

College and Career Readiness} Promising practices from odds-beating secondary schools: Methods and Procedures Report

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OVERVIEW OF THE STUDY

Rationale

High quality public education for ethnically and linguistically diverse and economically-disadvantaged (i.e. “critical needs”) students has been a goal in U.S. public schools for the past several decades. Although federal legislation (e.g., the No Child Left Behind Act, 2001; Every Student Succeeds Act, 2015) and related policy changes at the state levels have provided incentives for educators to account for improving academic performance among these students, achievement gaps have persisted, and they have led to renewed efforts for change.

However, improvement initiatives designed to close achievement gaps generally target the performance of individual teachers (e.g. Race-to-the-Top’s Annual Professional Performance Reviews), individual students’ academic performance via high stakes standardized assessments, and individual schools, rather than school systems.

Recent concerns for qualities of instructional leadership and the distribution of that leadership in schools calls for more attention to parent/family and community partnerships and social and emotional well-being of youth as well as the import of culturally-responsive school cultures, climates, and pedagogies in the improvement of diverse student outcomes (Lawson, Durand, Wilcox, Gregory, Schiller, & Zuckerman, 2017). Assessments and interventions for struggling students within schools and across schools are also of import. These concerns and calls have provided several foci for the current study. Therefore, this study highlights the following lines of inquiry:

1. Instructional leadership especially inclusive-facilitative leadership
2. Parent/family and community engagement
3. Organizational capacity for academic, social, and emotional needs of diverse youth
4. School culture and climate – particularly aspects that are culturally-responsive
5. Culturally-responsive curriculum and instruction
6. Assessment and interventions for struggling students
7. Cradle-to-career systems for diverse youth

Theoretical Framing

This study is structured to consider the ways processes and practices in different parts of a system (e.g. classrooms, schools, and districts) inter-relate and with special interest in how the several parts of the system interact to produce student outcomes, both intended-desirable ones and unintended, sub-optimal ones.

Social ecological theory (Bronfenbrenner, 2009) guides this research. From a social ecological perspective, proximal (most direct) processes and distal ones are related. These are enacted in systems nested within others (e.g. micro-level systems such as classrooms nested within exo-level systems such as schools) and each is understood to have variable impacts on individual and group outcomes. From this perspective, the affordances of the context and the ways individuals and collections of individuals interact within their environments over time are of import.

A complementary theoretical lens offered by performance adaptation theory offers insight into how organizations adapt. Performance adaptation theory highlights phenomena that occur during workplace changes including the level of change (individual, team, or unit); the adaptive process mechanisms triggered during change (cognitive, affective/motivational, behavioral), and the qualities of task complexity changes (component, coordinative, or dynamic) (see Figure 1) (Baard, Rench, & Kozlowski, 2014). Baard et al. (2014) define performance adaptation as: “the cognitive, affective, motivational, and behavioral modifications made in response to the demands of a new or changing environment or situational demands” (p. 50).

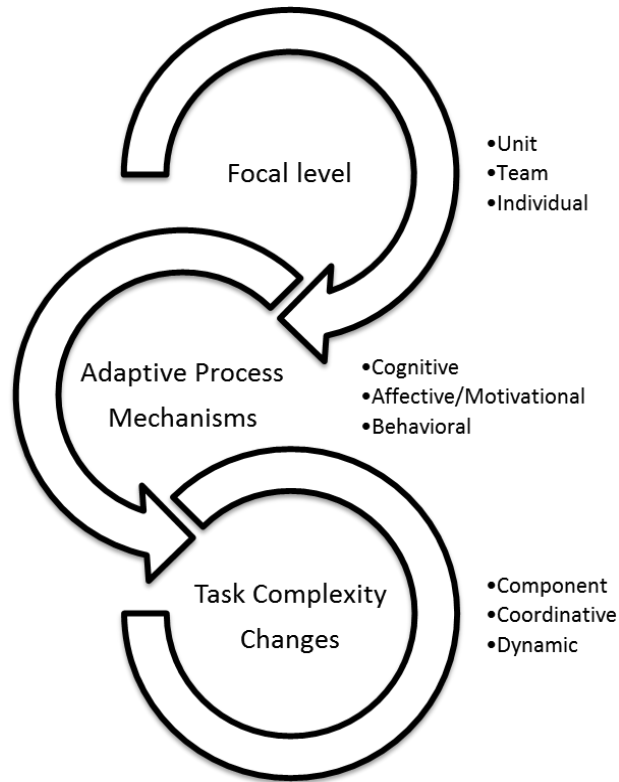


Figure 1. Factors related to performance adaptation

Drawing on recently-completed studies, the research team has discovered that performance adaptation theory provides a relevant complementary lens for social ecological theory. Mirroring a focus in the current study, these recent studies focused on how educators adapted to diverse student needs and changing policy demands, including the new workforce competencies needed and innovative organizational capacities such as data-informed decision-making and innovation implementation abilities. We were especially drawn to aspects of performance adaptation theory that focus attention on the units of supports in place (e.g. individual teachers, teams of teachers, and school- and district-wide supports to ease adaptation challenges). We found the understandings of the qualities of the “unit” of action and change in the investigation of schools during times of change and accompanying innovation to be undertheorized in the school improvement scholarship (Wilcox, Lawson, & Angelis, 2017).

In addition, performance adaptation theory's attention to the qualities of process mechanisms to support adaptations, particularly the emphasis on affective/motivational ones (i.e. goal orientations, self-efficacy, the emotions associated with all major changes, and anxiety), provided a helpful lens for this investigation. For example, while some scholars have focused on issues such as self-efficacy of teachers and to educators' experiences of anxiety associated with meeting new demands, what affords goal orientations has received little attention in the research. Prior research has focused primarily on individuals as agents, rather than as groups of individuals (teams, professional learning communities). We have learned from this research that collective agency, efficacy, engagement, and emotional resilience prove as valuable drivers for adaptation and improvement in better-performing schools (Wilcox & Lawson, in review)

Finally, performance adaptation theory's attention to task complexity change issues, particularly those defined as "coordinative" and "dynamic" (i.e. the tasks that require linkages and sequencing of cues and actions to meet an aim) that would be expected to be of import in contexts requiring considerable adaptation. Several researchers have drawn upon theories and frameworks that consider the social, cultural, and ecological aspects of schools and districts and focused specifically on practices referred to as culturally-responsive or culturally-sustaining, which address some of these "coordinative" and "dynamic" challenges. However, no research to our knowledge has attempted to explain how all three task complexity issues explicitly are addressed and by whom in contexts where diverse students are achieving above-predicted levels.

Research Questions

Rooted in this theoretical orientation, this study was structured to address the following overarching research question. **What accounts for the odds-beating schools' comparatively better graduation outcomes among economically disadvantaged, African-American/Black, Hispanic/Latino and English Language Learner youth?**

This question opened the door to seven sub-questions:

- (1) What are the approaches, strategies, and competencies for school leadership and management, instructional supervision, and inclusive-facilitative leadership in these schools? Who is responsible for developing, aligning, improving, and sustaining them, and how do these individuals do this work?
- (2) What is the nature of parent/family and community agency engagement to support youth success in these schools? Who is responsible for developing aligning, improving, and sustaining it, and how do these individuals do this work?
- (3) What are the characteristics of organizational capacity (e.g. use of resources, staffing, processes, school-community agency partnerships) to meet critical needs students' academic, social, and emotional needs in these schools. Who is responsible for developing aligning, improving, and sustaining this capacity and how do these individuals do this work?

- (4) What is the nature of the school culture (i.e. norms, values, and beliefs) and climate (i.e. interpersonal relationships, safety, atmosphere) in these school? Who is responsible for developing aligning, improving, and sustaining it, and how do these individuals do this work?
- (5) To what extent and how do educators (e.g. instructional leaders: district leaders, principals, instructional coaches, and mentors; teachers, support staff) provide guidance in service of culturally responsive and innovative curricula, instruction, and both in-school and out-of-school support services; and how do these individuals do this work?
- (6) What measures (e.g. procedures, interventions, assessments) do educators use to ensure that critical needs students are systematically assessed, and their needs addressed—with a priority for their equitable treatment, social inclusion, and social integration? Who is responsible for this work and how do these individuals do this work?
- (7) What characteristics of a cradle-to-career education system, specially adapted to the characteristics of students served (particularly critical needs ones), do these schools exhibit? Who is responsible for this work and how do these individuals do this work?

Methods

Sample Selection

This study explores how district and school leaders and other educators have approached serving critical needs students (i.e., students growing up in poverty, African-American, Hispanic/Latino, and English language learners) with a focus on preparing them for college or a career. This mixed-methods study compares practices and policies in schools with better-than-expected student outcomes to those performing as expected given the populations of students served. The first set of schools is referred to as “odds-beaters” and the second set “typical performers.”

This section of the methodology report describes the process of identifying and sampling odds-beating and typically performing schools for this study of high schools serving populations of critical needs students. The first section of explains the indicators of college or career readiness selected as student outcomes for this study. The next section describes the demographic characteristics used as indicators of “critical needs” populations. Then, the procedures used to estimate “expected” student outcomes based on the selected demographic characteristics and then classify a set of schools as “odds beating” and another set as “typically performing.” The final section describes the process of selecting a pool of schools from each category to potentially recruit to participate in this study. The process resulted in selection of

seven odds-beating schools and three typically performing schools that ultimately participated in the study.

Indicators of Graduates Being College or Career Ready

In New York State, students' mastery of the State Learning Standards is assessed using the New York State Regents Examinations.¹ In order to earn a high school diploma, a student must earn a minimum of 22 credits allocated across specified sets of courses and pass at least five Regents Examinations.² Students meeting these minimum requirements receive a Regents diploma.³ A subset of high school graduates who pass three additional Regents Examinations, often requiring completion more advanced coursework, receive an Advanced Regents diploma.

Both types of Regents' diplomas are used in identifying odds-beating and typically-performing schools because they both indicate the extent to which a high school produces graduates who are ready for college or career. However, higher rates at which graduates earn an advanced Regents diploma indicate high schools with greater academic press (i.e., more rigorous course taking).⁴ Hence, both are useful measures of the extent to which schools produce graduates who are college and career ready.

The graduation rates used in this study are the percentages of a 9th grade cohort that earned a Regents diploma or an advanced Regents diploma either four or five years later. The rates at which graduates earn regular or advanced Regents' diplomas were obtained from the New York State Department of Education's Graduation Rate Database for 2014-15 and 2015-16. Regents' diploma rates were obtained for three successive cohorts of 9th graders – 2010, 2011 and 2012.

For the most recent cohort, we used the proportion of 2012 9th graders who earned a regular or advanced Regents' diploma by May 2016 (i.e., "on-time" graduates). For the middle cohort, we used the proportion of 2011 9th graders who completed a regular or advanced Regents diploma by August 2015 (i.e., "summer" graduates). This looser definition of "graduate" allows for students who needed to complete a few additional credits or other requirements over the summer following their fourth year in high school.

For the earliest cohort, we used the proportion of 2010 9th graders who earned a regular or advanced Regents diploma by May 2015 (five years after entering high school), which considers that some students move through high school at a slower rate than the allotted four years. For example, students who enter high school with limited English proficiency are often

¹ More information about the New York State Learning Standards available at the New York State Education Department (<http://www.p12.nysed.gov/ciai/standards.html>).

² More information about the New York State Graduation Requirements available at the New York State Education Department (<http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements>).

³ New York State allows districts to award a "local diploma" for students who are English Language Learners or students who have disabilities and Individualized Education Plan (IEP). However, these completers are generally not considered prepared to enter a state college or university.

⁴ We explored using Regents' exam scores for various subjects as student outcomes but elected to use Regents' diploma rates because they provide a more holistic indicator of graduates' college and career readiness.

delayed in starting to take Regents exam.⁵ Also, New York State’s school accountability classification is based on five-year graduation rates.

