher time paid by the district?
- How has this contributed to their professional growth?

If other staff →

- What types of professional development have other staff members received?
- About how much time have your other staffs spent in PD this past year?
- What was the focus of the PD?
- What percentage of your teachers participated?
- Is this teacher time paid by the district?
- How has this contributed to their professional growth?

District Support (3 minutes)

NOTE: Drop if this was already discussed in detail.

19. In what specific ways, positive and/or negative, has your district affected academic performance of your school?

20. What other things could your district do that would assist your school?

21. Do you think the district vision for your school aligns with your school vision?

Current Performance Level: Sustainability and/or Need for Additional Resources (7 minutes)

22. Based on our analysis, today your schools is at an API level of [X].

If school is NOT already at 800, ask:

23. By 2013, the state expects your school to reach an API score of 800. Do you feel that is an obtainable goal for your school?

If yes →

- a. What kinds of changes in your school do you think you need to get your school to that level?
- b. Would you need additional funding to achieve those changes? How much? What percentage of your budget is that?

If not →

- c. Why?
 - d. What kinds of changes in your school do you think you need to get your school to that level?
 - e. Would you need additional funding to achieve those changes? How much? What percentage of your budget is that?
-

Ratings of Factors for Success (5 minutes)

NOTE: Make sure the principal has a copy of this list

24. On a scale of 1-5, with 1 meaning not at all important and 5 meaning that it is among the most predominant factors, how important do you consider each of the following factors to school success? You can also answer “not applicable” for factors that are not relevant to your school.

To save time, I will just read the number of each factor instead of the whole statement. How would you rate number 1?...

Factors/Strategies for Success	Rate (1 to 5)
1. A well defined plan for instructional improvement	
2. Access to quality preschool programs in the community or at the school	
3. The use of standards-based instructional materials	
4. Parent participation	
5. Professional development opportunities <i>for principals</i>	
6. Professional development opportunities <i>for teachers</i>	
7. Availability of high quality academic or instructional coaches	
8. Increased length of school <i>day</i>	
9. Increased length of school <i>year</i>	
10. Time for teacher collaboration	
11. High quality pupil support staff (counselors, social workers, psychologists)	
12. High quality instructional support staff (library, media, and technical staff)	
13. Ability to choose and remove teachers	
14. Flexibility in the use of funds	
15. Supplementary funding	
16. Learning from successful practices in another high performing schools	
17. Work with a whole-school reform provider (e.g., America’s Choice, Different Ways of Knowing, etc)	
18. Use of data (i.e. assessment, attendance, dropout) for instructional improvement and planning	
19. Access to summer school or after school programs	
20. Other factor not named above:	
21. Other factor not named above:	

[If you have time, probe on the factors rated as 1 and/or 5. For example: “can you tell me why you rated as 1 [increased length of school day]?”]

Wrap-up

This is the end of the questions I have prepared. Thanks very much for your time. We realize how busy you are and appreciate your talking with me today.

Appendix 3. Regression Results

Appendix 3.1. Regression results including percent Hispanic and percent African American as control variables – elementary schools