Generally, a school’s rate at which graduates earn advanced Regents diplomas is not affected by lengthening the window for a 9th grade cohort to do so; students earning these diplomas rarely have difficulty completing the requirements for a regular Regents diploma in four years and do not delay graduating to get the “advanced” designation. However, critical needs populations often need additional time to complete the minimum requirements for a Regents diploma. By varying the window for a 9th grade cohort to earn a diploma, we recognize schools that graduate cohorts on-time while also acknowledging that not all students are able to progress at the same rate through the high school curriculum.

Indicators of Success Serving Critical Needs Populations

NYKids studies are based on the premise that schools differ in the challenges to academic success that educators encounter due to the populations that they serve. Some schools, however, are more successful at meeting the needs of their students, reflecting the saying that “demography is not destiny.” The purpose of NYKids studies is to uncover what leaders and educators in these schools with better than expected outcomes may be doing to “beat the odds.” For the current study, “critical needs populations” are students living in poverty, those from historically disadvantaged ethnic minorities, and those who are linguistically disadvantaged.

In addition to overall rates of cohorts earning Regents’ diplomas, the New York State Department of Education’s Graduation Rate Database for 2014-15 and 2015-16 provides information on the rates at which four key subgroups – economically disadvantaged, English language learners (ELL), African-Americans and Latino/Hispanics – earn each type of diploma. Students who are “economically disadvantaged” are defined by the state as belonging to families that receive some form of public assistance⁶ (NYSED Glossary). New York State classifies students as ELL based on assessments of language proficiency⁷ (NYSED Glossary). In addition to differences in overall rates of earning Regents’ diplomas, we also seek to identify schools that are more successful than expected with these four sub-populations.

Estimating “Expected” Graduation Rates

Regression analysis was used to estimate “expected” Regents’ diploma rates as a function of the demographic characteristics of schools’ student populations. The dependent variables for these regression models were the proportion of a 9th grade cohort who (a) earned either type of

⁵ Educators at one odds-beating high school in this study (Freeport) reported providing bilingual Spanish-language courses in subjects where the Regents examination has been translated into Spanish to allow English language learners to take the examination when English-speakers would do so.

⁶ The New York State Department of Education defines economically disadvantaged students as “those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.”

⁷ The New York State Department of Education defines “English Language Learners” as “those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner’s Regulations. These students are also referred to as Limited English Proficient (LEP).

Regents diploma⁸ and (b) earned an advanced Regents diploma. For each cohort, five regression models are estimated for each Regents diploma type – for all students and each of the four critical needs subgroups specified above – for total of 30 regression analyses (Table 1).

Table 1: Overview of Regression Analysis			
	Cohort – Graduation Year		
	<i>2012 Cohort Four-Year (May)</i>		
Student Subgroup	# of Schools	R-square Any Regents Diploma	R-square Advanced Regents
All	1182	0.533	0.599
Black	614	0.214	0.353
Hispanic	698	0.327	0.388
Economically Disadvantaged	1129	0.219	0.424
English Language Learner	320	0.232	0.234
	<i>2011 Cohort Four-Year (August)</i>		
All	1166	0.538	0.603
Black	585	0.207	0.358
Hispanic	685	0.316	0.409
Economically Disadvantaged	1115	0.224	0.425
English Language Learner	333	0.286	0.332
	<i>2010 Cohort Five-Year</i>		
All	1152	0.531	0.604
Black	563	0.219	0.371
Hispanic	648	0.344	0.410
Economically Disadvantaged	1106	0.200	0.411
English Language Learner	329	0.198	0.287

The population used in these regression analyses was all traditional public schools in New York State with graduate rates for all students or for a given subgroup. Charter schools were not included because they are subject to different governance structures and to be consistent with prior NYKids studies. However, New York City was included in these analyses to ensure sufficient numbers of schools serving critical needs populations, particularly English Language Learners. The number of high schools with cohort graduation rates for all students ranged from 1,152 in 2010 to 1,182 in 2012 (Table 1). Over 95% of these high schools also had graduation rates for economically disadvantaged students. Around 50-60% of schools had sufficient numbers of African America or Latino/a graduates for subgroup rates to be included in publicly available data base.⁹ In contrast, approximately 330 (28%) schools had graduation rates for English Language

⁸ Without combining the two types of Regents’ diplomas, a school with a high rate of advanced Regents’ diplomas could be treated as equivalent to one with a high dropout rate although obviously the two schools have very different student outcomes.

⁹ To ensure confidentiality for students, the New York State Department of Education does not publish data for subgroups with fewer than five students.

Learners.

The same three independent variables were used in all the regression analyses, which were the proportion of students who are identified as economically disadvantaged, the proportion classified as English language learners, and the proportion identifying as either African-American or Latino/Hispanic.¹⁰ As is standard practice when conducting regression analyses with proportions, all of the variables were converted into logits (Weisberg, 1985). The models included cubic functions for each independent variable because preliminary analysis indicated that they had curvilinear relationships with the dependent variables. Weights were used to reduce the influence on the models of unstable proportions based on small numbers of students in a given school.¹¹ In general, these regression models accounted for up to 60% (R-square = .600) of the variation in schools' rates of a cohort earning any or an advanced Regents diploma. The regression models' predictive power were somewhat weaker for the subgroups, but still adequate for calculating expected rates that cohorts receive Regents diplomas.

The coefficients (available upon request) for each model were used to calculate the expected (or predicted) outcome (or rate) for each school in a given regression analysis. The difference between each school's actual and predicted outcome was then calculated to determine the performance gap for a particular measure (i.e., any or advanced Regents diploma) and sample (e.g., all schools or those with ELLs). To compare the performance gaps across models, the differences between the actual and expected outcomes for a given regression analysis were standardized to have a mean of 0 and standard deviation of 1. For example, a school with a standardized score (also known as a "Z-score") of 0 performed as expected for a given outcome and subgroup based on its demographic composition. In contrast, a school with a score of 1 had a positive actual-expected gap that was in the top 17% (i.e., 1 standard deviation above 0) of the schools in the analysis. Because the gaps are standardized, schools' relative performance is comparable across the regression analyses.

Classifying Schools as "Odds-Beating" or Typically Performing"

The overall performance gap for each school was calculated by averaging these standardized gaps (or Z-scores) across the regression analyses. Approximately 120 (10%) of schools had 30 scores to be averaged because they had data for all subgroups for each of the three cohorts. If a school was not included in a subgroup analysis (e.g., had no ELL data for the 2010 cohort), then the overall performance gap was calculated by averaging across the subgroups for which gaps could be estimated. These average scores are interpreted similarly to the outcome-subgroup gaps. Schools with an overall score of 0 performed as expected on average and those with a score 1 were among those in the top 17% of public schools in the state. These overall scores indicate how well a school performed in producing college- and career-ready

¹⁰ Using separate indicators for proportion African-American and Latino/Hispanic was problematic due to large numbers of schools with one but not the other group. Regression diagnostics indicated more robust models using a combined indicator.

¹¹ Weights were calculated by dividing the number of students in a given school by the average number of students in schools for that analysis.

graduates relative to others in the state serving similar populations of students.

The overall scores were used to classify schools as either typically performing or odds-beating for the purposes of this study. First, only schools with Regents diploma data for at least one critical needs subgroup each year were classified, eliminating approximately 70 (6%) schools. Thus, the remaining 1,128 schools (about 60% located outside NYC) were classified based on results from 12 or more regression analyses. Schools with average scores between +/-0.30 were classified as “typically performing,” with 280 schools identified outside of NYC. The 116 schools with average scores over 0.8 were classified as “odds beating,” of which 40 were located outside of NYC. The goal of this study was to examine how the policies and practices in these two types of schools differed by visiting a small sample purposively selected to be diverse in geographic location. Table 2 provides the demographic and z-score for those schools selected for inclusion in the study.

Table 2: Graduation Performance and Demographics of the Sample Schools

School	z-score	Enrollment ¹²	Grade Span	Urbanicity	% Economically Disadvantaged ¹³	% ELL	% Hispanic Latino	% Black/ African-American	PPE ¹⁴
Alfred-Almond	1.28	198	7-12	Rural	42	0	1	0	\$18,497
Crown Point	1.53	77	K-12	Rural	62	0	0	0	\$21,644
Freeport	0.82	2,229	9-12	Suburban/Urban	66	16	64	29	\$22,314
Malverne	1.30	548	9-12	Suburban/Urban	51	3	22	57	\$30,539
Maple Grove	0.86	239	6-12	Rural	30	0	1	1	\$17,922
Port Chester	0.83	1,436	9-12	Suburban/Urban	69	18	77	6	\$19,941
Sherburne-Earlville	0.85	374	9-12	Rural	51	0	1	1	\$22,507
Average of the seven odds-beating schools	1.03	578	N/A	Rural (4) Suburban/Urban (3)	55	6	28	16	\$22,478
Average of the Three Typically Performing Schools ¹⁵	-0.18	357	N/A	Rural (1) Suburban/Urban (2)	61	4	8	15	\$22,260
NYS	N/A	N/A	N/A	N/A	55	9	26	17	\$23,361

Procedures for Field Teams

To ensure consistent data gathering across multiple sites, UAlbany PI or Co-I staff provided a 3-hour orientation for all field team leaders and coleaders. In this orientation, field team

¹² Grades 9-12 only

¹³ See definition at <https://data.nysed.gov/glossary.php?report=reportcards>.

¹⁴ Total per pupil expenditures as reported in the 2016-17 fiscal supplement

¹⁵ An average of the demographic characteristics for the group of typical performing high schools is presented instead of the characteristics of each school to conceal their identities.

researchers were presented with an overview of the study and guidance on the content and use of instruments to guide interviews, focus groups, classroom observations, summary interpretations of school visits, and collection of documentary evidence. Newer field researchers were partnered with experienced UAlbany PI or Co-I staff to shadow on at least one visit before collecting data themselves.

During the orientation, all the instrumentation was distributed in electronic formats and in a field manual. Researchers were strongly encouraged to review the manual's detailed descriptions of data collection procedures for all aspects of the school visits and use the manual as reference material during and after the site visits. After the training sessions, each field team was assigned a supervisor that was either the PI or one of the CO-Is on the study. This person oversaw the writing of the case study.

Data Collection

Once odds-beating schools and typically-performing schools were chosen, a recruitment protocol was followed, and school site visits arranged. A team of up to three people visited the sample schools for two days to conduct interviews and focus groups with the principal, teachers, and district leaders to explore classroom, school and district policies and practices that impact performance among the student groups. Interviews and focus groups were usually one hour in length and conducted by university faculty/researchers with the assistance of doctoral students—all of whom were certified by the Institutional Review Board for human subjects research. The interviews and focus groups were audiotaped with the consent of participants and a record was kept of responses using a laptop computer, so that the record would be accurate, and responses could be analyzed later. Each of the audio files were transcribed by doctoral students, all 309 individual participant names were stripped from the files, and these files were then stored on the university's password-protected server.

Data Sources

1. Interviews and focus groups with teachers and school and district leaders (see list below and appendix for complete protocols).
 - a. School Principal and/or Assistant Principal Interview
 - b. School Department Chairs (ELA, mathematics, science, social studies, fine arts) Focus Groups
 - c. School Support Staff Focus Group (School Psychologist, Social Worker, Nurse, Parent Liaison) Focus Group
 - d. School Guidance Counselor Interview or Focus Group
 - e. School Special Education Teacher Interview or Focus Group
 - f. School English New Language (ENL) Teacher Interview or Focus Group
 - g. School Mainstream Teacher (ELA, math, sci, ss, fine arts) Focus Group
 - h. School Building Leadership Team Focus Group
 - i. District Superintendent Interview
 - j. District Assistant Superintendent for Curriculum and Instruction Interview
 - k. District Director or Coordinator of Special Education or Director of Student/Pupil Services Interview

- l. District Director or Coordinator of Bilingual/ENL Education
 - m. District Director of Student Services Interview
 - n. District Director of Assessment or Data/Assistant Superintendent for Assessment Interview (if not Asst. Super)
 - o. District Director of Human Resources Interview
2. School tour
 3. Document collection
 4. School-wide survey

Sample Schedule

<i>Period</i>	<i>Day 1</i>	<i>Day 2</i>
1	9.Superintendent	2.Dept.Chairs
2	10.Assistant Superintendent	3.Support Staff Focus Group
3	11.Special Ed Director	OPEN
4	12.Bilingual/ENL Director	Lunch
	14.Director of Assessment (30 min)	7.Building Leadership Team
	15.Director of Human Resources (30 min) (or combined)	
5	Lunch/travel	7.Mainstream Teacher
6	1.School Principal or Asst. Principal Interview	4. Guidance Counselor
7	Tour of the school	6.Bilingual/ENL Teacher (30 min)
		5.Sped Teacher 30 min (or combined)
<i>If available</i>	13.Director of Student Services	Wrap up with Principal and liaison

Survey

A school culture survey was designed to explore how staff members perceived the quality of school life, their attitudes about cultural diversity, and relationships between members of the school community. Questions about relationships and culture, as well as their beliefs and attitudes asked participants to respond on a 6-point scale ranging from strongly agree to strongly disagree. For culture and attitudes, questions focused on the quality of relationships between leaders and educators, educators and their colleagues, educators and students, as well as among students. Additionally, participants answered

questions about how diversity is recognized and celebrated in the school. Questions on beliefs and attitudes also focused on diversity, as well as the role participants believed they had in the school and in helping student to succeed.

Those with instructional responsibilities reported on their instructional practices and responsiveness of these practices to diverse students. Questions asked participants to respond on a 5-point frequency scale ranging from every day or almost every day to rarely or never. For instructional practices, questions asked about the extent to which participants discuss, share or collaborate with colleagues regarding instruction. Questions on responsiveness to diverse students asked about how participants modify lessons or facilitate interaction between diverse students.

The survey was distributed electronically – on behalf of NYKids by school leaders – to all staff members one week prior to the two-day site visit and closed two weeks after the last day of the visit. The target sample included the following: (1) teachers (9-12 grade, any subject, full or part time); (2) instructional support professionals (e.g. short-term substitute, teacher aide, instructional coach); (3) school administrator; (4) student support professionals (e.g. guidance counselor, social worker, school psychologist); and (5) support staff (secretary, custodian, bus driver). To keep responses anonymous, identifying information was not collected.

The average response rate across all 10 schools in the case was 53%, the maximum 91% and the minimum 9%. The results of the survey should be interpreted with caution as those who responded to the survey self-selected to do so, which can bias the results. Additionally, the response rate for Freeport High School was so low that they should not be considered representative of the school as a whole and interpreted cautiously.

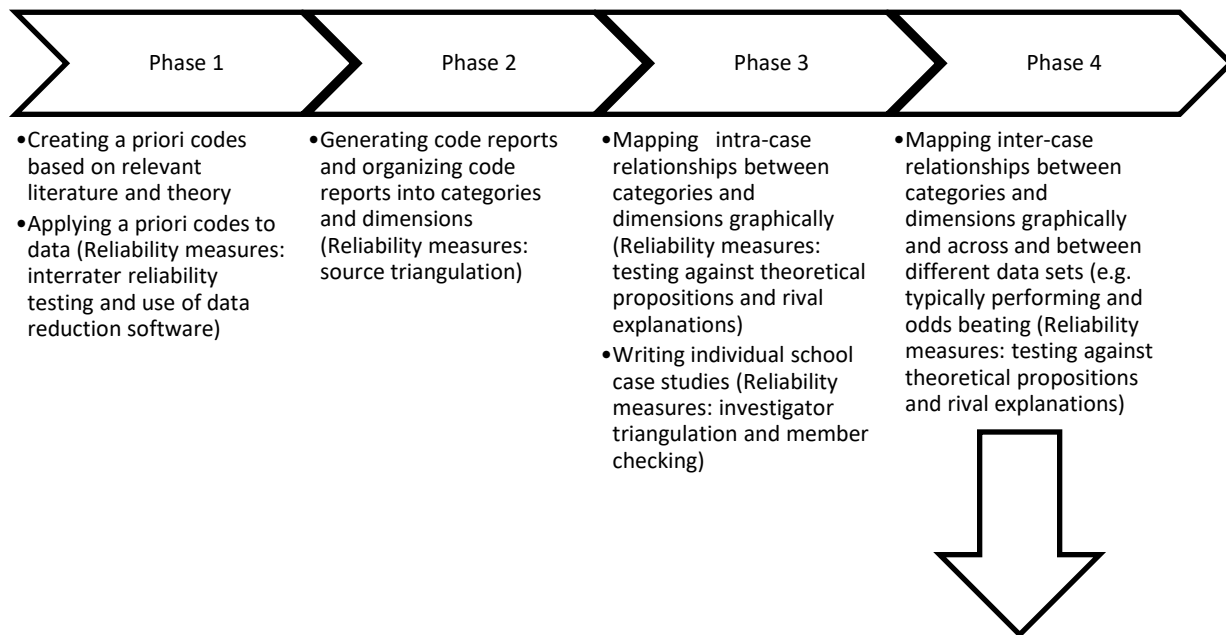
Table 3: Survey Response Rate by School	
School	Response Rate
Alfred-Almond Junior-Senior High School	45%
Crown Point Central School	66%
Freeport High School	9%
Maple Grove Junior/Senior High School	91%
Malverne High School	62%
Port Chester High School	49%
Sherburne-Earlville High School	49%
School 1 (Typically Performing)	72%
School 2 (Typically Performing)	43%
School 3 (Typically Performing)	47%
Study Average	53%
Study Maximum	91%
Study Minimum	9%

Data Analysis

Data, including interpretive memos crafted by the site team, were coded in phases beginning with a priori coding based upon the NYKids framework, which included major code categories pertaining to curriculum and academic goals; staffing, leadership, and capacity building; instructional programs and practices; monitoring and use of data; and recognitions,

interventions, and adjustments. From these analyses, researchers crafted individual school case studies (Yin, 2014). Each case study included a description of the school selection criteria, demographics, context, and the survey results. See Figure 1 for description of all phases of analysis.

In second and third cycles of coding, deductive, inductive, and abductive methods were used to code and reorganize the data. To facilitate coding, recoding, and pattern matching, qualitative software programs were utilized as in the first phase of coding. These procedures were used because deductive, inductive, and abductive processes were dialectical, not mutually-exclusive, and supportive of rigorous analysis that could both build from theory and generate new theoretical insights (Miles, Huberman, & Saldana, 2013; Miles & Huberman, 1994). In addition, the cross-case team utilized matrices and qualitative comparative analysis (QCA) procedures to address the degree of salience of particular aspects of the schools studied (Ragin, 2008). See Figure 1 for a matrix sample.



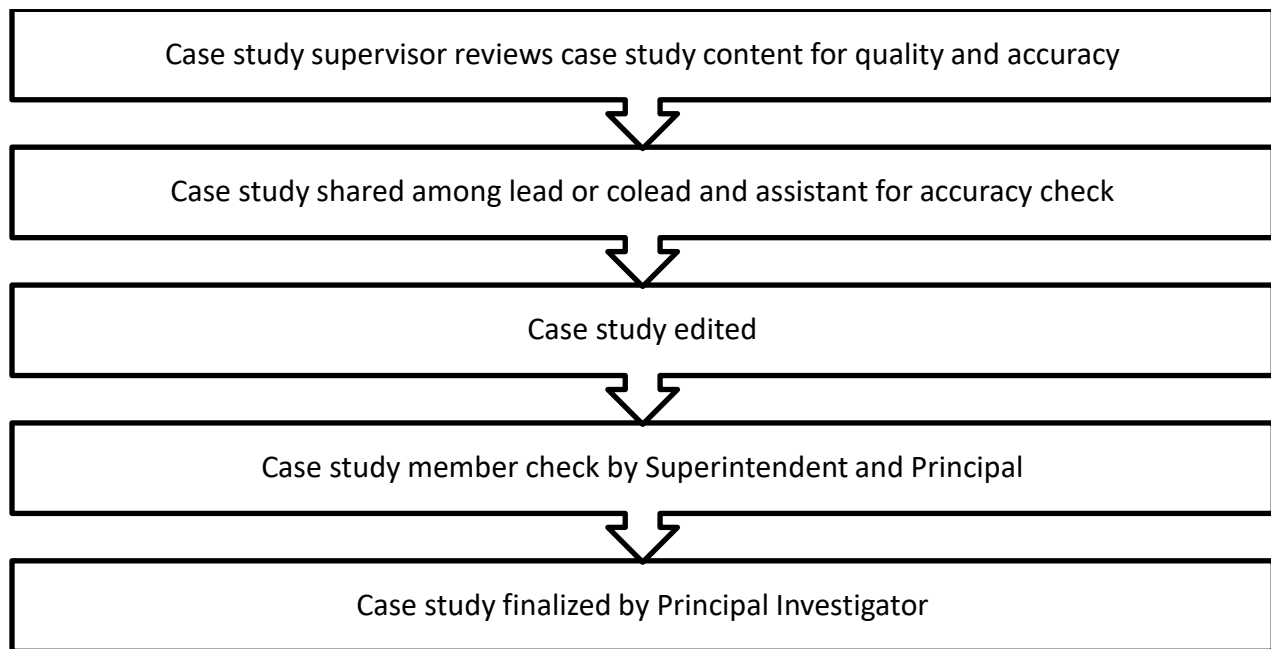


Figure 1. Phases of Analyses

As is recommended in qualitative case study designs, multiple methods to attend to credibility threats were used including a) peer review/debrief of the data and process (through interpretive memoing and research team periodic and final debriefs), b) data, investigator, theory, methodological (i.e. source) triangulation, c) identifying negative cases (or disconfirming evidence) through the use of such tools as data matrices, d) clarifying bias (i.e. reflexivity) through investigator memoing and debriefing, and e) member checking the accuracy of case study reports with superintendents and principals. If an inaccuracy was identified in the case report during member checking, the research team made the identified change.

Confidentiality and Ethics

With the permission of the superintendent and principal, schools and districts that exemplify odds-beating performance were identified by name. The principal and superintendent were referenced by title; other staff were referenced by role (e.g. district leader; school leader; support staff; teacher). Schools and districts that represent more typical practice were not identified by name but assigned a pseudonym. Consent of all participants and for the collection of documents were attained prior to data collection following Institutional Review Board guidelines for human subjects research.

To help coordinate interviews, organize interview space, and make other local arrangements, the study team conferred with an individual at each site to serve as a study liaison; the school district received an honorarium of \$700 for this help. Know Your Schools~for NY Kids housed in the University at Albany, the State Education Department and is funded by the State of New York.