			Beating the Odds Schools (BTO)		Low Performing Schools (LP)		Percent Poverty		Percent English Learners		Percent African American		Percent Hispanic		Constant		Observations	R-squared	
			Coefficient	SE	Coefficient	SE	Coefficient	SE	Coefficient	SE	Coefficient	SE	Coefficient	SE	Coefficient	SE			
RESOURCE LEVELS	Staff per Pupil	1	Certified Staff per 100 pupils	0	0.004	-0.005	0.004	0.02	(0.002)***	0.014	(0.003)***	-0.001	0.004	-0.028	(0.003)***	0.054	(0.001)***	5334	0.026
		2	Teachers per 100 Pupils	0.001	0.002	-0.003	(0.002)*	0.017	(0.001)***	0.001	0.002	-0.006	(0.002)***	-0.018	(0.001)***	0.051	(0.000)***	5334	0.0479
		3	Administrators per 100 Pupils	0.001	0.001	-0.001	(0.001)*	0.002	(0.000)***	0.003	(0.001)***	0.002	(0.001)**	-0.003	(0.000)***	0.002	(0.000)***	5334	0.0206
		4	Pupil Support Staff per 100 Pupils	-0.001	0.002	-0.001	0.002	0.001	0.001	0.01	(0.002)***	0.003	0.002	-0.007	(0.001)***	0.001	(0.000)***	5334	0.009
		5	Classified Staff per 100 pupils	0	0.015	-0.018	0.013	0.056	(0.009)***	0.052	(0.013)***	-0.018	0.015	-0.091	(0.010)***	0.076	(0.003)***	5321	0.0174
		6	Paraprofessionals per 100 pupils	0.002	0.006	-0.007	0.006	0.02	(0.004)***	0.022	(0.005)***	-0.009	0.006	-0.036	(0.004)***	0.012	(0.001)***	5321	0.0144
		7	Clerical Office Staff per 100 pupils	0	0.001	-0.001	0.001	0.006	(0.000)***	-0.003	(0.001)***	-0.004	(0.001)***	-0.004	(0.000)***	0.005	(0.000)***	5321	0.0507
		8	Other Classified staff per 100 pupils	-0.002	0.005	-0.006	0.004	0.017	(0.003)***	0.013	(0.004)***	-0.008	0.005	-0.026	(0.003)***	0.009	(0.001)***	5321	0.0127
	Education & Experience	9	Teachers: Average Total Years of Education	-0.016	0.053	-0.044	0.048	-0.239	(0.031)***	-0.003	0.046	-0.196	(0.055)***	0.012	0.037	17.395	(0.012)***	5335	0.0361
		10	Teachers: Average Total Years of Experience in Education	0.096	0.462	-0.914	(0.418)**	1.097	(0.271)***	-2.941	(0.403)***	-4.548	(0.483)***	-2.535	(0.322)***	14.662	(0.103)***	5335	0.1002
		11	Teachers: Average Total Years of Experience in District	0.594	0.433	-0.989	(0.391)**	1.576	(0.254)***	-2.376	(0.377)***	-3.431	(0.452)***	-1.748	(0.301)***	11.671	(0.097)***	5335	0.0491
		12	Administrators: Average Total Years of Education	-0.092	0.125	-0.353	(0.111)***	-0.378	(0.078)***	-0.452	(0.110)***	0.146	0.133	0.41	(0.089)***	18.484	(0.028)***	5041	0.018
		13	Administrators: Average Total Years of Experience in Education	2.577	(1.168)**	-1.622	1.037	-1.198	0.732	-3.886	(1.025)***	-2.435	(1.238)**	-0.17	0.83	22.337	(0.264)***	5041	0.0218
		14	Administrators: Average Total Years of Experience in District	4.646	(1.181)***	-2.246	(1.049)**	0.249	0.74	-0.531	1.037	7.729	(1.252)***	1.5	(0.840)*	12.624	(0.267)***	5041	0.0139
RESOURCE RATIOS	Class Sizes	15	Contained Classrooms	-2.428	(0.776)***	-0.082	0.712	-3.656	(0.514)***	1.544	(0.714)**	-2.557	(0.857)***	0.571	0.579	23.029	(0.182)***	4952	0.025
		16	Average Class Size: Grades 1 - 3 Self Contained Classrooms	-0.369	0.278	0.058	0.253	-1.786	(0.183)***	-0.061	0.254	0.195	0.306	0.935	(0.206)***	20.679	(0.065)***	5018	0.0296