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Appendix A
Summary of Study Participants and Data Inventory

	Typical 1	Malverne	Crown Point	Alfred Almond	Sherburne Earlville	Maple Grove	Port Chester	Freeport	Typical 2	Typical 3	Total
Data Sources											
Interviews	7	3	19	7	5	3	2	7	4	6	63
Focus Groups	7	9	3	3	6	6	13	6	6	9	68
Documents	5	10	9	16	13	7	6	6	4	1	77
School Tour	1	1	1	1	1	1	1	1	1	1	10
Interpretive Memos	1	1	1	1	1	1	1	1	1	1	10
Participants											
District Administrators											
Superintendent	1	1	1	1	1	1	1	1	1	1	10
Assistant Superintendent	0	1	0	0	1	0	0	0	0	1	3
Director of Curriculum	1	0	0	0	0	0	1	1	1	0	4
Director of SPED	0	1	1	0	1	1	1	1	1	0	7
Director of Pupil Support Services	1	0	0	0	0	0	0	0	0	1	2
Director of Bilingual/ENL	0	1	0	0	0	0	1	1	0	0	3
Other	1	0	2	2	0	0	2	1	3	0	11
TOTAL District Administrators	4	4	4	3	3	2	6	5	6	3	40
School Administrators											
Principal	1	1	1	1	1	1	1	1	1	1	10
Assistant Principal	2	2	0	0	1	0	3	4	0	1	13
Others	0	0	2	0	0	0	0	1	0	0	3
TOTAL School Administrators	3	3	3	1	2	1	4	6	1	2	26

Student Support Staff											
Psychologist	1	1	1	1	1	1	0	2	2	1	11
Counselor	3	3	1	3	2	2	7	3	2	2	28
Social Worker	2	1	0	0	1	0	0	3	0	1	8
Others	2	1	0	1	2	1	2	0	1	0	10
TOTAL Student Support Staff	8	6	2	5	6	4	9	8	5	4	57
Teachers											
ELA	2	3	2	1	3	2	5	1	4	3	26
Mathematics	1	2	1	1	1	2	2	1	2	3	16
Science	2	2	0	2	1	2	3	0	2	3	16
Social Studies	1	4	1	0	3	2	3	1	2	4	21
Others	2	3	6	2	3	5	9	4	2	8	45
TOTAL Teachers	8	14	10	6	11	13	22	7	12	21	124
Teacher Aides	1	0	2	2	0	0	2	0	0	0	7
Specialists											
AIS	2	0	1	1	0	0	0	0	0	0	4
Special Education	2	3	3	2	3	2	1	3	4	3	26
ESL	1	2	0	0	0	0	4	7	0	4	18
Others	3	0	2	0	0	0	1	1	0	0	7
TOTAL Specialists	8	5	6	3	3	2	6	11	4	7	55

Appendix B
School Principal and/or Assistant Principal Interview

Introductory Script

Hello, I'm _____ with the University at Albany's NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer:

School Interviewee(s) Name/Title:

1. *Please restate your name and position and how long you have been working in this school.
 - a. *What attracted you to this school?*
 - b. *What do you see as your most important roles and responsibilities?*
 - c. *How have your roles and responsibilities changed over the past few years if at all?*

2. *If someone from another school asked you to describe this school, what would you say?
 - In terms of*
 - a. *what is valued*
 - b. *the students*
 - c. *their parents/caregivers*
 - d. *the community*
 - e. *staff – their competencies, beliefs, behaviors*
 - f. *climate in the school.*

<LEADERSHIP AND GOAL SETTING>

3. *How do you define success?
 - a. *What challenges do you face in achieving success in this school?*
 - b. *Please describe any specific examples that you feel demonstrate how your school has achieved success particularly with students challenged by poverty?*
 - c. *Please describe any specific examples that you feel demonstrate how your school has achieved success particularly with students of different ethnic and linguistic backgrounds?*

4. How would you describe your leadership style?
 - a. *When you are charged with implementing something new, how do you proceed? (e.g. what kinds of things do you take into consideration?)*
 - b. *How do you get people in this school on board with making changes?*

5. What are the goals for this school?
 - a. *Please describe who establishes these goals and how that is done?*
 - b. *Are school goals related to district goals? If so, how?*
 - c. *How have these goals changed over time?*
 - d. *What are your top priorities?*

6. *Describe any reform or change in the past few years that has had a positive impact on your students.
 - a. *Who was involved with this reform or change?*
 - b. *How long has this reform or change been in place?*
 - c. *How do you determine its effectiveness?*
 - d. *What have been the major challenges to effective implementation?*
 - e. *How have you and/or others surmounted those challenges?*
<if not already mentioned>
 - f. *Please describe any examples of changes related specifically to students challenged by poverty?*
 - g. *Please describe any examples of changes related specifically to students of different ethnic and linguistic backgrounds?*

<STAFFING AND ORGANIZATIONAL CAPACITY>

7. What qualities do you look for in teachers at this school?
 - a. *How would you characterize your candidate pool?*
 - b. *What efforts do you make to retain good teachers?*
 - c. *What efforts do you make to ensure that novice teachers are supported?*
If mentoring is mentioned – please describe

8. *What kinds of professional development have you received and from whom over the past few years?
 - a. *Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
 - b. *Are your own needs for professional development being met?*
If mentoring is mentioned - please describe

<CURRICULUM AND INSTRUCTION>

9. How are curriculum and academic goals developed and revised in this school?
 - a. *What are the priorities for curriculum?*
 - i. *Who determines these priorities?*
 - b. *Who is involved in the development and revision process?*
 - i. *How is that done?*
 - c. *Please describe any ways the curriculum has been adapted for students challenged by poverty or students of different ethnic and linguistic backgrounds?*

10. How would you describe high-quality teaching?

<probe -mathematics, social studies, science, ELA, other specials>

 - a. *What rubrics or guides do you use to assess whether instruction is high quality? Please describe how these are used.*
 - b. *Please describe any ways instruction is adapted for students challenged by poverty or students of different ethnic and linguistic backgrounds?*

11. Please describe any instructional practices that are mandated or strongly encouraged? If so, what are they?
 - a. *Who is involved in deciding on these instructional practices?*
 - b. *How were these decided upon?*

- c. *How is instructional guidance provided to teachers in this school? (rubrics, tools?)*
 - i. *Please provide an example of instructional guidance you or others have provided in the past year?*

<INTERVENTIONS AND SPECIAL ARRANGEMENTS>

12. What procedures and measures are used to assess students' academic progress or social or emotional well-being?
<If a system for assessment is in place – please describe it>
- a. *Who is in charge of monitoring student needs and progress?*
 - b. *How are procedures and measures developed or chosen in this school?*
 - c. *How are these procedures and measures evaluated?*
 - d. *How, including how frequently, are data evaluated and used?*
 - e. *Please provide an example of how data has been used to address students' needs and progress.*
13. What efforts do you or others make to keep students, particularly those challenged by poverty or students of different ethnic and linguistic backgrounds, in school and engaged?
- a. *Please describe any special arrangements (e.g. class scheduling) that are made for students who have disengaged?*
 - b. *Please describe in what ways the efforts targeted to students challenged by poverty or students of different ethnic and linguistic backgrounds. differ from those for all students?*
14. Please describe any supplemental academic support services programs available to students (e.g. AIS).
- a. *What supplemental academic support services plans are in place for struggling students? Please describe.*
 - b. *What supplemental academic support services are in place for gifted students? Please describe.*
 - c. *How do you determine when supplemental academic support services are necessary?*
 - d. *How are decisions about academic support services made? At the district or school level?*
 - e. *How do you evaluate the effectiveness of supplemental academic support services?*
15. Please describe how 9th graders who show evidence of encountering difficulties academically, socially or emotionally are identified, supported, and monitored?
- a. *What kinds of data do you use?*
 - i. *How are data disseminated?*
 - b. *Please describe any programs or services that help 9th grade students challenged by poverty or students of different ethnic and linguistic backgrounds transition to high school?*
 - i. *In what ways do programs or services to aid transitions for these students differ from all other students?*
16. Please describe any transition programs or services for students to help them prepare for college or careers?
- a. *Who is responsible for them?*
 - b. *How do you evaluate the effectiveness of these programs/services?*
 - c. *What are the main challenges facing your school with regard to preparing students for college and career?*
Please describe any specific examples that you feel demonstrate how your school is addressing those challenges.
 - d. *What kinds of things do you do to prepare students for careers that do not require a college degree?*
To what extent are the district's career and technical education programs successful with students who are not interested in college?

17. *Please describe your policies with regard to retention.
 <check for availability in documents skip to prompts as needed>
- a. *How long has this policy been in place?*
 - b. *How do you determine its effectiveness?*
 - c. *What challenges do you face in implementing this policy if any?*
 - d. *How have you and/or others surmounted those challenges?*
18. *Please describe your policies with regard to suspension.
 <check for availability in documents skip to prompts as needed>
- a. *How long has this policy been in place?*
 - b. *How do you determine its effectiveness?*
 - c. *What challenges do you face in implementing this policy if any?*
 - d. *How have you and/or others surmounted those challenges?*
19. *Please describe any school-wide positive behavior programs.
 <check for availability in documents skip to prompts as needed>
- a. *How long has this policy been in place?*
 - b. *How do you determine its effectiveness?*
 - c. *What challenges do you face in implementing this policy if any?*
 - d. *How have you and/or others surmounted those challenges?*

<PARENT/FAMILY/COMMUNITY ENGAGEMENT>

20. *Describe any efforts you make to engage parents/caregivers.
- a. *Who is involved in this work?*
 - b. *How did it come about?*
 - c. *What outcomes do you seek from these efforts?*
 - d. *How would you describe the overall quality of the relationships between school employees and parents/caregivers?*
21. *Describe any community agencies (community-based health and social service providers) or organizations (churches, mosques, libraries, museums, colleges or universities) with whom you partner.
- a. *How did it come about?*
 - b. *Who is involved in sustaining this partnership?*
 - c. *What outcomes do you seek from these partnerships?*
 - d. *How do you evaluate the effectiveness of these partnerships?*
 - e. *What kinds of barriers do you encounter if any in partnering with outside organizations and how do you deal with them? Example?*
22. What is on your horizon here? or
 Are there any other special features of your r <name of> school that you would like to share related to preparing your students for college or career?

Thank you.

END

*Focus on these for Assistant Principal.

Appendix C
School Department Chair Focus Group

Introductory Script

Hello, I'm _____ with the University at Albany's NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- [If Focus Group]: While your responses are confidentially held by the researchers, please realize that there will be other focus group participants present during any comments you make you may or may not share information outside the focus group, including information that you may feel is sensitive or private.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer:

Interviewee(s) Name/Title (Note: content area specialty e.g. T1: ELA, T2: math, T3: science, T4: social studies, T5: other):

23. Please restate your name and position and how long you have been working in this school.
- a. *What attracted you to this school?*
 - b. *What do you see as your most important roles and responsibilities?*

<LEADERSHIP AND GOAL SETTING>

24. How do you define success?
- d. *What things do you need to do to achieve success?*
 - e. *What challenges do you face in achieving success in this school?*
 - f. *Please describe any specific examples that you feel demonstrate how your school has achieved success particularly for students challenged by poverty or students of different ethnic and linguistic backgrounds.*
25. Please describe the focus of any academic goal-setting done in this school over the past few years.
- a. *How are academic goals developed in this school?*
 - b. *Who is involved in the development process?*
 - c. *How do these goals relate to district goals?*
 - d. *Describe any process your district/school has to monitor how well it is meeting its goals.*
 - e. *What are your roles or responsibilities in doing this work?*

<CURRICULUM AND INSTRUCTION>

26. Describe any process your school has to develop and revise the curriculum.

- a. *What has prompted this work?*
- b. *Who is involved in the development and revision of the curriculum?*
- c. *How are vertical teams involved, if at all?*
 - i. *Are there any ways your district attempts to coordinate instruction across schools?*
- d. *Are there any ways the curriculum is adapted specifically for students challenged by poverty or students of different ethnic and linguistic backgrounds?*
- e. *What are your roles or responsibilities in doing this work?*
- f. *What has helped or hindered your curriculum development and revision work? Examples?*

27. How would you describe high-quality teaching?

<Probe - In mathematics, social studies, science, ELA, other specials>

- a. *What rubrics or guides do you use to assess whether instruction is high quality? Please describe how these are used.*
- b. *Please describe any ways instructional practices are adapted specifically for students challenged by poverty or students of different ethnic and linguistic backgrounds?*
- c. *How is instructional guidance provided to teachers in this school?*
 - i. *Please provide an example of instructional guidance you or others have provided in the past year?*

28. Are there any instructional strategies that are mandated or strongly encouraged here?

If so, what are they?