		17	Average Class Size: Grades 4 - 5 Self Contained Classrooms	-0.89	1.817	0.847	1.624	-2.693	(1.201)**	-1.183	1.656	-4.128	(1.980)**	-0.031	1.336	32.503	(0.418)***	4837	0.0075
	Experience: Education	18	Teachers: Total Years of Experience per Total Years of Education	0.006	0.026	-0.052	(0.024)**	0.074	(0.015)***	-0.172	(0.023)***	-0.255	(0.028)***	-0.146	(0.018)***	0.843	(0.006)***	5335	0.0967
		19	Administrators: Total Years of Experience per Total Years of Education	0.153	(0.063)**	-0.072	0.056	-0.041	0.039	-0.193	(0.055)***	-0.136	(0.066)**	-0.03	0.044	1.206	(0.014)***	5041	0.0195
		20	Pupil Support Staff: Total Years of Experience per Total Years of Education	0.04	0.13	0.014	0.062	0.136	(0.058)**	-0.308	(0.094)***	-0.295	(0.121)**	-0.043	0.075	0.867	(0.021)***	2457	0.0116
	Staff distribution by assignments	21	Share of Total Staff who are Teachers	-0.001	0.006	-0.007	0.006	-0.02	(0.004)***	-0.014	(0.005)**	-0.005	0.006	0.022	(0.004)***	0.934	(0.001)***	5336	0.0117
		22	Share of Total Staff who are Administrators	0.01	(0.004)**	-0.007	(0.004)*	0.02	(0.002)***	0.006	(0.003)*	0.014	(0.004)***	-0.009	(0.003)***	0.039	(0.001)***	5336	0.035
		23	Share of Total Staff who are Pupil Support Staff	-0.009	(0.005)*	0.014	(0.004)***	0	0.003	0.008	(0.004)*	-0.009	(0.005)*	-0.013	(0.003)***	0.027	(0.001)***	5336	0.0073
	School Capacity to Support Teachers	24	Teachers per Administrator	-4.394	(1.127)***	0.93	1.001	-8.597	(0.706)***	-0.504	0.989	-0.421	1.195	5.707	(0.801)***	24.05	(0.255)***	5041	0.0445
		25	Teachers per Pupil Support Staff	-9.741	7.87	1.961	4.957	-13.721	(3.507)***	11.392	(5.668)**	-0.605	7.325	-0.564	4.53	33.637	(1.270)***	2457	0.0101
		26	Administrators per Pupil Support Staff	-0.396	0.376	0.057	0.237	-0.43	(0.168)**	1.001	(0.271)***	1.073	(0.350)***	-0.018	0.217	1.262	(0.061)***	2457	0.0121
		27	Paraprofessionals per Teachers	0.05	0.036	-0.044	0.032	0.226	(0.021)***	-0.083	(0.031)***	-0.284	(0.038)***	-0.19	(0.025)***	0.242	(0.008)***	5321	0.0289
		28	Share of Teaching Staff providing Mentoring Support	-0.008	(0.003)**	-0.005	(0.003)*	0.001	0.002	0.027	(0.003)***	0.035	(0.003)***	-0.003	0.002	0.001	(0.001)*	5335	0.069
29		Share of Teaching Staff providing Instructional Support	-0.009	(0.005)*	0	0.005	0.013	(0.003)***	0.011	(0.005)**	-0.015	(0.006)***	-0.021	(0.004)***	0.027	(0.001)***	5335	0.0071	
30	Administrators + Clerical Office Staff per Principal	0.433	(0.249)*	0.987	(0.220)***	-0.354	(0.163)**	1.329	(0.222)***	2.671	(0.268)***	2.328	(0.181)***	1.628	(0.057)***	4798	0.1946		
Teacher Status & Characteristics	31	Share of Total Teachers designated as Probationary or Temporary	-0.045	(0.023)*	0.04	(0.021)*	0.026	(0.014)*	0.032	0.02	0.061	(0.024)**	-0.027	(0.016)*	0.184	(0.005)***	5335	0.0065	
	32	Share of Total Teachers with Tenure	-0.19	(0.033)***	-0.005	0.03	-0.064	(0.019)***	-0.046	0.029	-0.323	(0.034)***	-0.123	(0.023)***	0.835	(0.007)***	5335	0.0792	
	33	Share of Total Teachers with Full Credentials	-0.013	(0.008)*	-0.007	0.007	0.008	(0.004)*	0	0.007	-0.142	(0.008)***	-0.065	(0.005)***	1	(0.002)***	5335	0.1297	