- a. *Who is involved in deciding on these instructional practices?*
- b. *How were these decided upon?*
- c. *How is instructional guidance provided to teachers in this school? (rubrics, tools?)*
 - i. *Please provide an example of instructional guidance you or others have provided in the past year?*

<SUPPORTS AND COLLABORATION>

29. How do you collaborate with other teachers or support staff?

- a. *Do these collaborations extend to other schools (e.g. the elementary and middle school)?*
- b. *How do you assess the value of those collaborations in your work?*
- c. *Does any of this collaboration extend to other schools in the district? If so, who is involved?*
- d. *What is the focus of this collaboration?*
- e. *How is collaboration supported and sustained? By whom?*
- f. *What outcomes do you want from these collaborations?*
- g. *Do you evaluate the effectiveness of these collaborations? Describe.*

<STAFFING AND ORGANIZATIONAL CAPACITY>

30. Describe any ways you have been provided support from school or district leaders in fulfilling your roles and responsibilities as department chairs.

- a. *Who provides this support?*
- b. *How adequate is this support?*

31. What kinds of professional development have you received and from whom over the past few years?

- a. *Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
- b. *Are your own needs for professional development being met?*
 - i. *[If mentoring is mentioned] - Please describe it.*

<INTERVENTIONS AND SPECIAL ARRANGEMENTS>

32. What programs/interventions or processes do you currently have in place for students who are struggling academically, socially, or emotionally?
- a. [If programs] *When were they implemented?*
 - b. *Who developed them?*
 - c. *How were they implemented?*
 - d. *How is the effectiveness evaluated?*
33. Describe how student performance and engagement is monitored in this school.
- a. *What kinds of data are collected?*
 - b. *Who is responsible for collecting and analyzing data?*
 - c. *How do you use data?*

<PARENT/FAMILY/COMMUNITY ENGAGEMENT>

34. Describe any processes or procedures you use to engage parents/caregivers.
- a. *What are your roles and responsibilities in this work?*
35. Are there any other special features of your school that you would like to share related to preparing your students for college or career?

Thank you.

END

Appendix D
Student Support Staff (School Psychologist, Social Worker, Nurse, Parent Liaison)
Focus Group Protocol

Introductory Script

Hello, I'm _____ with the University at Albany's NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- [If Focus Group]: While your responses are confidentially held by the researchers, please realize that there will be other focus group participants present during any comments you make you may or may not share information outside the focus group, including information that you may feel is sensitive or private.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer:

School Interviewee(s) Name/Title:

36. Please restate your name and position and how long have you been working in this school.
 - b. *What attracted you to this school?*
 - c. *What do you see as your most important roles and responsibilities?*
 - d. *How have your roles and responsibilities changed over the past few years if at all?*
37. Please describe the population of youth and parents you work with in this school, as well as the nature of the community.
 - a. *Youth & Parents: Considering language, educational background, culture (e.g. norms, traditions, beliefs, etc.), stability or family configuration.*
 - b. *Neighborhoods & Community: Considering diversity (e.g. racially, ethnically, socioeconomically, etc.), stability, opportunities, and resources)*
38. What are the key priorities in this school?
 - a. *How have priorities changed over time if at all?*
 - b. *What are your priorities specifically for students challenged by poverty or students of different ethnic and linguistic backgrounds.?*
 - i. *In what ways do priorities for these students differ from all other student, if at all?*

<INTERVENTIONS AND SPECIAL ARRANGEMENTS>

39. Please describe your experiences in trying to meet students' needs?
 - a. *What kinds of things have helped you and others you work with in meeting students' needs? Please provide an example.*

- b. *What kinds of things have hindered you and others you work with in meeting these students' needs?
Please provide an example.*
40. Please describe how 9th graders who show evidence of being at-risk (academically, socially, emotionally, physically, etc.) are identified, supported, and monitored?
- c. *What kinds of data do you use?*
 - d. *How are data disseminated?*
 - e. *Please describe any programs or services that help students challenged by poverty or students of different ethnic and linguistic backgrounds transition to high school?*
 - i. *In what ways do programs or services to aid transitions for these students differ from all other students?*
41. Please describe any transition programs or services for students to help them prepare for college or careers?
- e. *Who is responsible for these programs or services?*
 - f. *How do you evaluate the effectiveness of these programs/services?*
 - g. *What are the main challenges facing your school with regard to preparing students for college and career?
Please describe any specific examples that you feel demonstrate how your school is addressing those challenges.*
 - h. *What kinds of things do you do to prepare students for careers that do not require a college degree?
To what extent are the district's career and technical education programs successful with students who are not interested in college?*
42. What efforts do you or others make to keep your students, particularly those challenged by poverty or students of different ethnic and linguistic backgrounds, in school and engaged?
- c. *Please describe any special arrangements (e.g. class scheduling) that are made for students who have disengaged?*
 - d. *Please describe in what ways the efforts targeted to students challenged by poverty or students of different ethnic and linguistic backgrounds.*
 - i. *In what ways do these efforts differ from those for all students, if at all?*

<STAFFING AND ORGANIZATIONAL CAPACITY>

43. What kinds of professional development have you received and from whom to do your job over the past few years?
- a. *Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
 - b. *How well do you feel your professional development needs are being met?
[If mentoring is mentioned] - Please describe it.*

<PARENT/FAMILY/COMMUNITY ENGAGEMENT>

44. How do you communicate with students' parents/caregivers?
- a. *What do you communicate with them about?*
 - b. *How would you describe the overall quality of the relationships between school staff and parents/caregivers at this school?*

45. Describe any community agencies (community-based health and social service providers) or organizations (churches, mosques, libraries, museums, colleges or universities) with whom you partner.
- a. *How did it come about?*
 - b. *Who is involved in sustaining this partnership?*
 - c. *What outcomes do you seek from these partnerships?*
 - d. *How do you evaluate the effectiveness of these partnerships?*
 - e. *What kinds of barriers do you encounter if any in partnering with outside organizations and how do you deal with them? Example?*
46. Are there any other special features of your school that you would like to share related to preparing your students for college or career?

Thank you.

END

Appendix E
School Guidance Counselor Interview Protocol

Introductory Script

Hello, I'm _____ with the University at Albany's NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- [If Focus Group]: While your responses are confidentially held by the researchers, please realize that there will be other focus group participants present during any comments you make you may or may not share information outside the focus group, including information that you may feel is sensitive or private.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer:

School Interviewee(s) Name/Title:

47. Please restate your name and position and how long have you been working in this school.
- e. What attracted you to this school?*
 - f. What do you see as your most important roles and responsibilities?*
 - g. How have your roles and responsibilities changed over the past few years if at all?*
48. Please describe the population of youth and parents you work with in this school, as well as the nature of the community.
- c. Youth & Parents: Considering language, educational background, culture (e.g. norms, traditions, beliefs, etc.), stability or family configuration.*
 - d. Neighborhoods & Community: Considering diversity (e.g. racially, ethnically, socioeconomically, etc.), stability, opportunities, and resources)*
 - e. What kinds of things do you do to meet the needs of the population of youth you work with at this school?*
49. What are the key priorities in this school?
- a. How have priorities changed over time?*
 - b. What are your priorities specifically for students challenged by poverty or students of different ethnic and linguistic backgrounds?*
In what ways do priorities for these students differ from all other students, if at all?

<LEADERSHIP AND GOAL SETTING>

50. How do you define success?
- g. What challenges do you face in achieving success in this school?*
 - h. Please describe any specific examples that you feel demonstrate how your school has achieved success particularly with students challenged by poverty?*

- i. *Please describe any specific examples that you feel demonstrate how your school has achieved success particularly with students of different ethnic and linguistic backgrounds?*
- 51.

<INTERVENTIONS AND SPECIAL ARRANGEMENTS>

52. *Please describe your experiences in trying to meet your students' guidance needs?
- What kinds of things have helped you and others you work with in meeting these students' needs? Please provide an example.*
 - What kinds of things have hindered you and others you work with in meeting these students' needs? Please provide an example.*
53. Please describe how 9th graders who show evidence of being at-risk (academically, socially, emotionally, physically, etc.) are identified, supported, and monitored?
- What kinds of data do you use? How are data disseminated?*
 - Please describe any programs or services that help students challenged by poverty or students of different ethnic and linguistic backgrounds. transition to high school?*
 - In what ways do programs or services to aid transitions for these students differ from all other students?*
54. When you first meet a student, how do establish goals for him/her?
- How are goals evaluated, and who is involved?*
 - Sometimes you and your students might encounter obstacles to achieving your goals. What obstacles do you encounter, and how do you deal with them? What obstacles do students encounter, and how do you help them?*
55. What efforts do you or others make to keep your students, particularly *those challenged by poverty or students of different ethnic and linguistic backgrounds*, in school and engaged?
- Please describe any special arrangements (e.g. class scheduling) that are made for students who have disengaged?*
 - Please describe in what ways the efforts targeted to students challenged by poverty or students of different ethnic and linguistic backgrounds. differ from those for all students?*
56. Please tell me about any services that go beyond the school day that are offered to youth at risk of leaving high school?
- Please describe in what ways these services target students challenged by poverty or students of different ethnic and linguistic backgrounds?*
 - Please describe in what ways these efforts targeted?*
57. Please describe any transition programs or services for students to help them prepare for college or careers?
- Examples?*
- Who is responsible for them?
 - How do you evaluate the effectiveness of these programs/services?
 - What are the main challenges facing your school with regard to preparing students for college and career?
 - Please describe any specific examples that you feel demonstrate how your school is addressing those challenges.*
 - What kinds of things do you do to prepare students for careers that do not require a college degree?

58. What procedures and measures (e.g. ACTs; PSATs, Naviance) are used to assess students' college or career readiness?

If none mentioned – what about academic progress in general?

- a. *Who is in charge of monitoring student progress?*
- b. *How are procedures and measures developed or chosen in this school?*
- c. *How are these procedures and measures evaluated?*
- d. *How, including how frequently, are data evaluated and used?*
- e. *Please provide an example of how data has been used to address students' readiness for college or career?*

59. In your view, how well do you feel the district's career and technical education programs are successful with students who are not interested in college?

<STAFFING AND ORGANIZATIONAL CAPACITY>

60. What kinds of professional development have you received and from whom over the past few years?

- a. *Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
- b. *How well do you feel your professional development needs are being met?*
- c. *[If mentoring is mentioned] - Please describe it.*

<PARENT/FAMILY/COMMUNITY ENGAGEMENT>

61. How do you communicate with your students' parents/caregivers?

- c. *What do you communicate with them about?*
- d. *How would you describe the overall quality of the relationships between school staff and parents/caregivers at this school?*

62. *Describe any community agencies (community-based health and social service providers) or organizations (churches, mosques, libraries, museums, colleges or universities) with whom you partner.

- a. *How did it come about?*
- b. *Who is involved in sustaining this partnership?*
- c. *What outcomes do you seek from these partnerships?*
- d. *How do you evaluate the effectiveness of these partnerships?*
- e. *What kinds of barriers do you encounter if any in partnering with outside organizations and how do you deal with them? Example?*

63. Are there any other special features of your school that you would like to share related to preparing your students for college or career?

Thank you.

END

Appendix F
Special Education Teacher Focus Group/Interview Protocol

Introductory Script

Hello, I'm _____ with the University at Albany's NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- [If Focus Group] While your responses are confidentially held by the researchers, please realize that there will be other focus group participants present during any comments you make you may or may not share information outside the focus group, including information that you may feel is sensitive or private.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer:

District Interviewee(s) Name/Title:

64. *Please restate your name and position and how long have you been working in this school.
 - a. *What attracted you to this school?*
 - b. *What do you see as your most important roles and responsibilities?*
 - c. *How have your roles and responsibilities changed over the past few years if at all?*
65. Please describe the special education population you work with in this school.
 - a. *Consider: numbers/percentages of students in IEP or 504; nature of disabilities – physical, emotional, etc.*
 - b. *In what ways are you responsive to the population of youth you work with at this school?*
66. How do you define success?
 - j. *What kinds of things have helped you and others you work with in achieving success? Please provide an example.*
 - k. *What kinds of things have hindered you and others you work with in achieving success? Please provide an example.*

<CURRICULUM AND INSTRUCTION>

67. Please describe your special education program.
 - a. *Who is involved?*
 - b. *How is the effectiveness of your Special Education program assessed?*
 - c. *Please describe your experiences trying to meet the needs of students challenged by poverty or students of different ethnic and linguistic backgrounds?*
 - d. *Please describe any special programs/services for SPED students entering high school.*
 - e. *Please describe any special programs/service for SPED students transitioning to college or career.*

68. When you first meet a student, how do you establish goals for him/her?
- How are goals evaluated, and who is involved?*
 - Sometimes you and your students might encounter obstacles to achieving your goals.*
 - What obstacles do you encounter, and how do you deal with them?*
 - What obstacles do your students encounter, and how do you help them deal with those obstacles?*
69. How would you describe high-quality teaching for your special needs students?
- What types of support are you offered in providing such high-quality teaching?*
 - Who provides that support?*
 - What kinds of things do you do to specifically engage students challenged by poverty or students of different ethnic and linguistic backgrounds.*
 - What do you do to re-engage disengaged students?*
 - How do you identify those students?*
70. Are there any instructional strategies that are mandated or strongly encouraged here?
If so, what are they?
- What types of tools or rubrics are offered to guide you in the use of these strategies?*
 - Who was involved in deciding which strategies would be used?*
 - How were these decided upon?*
 - Are you able to vary how you use these strategies? Who decides if you can or cannot vary your use of these strategies?*
71. Please describe the adequacy of technologies, materials, etc. you need to meet your special education students' needs.
- What kinds of technologies, materials do you find particularly useful in preparing your students for college or career?*
 - Who is involved with attaining these resources?*
72. How do you monitor your students' progress?
- What kinds of information do you receive about your students' prior educational or life experiences before you begin working with them?*
 - Who shares this information with you? When?*
 - What rubrics or guides do you use to assess student performance? Please describe how these are used.*

<STAFFING AND ORGANIZATIONAL CAPACITY>

73. What kinds of professional development have you received and from whom over the past few years?
- Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
 - How well are your professional development needs being met? Please elaborate-*
 - [If mentoring is mentioned] - Please describe it.*

<SUPPORTS AND COLLABORATION>

74. Please describe any support you receive from the Board of Education, parents/caregivers, community agencies in doing your work.
- How has this support been developed and sustained? Who has been involved?*
75. How do you collaborate with other teachers or support staff?

- a. *Do these collaborations extend to other schools (e.g. the elementary and middle school)? Please describe.*
- b. *How do you assess the value of those collaborations in your work?*
- c. *Does any of this collaboration extend to other schools in the district? If so, who is involved?*
- d. *What is the focus of this collaboration?*
- e. *How is collaboration supported and sustained? By whom?*
- f. *What outcomes do you achieve from these collaborations?*
- g. *Do you evaluate the effectiveness of these collaborations? Describe.*

<PARENT/FAMILY/COMMUNITY ENGAGEMENT>

76. Describe any processes or procedures you use to engage parents/caregivers.

- a. *What are your roles and responsibilities in this work?*
- b. *How do you communicate with parents/caregivers, if they speak little English?*

77. Please describe the nature of relationships you have with community-based health and social service providers, other community agencies or institutions (churches, mosques, museums, libraries, etc.).

- a. *Who is involved in this work?*
- b. *How did it come about?*
- c. *What outcomes do you seek from these partnerships?*
- d. *How do you evaluate the effectiveness of these partnerships?*

78. Are there any other special features of your school that you would like to share related to preparing your students for college or career?

Thank you.

END

Appendix G
English New Language (ENL) Teacher Focus Group/Interview Protocol

Introductory Script

Hello, I'm _____ with the University at Albany's NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- [If Focus Group]: While your responses are confidentially held by the researchers, please realize that there will be other focus group participants present during any comments you make you may or may not share information outside the focus group, including information that you may feel is sensitive or private.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer:

District Interviewee(s) Name/Title:

1. Please state your position(s) and the number of years you have worked in this school.
 - a. *What attracted you to this school?*
 - b. *What do you see as your most important roles and responsibilities?*
2. Please describe the ENL students and parents with whom you work with in this school.
 - a. *Consider: language and educational background, culture (e.g. norms, traditions, beliefs, etc.), stability or family configuration.*
 - b. *In what ways are you responsive to the population of youth you work with at this school?*
3. How do you define success?
 - l. *What kinds of things have helped you and others you work with in achieving success? Please provide an example.*
 - m. *What kinds of things have hindered you and others you work with in achieving success? Please provide an example.*

<CURRICULUM AND INSTRUCTION>

4. Please describe your ENL program.
 - a. *Who is involved?*
 - b. *How is the effectiveness of your ENL program assessed?*
 - c. *Please describe any special programs/services for ENL students entering high school.*
 - d. *Please describe any special programs/service for ENL students transitioning to college or career.*
 - e. *Please describe any special programs/services for ENL students transferring from another school either in their host countries or in the State?*

79. Describe any efforts you have been involved with to develop and revise the curriculum.
- g. What has prompted this work?*
 - h. Who is involved in the development and revision of the curriculum?*
 - i. How are vertical teams involved, if at all?*
 - ii. Are there any ways your district attempts to coordinate instruction across schools?*
 - j. Are there any ways the curriculum is adapted specifically for ENL students?*
 - k. What are your roles or responsibilities in doing this work?*
 - l. What has helped or hindered your curriculum development and revision work? Examples?*
5. How would you describe high-quality teaching?
<probe -mathematics, social studies, science, ELA, other specials>
- c. What types of support are you offered in providing such high-quality teaching?*
 - a. Who provides that support?*
 - d. What do you do to re-engage disengaged students?*
 - e. How do you identify those students?*
6. Are there any instructional strategies that are mandated or strongly encouraged here?
If so, what are they?
- a. What types of tools or rubrics are offered to guide you in the use of these strategies?*
 - b. Who was involved in deciding which strategies would be used?*
 - c. How were these decided upon?*
 - d. Are you able to vary how you use these strategies?*
 - i. Who decides if you can or cannot vary your use of these strategies?*
 - e. What outcomes do you achieve by using these strategies?*
7. Please describe the adequacy of technologies, materials, etc. you need to meet your ENL students' needs.
- a. What kinds of technologies, materials do you find particularly useful in preparing your students for college or career?*
 - b. Who is involved with attaining these resources?*
8. When you first meet a student, how do you establish goals for him/her?
- a. How are goals evaluated, and who is involved?*
 - b. Sometimes your students might encounter obstacles to achieving your goals. What obstacles do your students encounter, and how do you help them deal with those obstacles?*
9. How do you monitor your ENL students' progress?
- a. What kinds of information do you receive about your students' prior educational or life experiences before you begin working with them?*
 - b. Who shares this information with you? When?*
 - c. How do you use this information to support your ENL students?*
 - d. What rubrics or guides do you use to assess student performance? Please describe how these are used.*

<STAFFING AND ORGANIZATIONAL CAPACITY>

10. What kinds of professional development have you received and from whom over the past few years?
- f. Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
 - g. How well are your professional development needs being met? Please elaborate-*
 - h. [If mentoring is mentioned] - Please describe it.*

<SUPPORTS AND COLLABORATION>

11. How do you collaborate with other teachers or support staff?
 - a. *Do these collaborations extend to other schools (e.g. the elementary and middle school)? Please describe.*
 - b. *How do you assess the value of those collaborations in your work?*
 - c. *Does any of this collaboration extend to other schools in the district? If so, who is involved?*
 - d. *What is the focus of this collaboration?*
 - e. *How is collaboration supported and sustained? By whom?*
 - f. *What outcomes do you achieve from these collaborations?*
 - g. *Do you evaluate the effectiveness of these collaborations? Describe.*

<PARENT/FAMILY/COMMUNITY ENGAGEMENT>

12. Describe any processes or procedures you use to engage parents/caregivers.
 - a. *What are your roles and responsibilities in this work?*
 - b. *How do you communicate with parents/caregivers, if they speak little English?*
13. Please describe the nature of relationships you have with community-based health and social service providers, other community agencies or institutions (churches, mosques, museums, libraries, etc.).
 - a. *Who is involved in this work?*
 - b. *How did it come about?*
 - c. *What outcomes do you seek from these partnerships?*
 - d. *How do you evaluate the effectiveness of these partnerships?*
14. Are there any other special features of your school that you would like to share related to preparing your students for college or career?

Thank you.

END

Appendix H Mainstream Content Teacher Focus Group Protocol

Introductory Script

Hello, I'm _____ with the University at Albany's NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- [If Focus Group]: While your responses are confidentially held by the researchers, please realize that there will be other focus group participants present during any comments you make you may or may not share information outside the focus group, including information that you may feel is sensitive or private.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer:

School Interviewee(s) Names/Title (Note: content area specialty e.g. T1: ELA, T2: math, T3: science, T4: social studies, T5: other):

80. *Please restate your name and position and how long have you been working in this school.

- d. What attracted you to this school?*
- e. What do you see as your most important roles and responsibilities?*
- f. How have your roles and responsibilities changed over the past few years if at all?*

81. If someone from another school asked you to describe this school, what would you say?

- In terms of*
- f. what is valued*
- g. the students*
- h. their families/caregivers*
- i. the community*
- j. staff – their competencies, beliefs, behaviors*
- k. climate in the school.*

82. How do you define success?

- n. What kinds of things have helped you and others you work with in achieving success? Please provide an example.*
- o. What kinds of things have hindered you and others you work with in achieving success? Please provide an example.*

<CURRICULUM AND INSTRUCTION>

83. Describe any efforts you have been a part of to develop and revise the curriculum.
- m. What has prompted this work?*
 - n. Who is involved in the development and revision of the curriculum?*
 - o. How are vertical teams involved, if at all?*
 - i. Are there any ways your district attempts to coordinate instruction across schools?*
 - p. Are there any ways the curriculum is adapted specifically for students challenged by poverty or students of different ethnic and linguistic backgrounds?*
 - q. What are your roles or responsibilities in doing this work?*
 - r. What has helped or hindered your curriculum development and revision work? Examples?*

84. How would you describe high-quality teaching?

<probe -mathematics, social studies, science, ELA, other specials>

- f. What types of support are you offered in providing such high-quality teaching?*
 - i. Who provides that support?*
- g. What kinds of things do you do to specifically engage students challenged by poverty or students of different ethnic and linguistic backgrounds.*
- h. What do you do to re-engage disengaged students?*
- i. How do you identify those students?*

85. Are there any instructional strategies that are mandated or strongly encouraged here?

If so, what are they?

- a. What types of tools or rubrics are offered to guide you in the use of these strategies?*
- b. Who was involved in deciding which strategies would be used?*
- c. How were these decided upon?*
- d. Are you able to vary how you use these strategies? Who decides if you can or cannot vary your use of these strategies?*

86. Please describe the adequacy of technologies, materials, etc. you need to meet your students' needs.

- a. What kinds of technologies, materials do you find particularly useful in preparing your students for college or career?*
- b. Who is involved with attaining these resources?*

87. How do you monitor your students' progress?

- a. What kinds of information do you receive about your students' prior educational or life experiences before you begin working with them?*
- b. Who shares this information with you? When?*
- c. What rubrics or guides do you use to assess student performance? Please describe how these are used.*

<STAFFING AND ORGANIZATIONAL CAPACITY>

88. What kinds of professional development have you received and from whom over the past few years?

- i. Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
- j. How well are your professional development needs being met? Please elaborate-*
- k. [If mentoring is mentioned] - Please describe it.*

<SUPPORTS AND COLLABORATION>

89. Please describe any support you receive from the Board of Education, parents/caregivers, community agencies in doing your work.