Appendix 3.2. Regression Results including Percent Hispanic and Percent African American as control variables – Middle/High Schools

		Beating the Odds		Low Performing		Percent Poverty		Percent English		Percent African		Percent Hispanic		Middle		Constant		Observations	R-squared		
		Coefficient	SE	Coefficient	SE	Coefficient	SE	Coefficient	SE	Coefficient	SE	Coefficient	SE	Coefficient	SE	Coefficient	SE				
RESOURCE LEVELS	Staff per Pupil	1 Certified Staff per 100 pupils	0.006	0.008	0.002	0.008	0.044	(0.006)***	-0.012	0.012	-0.041	(0.010)***	-0.045	(0.007)***	-0.012	(0.002)***	0.064	(0.002)***	2189	0.0428	
		2 Teachers per 100 Pupils	-0.006	0.008	0.002	0.008	0.041	(0.006)***	-0.012	0.011	-0.04	(0.010)***	-0.042	(0.007)***	-0.01	(0.002)***	0.058	(0.002)***	2189	0.0399	
		3 Administrators per 100 Pupils	0	0.001	0	0.001	0.003	(0.001)***	-0.001	0.001	-0.002	(0.001)***	-0.002	(0.001)***	-0.001	(0.000)***	0.003	(0.000)***	2189	0.0132	
		4 Pupil Support Staff per 100 Pupils	0	0.001	0	0.001	0	0.001	0	0.001	0.001	0.001	-0.001	0.001	-0.001	(0.000)***	0.003	(0.000)***	2189	0.0088	
		5 Classified Staff per 100 pupils	-0.006	0.008	0	0.008	0.071	(0.006)***	-0.026	(0.012)**	-0.042	(0.010)***	-0.053	(0.007)***	-0.011	(0.002)***	0.073	(0.002)***	2170	0.0664	
		6 Paraprofessionals per 100 pupils	0	0.003	0.001	0.003	0.015	(0.002)***	-0.006	0.004	-0.007	(0.004)**	-0.01	(0.002)***	0	0.001	0.007	(0.001)***	2170	0.0215	
		7 Clerical Office Staff per 100 pupils	-0.001	0.001	0.001	0.001	0.005	(0.001)***	-0.002	0.001	-0.001	0.001	-0.003	(0.001)***	-0.002	(0.000)***	0.006	(0.000)***	2170	0.0695	
		8 Other Classified staff per 100 pupils	0	0.001	-0.001	0.002	0.014	(0.001)***	-0.004	0.002	-0.007	(0.002)***	-0.01	(0.001)***	-0.002	(0.000)***	0.01	(0.000)***	2170	0.063	
	Education & Experience	9 Education	-0.037	0.057	-0.107	(0.061)*	-0.46	(0.046)***	-0.035	0.086	-0.358	(0.074)***	0.108	(0.050)**	0	0.016	17.501	(0.017)***	2189	0.1164	
		10 Teachers: Average Total Years of Experience in Education	0.37	0.512	-0.807	0.548	0.757	(0.412)*	-1.01	0.775	-7.414	(0.669)***	-3.393	(0.449)***	-0.452	(0.145)***	14.819	(0.153)***	2189	0.1335	
		11 Teachers: Average Total Years of Experience in District	0.817	(0.481)*	-0.379	0.515	1.01	(0.388)***	-0.597	0.729	-6.162	(0.629)***	-2.292	(0.422)***	-0.326	(0.136)**	11.459	(0.144)***	2189	0.0735	
		12 Administrators: Average Total Years of Education	0.15	0.116	-0.156	0.126	-0.389	(0.102)***	-0.416	(0.182)**	0.059	0.163	0.395	(0.105)***	0.172	(0.034)***	18.183	(0.035)***	2103	0.0231	
		13 Administrators: Average Total Years of Experience in Education	0.55	1.052	-0.986	1.143	-0.476	0.927	-2.077	1.654	-5.198	(1.482)***	0.001	0.957	-0.326	0.304	19.741	(0.322)***	2103	0.0151	
		14 Administrators: Average Total Years of Experience in District	1.074	1.082	1.329	1.176	0.321	0.953	0.66	1.702	3.197	(1.525)**	1.649	(0.985)*	-0.607	(0.313)*	11.729	(0.331)***	2103	0.0138	
RESOURCE RATIOS	Experience : Education	15 Average Class Size: Core Subjects*	13.998	(4.502)***	-2.394	4.822	-34.955	(3.790)***	-6.604	6.997	23.659	(5.982)***	36.378	(4.010)***	15.21	(1.280)***	133.674	(1.353)***	2165	0.0968	
		16 Average Class Size: Electives*	16.993	(7.181)**	13.43	(7.698)*	-27.196	(6.126)***	-25.436	(11.282)**	20.356	(9.699)**	59.978	(6.437)***	42.759	(2.048)***	150.242	(2.163)***	2144	0.2101	
		17 Teachers: Total Years of Experience per Total Years of Education	0.023	0.029	-0.043	0.031	0.062	(0.023)***	-0.063	0.044	-0.415	(0.038)***	-0.198	(0.025)***	-0.025	(0.008)***	0.847	(0.009)***	2189	0.1272	