- a. How has this support been developed and sustained? Who has been involved?*

90. How do you collaborate with other teachers or support staff?
- a. *Do these collaborations extend to other schools (e.g. the elementary and middle school)? Please describe.*
 - b. *How do you assess the value of those collaborations in your work?*
 - l. *Does any of this collaboration extend to other schools in the district? If so, who is involved?*
 - m. *What is the focus of this collaboration?*
 - n. *How is collaboration supported and sustained? By whom?*
 - o. *What outcomes do you achieve from these collaborations?*
 - p. *Do you evaluate the effectiveness of these collaborations? Describe.*

<PARENT/FAMILY/COMMUNITY ENGAGEMENT>

91. Describe any processes or procedures you use to engage parents/caregivers.
- a. *What are your roles and responsibilities in this work?*
 - b. *How do you communicate with parents/caregivers, if they speak little English?*
92. Please describe the nature of relationships you have with community-based health and social service providers, other community agencies or institutions (churches, mosques, museums, libraries, etc.).
- a. *Who is involved in this work?*
 - b. *How did it come about?*
 - c. *What outcomes do you seek from these partnerships?*
 - d. *How do you evaluate the effectiveness of these partnerships?*
93. Are there any other special features of your school that you would like to share related to preparing your students for college or career?

Thank you.

END

Appendix I
Building Leadership Team Focus Group Protocol

Introductory Script

Hello, I'm _____ with the University at Albany's NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- [If Focus Group]: While your responses are confidentially held by the researchers, please realize that there will be other focus group participants present during any comments you make you may or may not share information outside the focus group, including information that you may feel is sensitive or private.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer: _____

School Interviewee(s) Names/Titles: _____

94. Please restate your name and position and how long have you been working in this school.
- g. What attracted you to this school?*
 - h. What do you see as your most important roles and responsibilities on this team?*

<LEADERSHIP AND GOAL SETTING>

95. What are the goals for this school?
- a. Please describe who establishes these goals and how that is done?*
 - b. Are school goals related to district goals? If so, how?*
 - c. How have these goals changed over time?*
 - d. How do you measure your success in meeting these goals?*
96. What have been the top priorities for this leadership team over the past few years?
- a. Please describe who establishes these priorities and how that is done?*
 - b. How have priorities changed over time?*
 - c. What are your priorities for students challenged by poverty or students of different ethnic and linguistic backgrounds?*
97. When you are charged with implementing something new, how do you proceed? (e.g. what kinds of things do you take into consideration?)
- a. How do you get people in this school on board with making changes?*
98. How have the members and the role of the BLT changed over time?

- a. *Who makes decisions about who participates on the leadership team?*
- b. *Have you received any professional development on leading your school?*
- c. *How do you evaluate effectiveness/outcomes of your work?*

<STAFFING AND ORGANIZATIONAL CAPACITY>

99. *What kinds of professional development have you received and from whom over the past few years?
- a. *Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
 - b. *Are your own needs for professional development being met?*
If mentoring is mentioned - please describe

<CURRICULUM AND INSTRUCTION>

100. Describe any ways the BLT has addressed students' academic, or social and emotional development.
- a. *What role did the BLT play in this work?*
 - b. *How do you evaluate the effectiveness of this work?*

<INTERVENTIONS AND SPECIAL ARRANGEMENTS>

101. Describe any ways the BLT has addressed student transitions from middle to high school.
- a. *What role did the BLT play in this work?*
 - b. *How do you evaluate the effectiveness of this work?*

102. Describe any ways the BLT has addressed student transitions from high school to college and career.
- a. *What role did the BLT play in this work?*
 - b. *How do you evaluate the effectiveness of this work?*

<PARENT/FAMILY/COMMUNITY ENGAGEMENT>

103. Please describe any ways the BLT has addressed family/caregiver involvement in the past few years.
- a. *What role did the BLT play in this work?*
 - b. *How do you evaluate the effectiveness of these efforts?*

104. Describe any ways the BLT has addressed community agency partnerships in the past few years
- a. *What role did the BLT play in this work?*
 - b. *How do you evaluate the effectiveness of these partnerships?*

105. Are there any other special features of your school that you would like to share related to preparing your students for college or career?

Thank you.

END

Appendix J
District Superintendent Interview Protocol

Introductory Script

Hello, I'm _____ with the University at Albany's NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer: _____

District Interviewee(s) Name/Title: _____

1. Please restate your name and position and how long you have been working in this district.
 - a. *What attracted you to this district?*
 - b. *What do you see as your most important roles and responsibilities?*
2. If someone from another district asked you to describe this district, what would you say?
 - In terms of*
 - a. *what is valued*
 - b. *the students*
 - c. *their parents/caregivers*
 - d. *the community*
 - e. *staff – their competencies, beliefs, behaviors*
 - f. *climate in the schools*

<LEADERSHIP AND GOALS>

3. How do you define success?
 - p. *What kinds of things have helped you and others achieve success in this district?*
 - q. *What kinds of things have hindered you and others from achieving success in this district?*
 - r. *How have you and/or others surmounted any challenges in achieving success?*
 - s. *Please describe any specific examples that you feel demonstrate how your school has achieved success particularly with students challenged by poverty or students of different ethnic and linguistic backgrounds.*

4. How would you describe your leadership style?
 - b. *When you are implementing something new, how do you proceed? (e.g. what kinds of things do you take into consideration?)*
 - c. *How do you get people in this district on board with making changes?*

5. What are the goals for this district?
 - e. *Please describe who is involved with establishing these goals and how that is done.*
 - f. *Please describe any relationships between district and school goals.*
 - i. *<if aligned, how?>*
 - g. *How have the district goals changed over time?*
 - h. *How do you evaluate how well you and others are meeting district goals?*
 - i. *<if not already mentioned> What have been your top priorities over the past few years?*
 - a. *How did you determine these priorities?*
 - b. *How have they changed over time?*

6. Please describe any intervention processes or procedures the district has for a school not meeting goals.

Please describe.

 - a. *How is a school identified for these interventions?*
 - b. *How is the success of the interventions evaluated?*
 - i. *Please provide an example of when such an intervention was put into place.*

7. Describe any reform or change in the past few years that has had a positive impact on students challenged by poverty or students of different ethnic and linguistic backgrounds.
 - h. *Who was involved with this change?*
 - i. *How long has this change been in place?*
 - j. *How do you determine its effectiveness?*
 - k. *What have been the major challenges to effective implementation?*
 - l. *How have you and/or others surmounted those challenges?*
 - <if not already mentioned>*
 - i. *Please describe any examples of changes related specifically to students challenged by poverty?*
 - ii. *Please describe any examples of changes related specifically to students of different ethnic and linguistic backgrounds?*

<STAFFING AND ORGANIZATIONAL CAPACITY>

8. What qualities do you look for in principals in your school district?
 - d. *What efforts do you make to retain good principals?*
 - e. *What efforts do you make to ensure that novice principals are supported?*
 - i. *If mentoring is mentioned – please describe*

9. What qualities do you look for in teachers at this school?
 - a. *What efforts do you make to retain good teachers?*
 - b. *What efforts do you make to ensure that novice teachers are supported?*
 - i. *If mentoring is mentioned – please describe*

10. What kinds of professional development have you had over the past few years?
- s. *Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
 - t. *Are your own needs for professional development being met?*
 - i. *If mentoring is mentioned – please describe*
11. What kinds of professional development have school leaders, teachers, and other staff received over the past few years?
- a. *How was the focus of this PD decided upon?*
 - i. *Who was involved?*
 - ii. *How effective do you feel the PD has been?*
 - b. *Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
 - c. *Please describe the process and key contributors in planning and delivering professional development within this district*
 - d. *How well do you think leaders, teachers and staff needs for PD are met? How do you know?*

<CURRICULUM AND INSTRUCTION>

12. How are curricula and academic goals developed and revised in this district?
- a. *What are the priorities for curriculum?*
 - i. *Who determines these priorities?*
 - b. *Who is involved in the development and revision process?*
 - i. *How is that done?*
 - c. *Please describe any ways the curriculum has been adapted students challenged by poverty or students of different ethnic and linguistic backgrounds specifically?*
13. How would you describe high-quality teaching?
- <probe -mathematics, social studies, science, ELA, other specials>*
- j. *What rubrics or guides do you use to assess whether instruction is high quality? Please describe how these are used.*
14. Please describe any instructional practices that are mandated or strongly encouraged? If so, what are they?
- a. *Who is involved in deciding on these instructional strategies?*
 - b. *How were these decided upon?*
 - c. *How is instructional guidance provided to teachers to enact these practices in this district?*
 - i. *Please provide an example of instructional guidance you or others have provided in the past year?*

<PARENT/FAMILY/COMMUNITY ENGAGEMENT>

15. Describe any efforts to engage parents/caregivers.
- e. *Who is involved in this work?*
 - f. *How did it come about?*

- g. What outcomes do you seek from these efforts?*
 - h. How would you describe the overall quality of the relationships between district employees and parents/caregivers?*
16. *Describe any community agencies (community-based health and social service providers) or organizations (churches, mosques, libraries, museums, colleges or universities) with whom you partner.
- a. How did it come about?*
 - b. Who is involved in sustaining this partnership?*
 - c. What outcomes do you seek from these partnerships?*
 - d. How do you evaluate the effectiveness of these partnerships?*
 - e. What kinds of barriers do you encounter if any in partnering with outside organizations and how do you deal with them? Example?*
17. What is on your horizon here? or
Are there any other special features of your district or <name of> school that you would like to share related to preparing your students for college or career?

Thank you.

END

Appendix K

District Assistant Superintendent or Director of Curriculum and Instruction Interview Protocol

Introductory Script

Hello, I'm _____ with the University at Albany's NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer:

District Interviewee(s) Name/Title:

1. Please restate your name and position and how long have you been working in this district.
 - a. *What attracted you to this district?*
 - b. *What do you see as your most important roles and responsibilities?*
 - c. *How have your roles and responsibilities changed over the past few years if at all?*
2. If someone from another district asked you to describe this district, what would you say?

In terms of

 - g. *what is valued*
 - h. *the students*
 - i. *their parents/caregivers*
 - j. *the community*
 - k. *staff – their competencies, beliefs, behaviors*
 - l. *climate in the schools*

< LEADERSHIP AND GOALS >

3. How do you define success?
 - t. *What things do you need to do to achieve success?*
 - u. *What kinds of things have helped or hindered you and others from achieving success in this district?*
 - v. *How have you and/or others surmounted any challenges in achieving success?*

- w. *Please describe any specific examples that you feel demonstrate how this district has achieved success particularly with students challenged by poverty or students of different ethnic and linguistic backgrounds.*
4. How would you describe your leadership style?
 - d. *When you are implementing something new, how do you proceed? (e.g. what kinds of things do you take into consideration?)*
 - e. *How do you get people in this district on board with making changes?*
 5. What are the goals for this district?
 - j. *Please describe who is involved with establishing these goals and how that is done.*
 - k. *Please describe any relationships between district and school goals.*
 - i. *<if aligned, how?>*
 - l. *How have the district goals changed over time?*
 - m. *How do you evaluate how well you and others are meeting district goals?*
 - n. *<if not already mentioned> What have been your top priorities over the past few years?*
 - a. *How did you determine these priorities?*
 - b. *How have they changed over time?*
 6. Describe any reform or change in the past few years that has had a positive impact on students challenged by poverty or students of different ethnic and linguistic backgrounds.
 - a. *Who was involved with this change?*
 - b. *How long has this change been in place?*
 - c. *How do you determine its effectiveness?*
 - d. *What have been the major challenges to effective implementation?*
 - i. *How have you and/or others surmounted those challenges?*
 - <if not already mentioned>*
 - ii. *Please describe any examples of changes related specifically to students challenged by poverty?*
 - iii. *Please describe any examples of changes related specifically to students of different ethnic and linguistic backgrounds?*

< CURRICULUM AND INSTRUCTION >

7. How are curricula and academic goals developed and revised in this district?
 - a. *What are the priorities for curriculum?*
 - i. *Who determines these priorities?*
 - b. *Who is involved in the development and revision process?*
 - i. *How is that done?*
 - c. *Please describe any ways the curriculum has been adapted for students challenged by poverty or students of different ethnic and linguistic backgrounds?*
8. How would you describe high-quality teaching?
 - <probe -mathematics, social studies, science, ELA, other specials>*
 - k. *What rubrics or guides do you use to assess whether instruction is high quality? Please describe how these are used.*
 - l. *Who is responsible for instructional guidance in this district and how is this done?*

*Probe – Do you have instructional coaches in this district?
If so, please describe some of the work they are doing.*

9. Please describe any instructional practices that are mandated or strongly encouraged? If so, what are they?
- Who is involved in deciding on these instructional strategies?*
 - How were these decided upon?*
 - How is instructional guidance provided to teachers to enact these practices in this district?*
 - Please provide an example of instructional guidance you or others have provided in the past year?*

<INTERVENTIONS AND SPECIAL ARRANGEMENTS>

10. For students for whom your district is responsible, but who are not educated in your high school, what alternative pathways or outside supports to achieving a high school diploma do students have (e.g., alternative school, prevention programs)?
- For these same students, who monitors their performance?*
11. How are 9th graders who show evidence of being at-risk identified and monitored?
- Who monitors them?*
 - What kinds of interventions are in place for these students?*
 - Could you describe your retention and suspension policies? (What specific actions do you take with students over-age for grade 9?)*
12. Please describe any formal organizational structures or programs that help students transition from one school to another and to college or career (e.g., into high school or high school to college).