		18 Administrators: Total Years of Experience per Total Years of Education	0.019	0.057	-0.043	0.062	0.004	0.05	-0.107	0.09	-0.297	(0.081)***	-0.022	0.052	-0.028	(0.017)*	1.084	(0.018)***	2103	0.0147	
	Distribution of staff across major assignments	19 Pupil Support Staff: Total Years of Experience per Total Years of Education	-0.044	0.066	-0.03	0.071	0.149	(0.064)**	-0.208	(0.114)*	-0.051	0.096	-0.046	0.063	-0.067	(0.020)***	0.908	(0.021)***	1877	0.01	
		20 Share of Total Staff who are Teachers	-0.006	0.006	-0.005	0.007	0.002	0.005	-0.01	0.01	-0.031	(0.008)***	0.001	0.006	0.01	(0.002)***	0.894	(0.002)***	2189	0.0234	
		21 Administrators	0	0.004	0	0.005	0.016	(0.003)***	-0.001	0.006	-0.011	(0.006)**	-0.01	(0.004)***	0.001	0.001	0.053	(0.001)***	2189	0.0124	
		22 Share of Total Staff who are Pupil Support Staff	0.006	0.005	0.005	0.005	-0.018	(0.004)***	0.011	0.007	0.042	(0.006)***	0.008	(0.004)**	-0.01	(0.001)***	0.053	(0.001)***	2189	0.0586	
		School Capacity to Support Teachers	23 Teachers per Administrator	0.595	1.533	-0.025	1.666	-5.65	(1.351)***	-0.468	2.411	1.814	2.161	4.75	(1.395)***	-0.889	(0.443)**	18.923	(0.469)***	2103	0.0157
			24 Teachers per Pupil Support Staff	-2.469	2.734	-3.582	2.976	3.297	2.669	0.603	4.735	-7.88	(3.985)**	-3.744	2.639	4.959	(0.820)***	18.869	(0.859)***	1877	0.0272
			25 Administrators per Pupil Support Staff	-0.136	0.192	-0.151	0.208	0.811	(0.187)***	-0.407	0.332	-0.72	(0.279)***	-0.443	(0.185)**	0.293	(0.057)***	1.082	(0.060)***	1877	0.032
			26 Paraprofessionals per Teachers	0.024	0.017	0.029	0.019	0.092	(0.014)***	-0.001	0.027	-0.019	0.023	-0.044	(0.015)***	0.035	(0.005)***	0.115	(0.005)***	2170	0.0636
			27 Share of Teaching Staff providing Mentoring Support	-0.004	0.005	-0.021	(0.005)***	0.01	(0.004)**	0.044	(0.008)***	0.027	(0.007)***	-0.014	(0.004)***	0.002	0.001	0.007	(0.001)***	2189	0.0537
			28 Share of Teaching Staff providing Instructional Support	-0.001	0.002	-0.004	(0.002)*	0.008	(0.002)***	0.001	0.003	-0.006	(0.003)*	-0.005	(0.002)**	0.004	(0.001)***	0.001	0.001	2189	0.039
			29 Administrators + Clerical Office Staff per Principal	2.607	(0.919)***	4.542	(0.965)***	-6.194	(0.839)***	2.025	1.484	6.543	(1.298)***	9.784	(0.839)***	-7.169	(0.266)***	11.246	(0.278)***	1971	0.3654
		Instructional Emphasis	30 Share of Total Teachers who teach CORE subjects*	-0.003	0.016	0.045	(0.017)***	-0.064	(0.013)***	0.011	0.025	0.011	0.021	0.077	(0.014)***	0.07	(0.005)***	0.552	(0.005)***	2189	0.1202
			31 Share of Total Teachers who teach ELECTIVE subjects*	0.016	(0.008)*	-0.008	0.009	-0.079	(0.007)***	-0.006	0.013	-0.043	(0.011)***	-0.006	0.007	-0.032	(0.002)***	0.247	(0.003)***	2189	0.2771
			32 Elective Teachers per Core Teachers*	0.029	0.036	-0.03	0.039	-0.1	(0.031)***	-0.002	0.056	-0.122	(0.048)**	-0.073	(0.032)**	-0.077	(0.010)***	0.457	(0.011)***	2165	0.0816
		Teacher Status & Chrcstcs.	33 Share of Total Teachers designated as Probationary or Temporary	-0.105	(0.026)***	-0.06	(0.028)**	-0.017	0.021	0.071	(0.039)*	0.354	(0.034)***	0.082	(0.023)***	-0.021	(0.007)***	0.218	(0.008)***	2189	0.0795
34 Share of Total Teachers with Tenure	-0.022		0.032	-0.148	(0.034)***	-0.071	(0.026)***	0.014	0.049	-0.533	(0.042)***	-0.234	(0.028)***	0.037	(0.009)***	0.797	(0.010)***	2189	0.2109		
35 Credentials	0.014		0.012	-0.079	(0.013)***	0.024	(0.010)**	-0.056	(0.018)***	-0.259	(0.016)***	-0.117	(0.011)***	0.018	(0.003)***	0.977	(0.004)***	2189	0.28		

Appendix 4. Overall averages for BTO and LP schools

Variable/ Resource Category	Variable Description	BTO Schools	LP Schools	Other Public Schools
	Number of Observations	103	113	7,312
	Average School Size	1248	1103	775
	2005 Percent Poverty	55.97	77.23	50.93
	2005 Percent English Learners	28.86	39.14	25.36
	2005 Percent African American	7.73	23.04	7.16
	2005 Percent Hispanic	53.48	54.68	43.28
	Age of School	155.34	134.63	110.28
RESOURCE LEVELS	1 Certified Staff per 100 pupils			
	2 Teachers per 100 Pupils	4.75	4.79	5.07
	3 Average Class Size	21.1	20.9	19.7
	4 Administrators per 100 Pupils	0.31	0.27	0.29
	5 Pupil Support Staff per 100 Pupils	0.16	0.23	0.18
	6 Classified Staff per 100 pupils			
	7 Paraprofessionals per 100 pupils	1.17	0.89	1.15
	8 Clerical Office Staff per 100 pupils			
	9 Other Classified staff per 100 pupils			
	10 Teachers: Average Total Years of Education	17.23	17.09	17.27
	11 Teachers: Average Total Years of Experience in Education	12.59	10.71	12.92
	12 Teachers: Average Total Years of Experience in District			
	13 Administrators: Average Total Years of Education	18.28	17.93	18.3
	14 Administrators: Average Total Years of Experience in Education	21.06	17.05	19.79
	15 Administrators: Average Total Years of Experience in District			
	16 Average Class Size: Kindergarten Self Contained Classrooms	19.49	20.4	21.58
	17 Average Class Size: Grades 1 - 3 Self Contained Classrooms	19.73	19.82	20.14
	18 Average Class Size: Grades 4 - 5 Self Contained Classrooms	29.31	29.76	30.43
	19 Average Class Size: Core Subjects*	130.61	94.82	90.67
	20 Average Class Size: Electives*	195.25	204.9	197.96
RESOURCE RATIOS	21 Teachers: Total Years of Experience per Total Years of Education	0.73	0.63	0.75
	22 Pupil Support Staff: Total Years of Experience per Total Years of Education	0.86	0.8	0.84
	23 Administrators: Total Years of Experience per Total Years of Education	1.15	0.95	1.08
	24 Share of Total Staff who are Teachers	0.91	0.91	0.92
	25 Share of Total Staff who are Administrators	0.06	0.05	0.05
	26 Share of Total Staff who are Pupil Support Staff	0.03	0.04	0.03
	27 Teachers per Administrator	17.91	19.63	20.68
	28 Teachers per Pupil Support Staff	16.99	23.62	25.8
	29 Administrators per Pupil Support Staff	0.97	1.4	1.34
	30 Paraprofessionals per Teachers	0.24	0.19	0.21
	31 Share of Teaching Staff providing Mentoring Support	0.01	0.01	0.01
	32 Share of Teaching Staff providing Instructional Support	0.01	0.02	0.02
	33 Administrators + Clerical Staff per Principal			
	35 Share of Total Teachers who teach CORE subjects*	0.25	0.25	0.21
36 Share of Total Teachers who teach ELECTIVE subjects*	0.09	0.05	0.06	
37 Elective Teachers per Core Teachers*	0.3	0.14	0.19	
38 Share of Total Teachers designated as Probationary or Temporary	0.17	0.27	0.22	
39 Share of Total Teachers with Tenure	0.53	0.54	0.69	
40 Share of Total Teachers with Full Credentials	0.93	0.88	0.95	
DISTRICT RESOURCES	FTE Administrators	1.34	1.24	0.80
	FTE Teachers	1.11	1.17	0.62
	FTE Pupil Support Staff	1.95	2.49	1.14
	FTE Administrators - Charter Adjusted	1.35	1.25	0.80
	FTE Teachers - Charter Adjusted	1.11	1.18	0.63
	FTE Pupil Support Staff - Charter Adjusted	1.97	2.50	1.14