< STAFFING AND ORGANIZATIONAL CAPACITY>

13. If you are involved in efforts to select and retain principals, what qualities do you look for in principals in < name of school>??
- What efforts do you make to retain good principals?*
 - What efforts do you make to ensure that novice principals are supported?*
 - If mentoring is mentioned – please describe*
14. If you are involved in in efforts to select and retain teachers, what qualities do you look for in teachers in < name of school>?
- What efforts do you make to retain good teachers?*
 - What efforts do you make to ensure that novice teachers are supported?*
 - If mentoring is mentioned – please describe*
15. What kinds of professional development have you received and from whom over the past few years?

- u. *Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
 - v. *Are your own needs for professional development being met?*
 - w. *[If mentoring is mentioned] - Please describe it.*
16. What kinds of professional development have school leaders, teachers, and other staff received over the past few years?
- a. *How was the focus of this PD decided upon?*
 - i. *Who was involved?*
 - ii. *How effective do you feel the PD has been?*
 - b. *Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
 - c. *Please describe the process and key contributors in planning and delivering professional development within this district*
 - d. *How well do you think leaders, teachers and staff needs for PD are met?*

< PARENT/FAMILY/COMMUNITY ENGAGEMENT >

17. Describe any efforts to engage parents/caregivers.
- i. *Who is involved in this work?*
 - j. *How did it come about?*
 - k. *What outcomes do you seek from these efforts?*
 - l. *How would you describe the overall quality of the relationships between district employees and parents/caregivers?*
18. Describe any processes or procedures in place to partner with community agencies (community-based health and social service providers).
- a. *Who is involved in this work?*
 - b. *How did it come about?*
 - c. *What outcomes do you seek from these partnerships?*
 - d. *How do you evaluate the effectiveness of these partnerships?*
 - e. *What kinds of barriers you encounter if any and how do you deal with them? Example?*
19. What is on your horizon here? or
Are there any other special features of your district or <name of> school that you would like to share related to preparing your students for college or career?

Thank you.

END

Appendix L
District Director or Coordinator of Special Education Interview Protocol

Hello, I'm _____ with the University at Albany's NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer:

District Interviewee(s) Name/Title:

1. Please state your position(s) and the number of years you have worked in this school.
 - d. *What attracted you to this school?*
 - e. *What do you see as your most important roles and responsibilities?*
2. Please describe the special education population in <name of school>.
 - a. *Consider: numbers/percentages of students in IEP or 504; nature of disabilities – physical, emotional, etc.*

<LEADERSHIP AND GOALS>

3. How do you define success?
 - x. *What kinds of things have helped or hindered you and others from achieving success in this district?*
 - y. *How have you and/or others surmounted any challenges in achieving success?*
 - z. *Please describe any specific examples that you feel demonstrate how this district has achieved success particularly with students challenged by poverty or students of different ethnic and linguistic backgrounds.*
4. What are the goals for special education students in this district?
 - a. *How are goals created?*
 - b. *Who is involved in the creation of goals?*
 - c. *How are goals evaluated and who is involved in evaluating them?*
 - d. *Are school goals related to district goals?*

5. Describe any reform or change in the past few years that has had a positive impact on special education students challenged by poverty or students of different ethnic and linguistic backgrounds.
 - m. Who was involved with this change?*
 - n. How long has this change been in place?*
 - o. How do you determine its effectiveness?*
 - p. What has helped or hindered effective implementation?*
 - q. How have you and/or others surmounted any challenges in making these changes?*

<CURRICULUM AND INSTRUCTION>

6. Please describe your special education program.
 - a. Who is involved?*
 - b. How is the effectiveness of your Special Education program assessed?*
 - c. Please describe your experiences trying to meet the needs of your students challenged by poverty or students of different ethnic and linguistic backgrounds?*
 - d. Please describe any special programs/services for SPED students entering high school.*
 - e. Please describe any special programs/service for SPED students transitioning to college or career.*
7. How would you describe high-quality teaching for special education students?
 - a. What types of support are special education teachers in providing such high-quality teaching? Who provides that support?*
 - b. What kinds of things do you do specifically to help teachers working with students challenged by poverty or students of different ethnic and linguistic backgrounds.*
8. Please describe any instructional practices that are mandated or strongly encouraged.
 - a. Who is involved in deciding on these instructional practices?*
 - b. How were these decided upon?*
 - c. How is instructional guidance provided to teachers to enact these practices in this district?*
 - i. Please provide an example of instructional guidance you or others have provided in the past year?*

<STAFFING AND ORGANIZATIONAL CAPACITY>

9. What qualities do you look for in special education teachers at this school?
 - h. What efforts do you make to retain good teachers?*
 - i. What efforts do you make to ensure that novice teachers are supported?*
 - i. If mentoring is mentioned – please describe*
10. What kinds of professional development have you received and from whom over the past few years?
 - x. Please describe any PD that focused on supporting SPED students and students of different ethnic, cultural, language, and/or socioeconomic backgrounds*

- y. *Are your own needs for professional development being met?*
 - z. *[If mentoring is mentioned] - Please describe it.*
11. What kinds of professional development have special education teachers received over the past few years?
- a. *Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
 - b. *Please describe the process and key contributors in planning and delivering professional development within this district*
 - c. *How well do you think teachers' needs for PD are met? How do you know?*

< INTERVENTIONS AND SPECIAL ARRANGEMENTS >

12. What procedures and measures are used to assess students' academic progress and social and emotional well-being in this district?
- a. *Who is in charge of monitoring student needs and progress?*
 - b. *How are procedures and measures developed or chosen in this school?*
 - c. *How are these procedures and measures evaluated?*
 - d. *How, including how frequently, are data evaluated and used?*
 - e. *Please provide an example of how data has been used to address students' needs and progress.*
13. What type of intervention plan, if any, does the district have for a school not meeting goals for the academic progress of special education students?
- a. *Please describe the intervention?*
 - b. *How is a school identified for these plans?*
 - c. *How is the success of the interventions evaluated?*
 - d. *Can you provide an example of when such a plan was put into place?*
14. For special education students for whom your district is responsible, but who are not educated in your high school, what alternative pathways or outside supports to achieving a high school diploma do students have (e.g., alternative school, prevention programs)?
- a. *For these same students, who monitors their performance?*

< PARENT/FAMILY/COMMUNITY ENGAGEMENT >

15. Describe any efforts to engage special education students' parents/caregivers.
- m. *Who is involved in this work?*
 - n. *How did it come about?*
 - o. *What outcomes do you seek from these efforts?*
 - p. *How would you describe the overall quality of the relationships between district employees and parents/caregivers?*
16. Describe any processes or procedures in place to partner with community agencies (community-based health and social service providers).
- a. *Who is involved in this work?*

- b. How did it come about?*
- c. What outcomes do you seek from these partnerships?*
- d. How do you evaluate the effectiveness of these partnerships?*
- e. What kinds of barriers you encounter if any and how do you deal with them? Example?*

17. Are there any other special features of your school that you would like to share related to preparing your students for college or career?

Thank you.

END

Appendix M
Director or Coordinator of ENL/Bilingual Programs or ENL Teacher Interview Protocol

Introductory Script

Hello, I'm _____ with the NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer:

Interviewee(s) Name/Title:

18. Please state your position(s) and the number of years you have worked in this school.
 - f. *What attracted you to this school?*
 - g. *What do you see as your most important roles and responsibilities?*

19. Please describe the population of ENL students in this district.
 - a. *Consider: language and educational background, culture (e.g. norms, traditions, beliefs, etc.), stability or family configuration.*
 - b. *In what ways are you responsive to the ENL students and parents in this district?*

20. Please describe your experiences in trying to meet your students' needs?
 - a. *What kinds of things have helped you and others you work with in meeting these students' needs? Please provide an example.*
 - b. *What kinds of things have hindered you and others you work with in meeting these students' needs? Please provide an example.*

<LEADERSHIP AND GOALS>

21. How do you define success?
 - aa. *What things do you need to do to achieve success?*
 - bb. *What kinds of things have helped or hindered you and others from achieving success in this district?*

- cc. How have you and/or others surmounted any challenges in achieving success?*
- dd. Please describe any specific examples that you feel demonstrate how this district has achieved success particularly with students challenged by poverty or students of different ethnic and linguistic backgrounds.*

22. What are the goals for ENL students in this district?
- a. How are goals created?*
 - b. Who is involved in the creation of goals?*
 - c. How are goals evaluated and who is involved in evaluating them?*
 - d. Are school goals related to district goals?*
23. Describe any reform or change in the past few years that has had a positive impact on ENL students.
- r. Who was involved with this change?*
 - s. How long has this change been in place?*
 - t. How do you determine its effectiveness?*
 - u. What has helped or hindered effective implementation?*
 - v. How have you and/or others surmounted any challenges in making these changes?*

<CURRICULUM AND INSTRUCTION>

24. Please describe your ENL program.
- a. Who is involved?*
 - b. How is the effectiveness of your ENL program assessed?*
 - c. What challenges have you encountered in meeting the needs of your ENL students?*
 - d. Please describe any special programs/services for ENL students entering high school.*
 - e. Please describe any special programs/service for ENL students transitioning to college or career.*
25. How would you describe high-quality teaching for ENL students?
- a. What types of support are given to your ENL teachers in providing such high-quality teaching?*
 - b. Who provides that support?*
26. Please describe any instructional practices that are mandated or strongly encouraged.
- a. Who is involved in deciding on these instructional practices?*
 - b. How were these decided upon?*
 - c. How is instructional guidance provided to teachers to enact these practices in this district?*
 - i. Please provide an example of instructional guidance you or others have provided in the past year?*

<STAFFING AND ORGANIZATIONAL CAPACITY>

27. What qualities do you look for in ENL teachers at <name of school>?
- j. What efforts do you make to retain good teachers?*
 - k. What efforts do you make to ensure that novice teachers are supported?*
 - i. If mentoring is mentioned – please describe*

28. What kinds of professional development have you received and from whom over the past few years?
- aa. *Are your own needs for professional development being met?*
 - bb. *[If mentoring is mentioned] - Please describe it.*
29. What kinds of professional development have ENL teachers received over the past few years?
- a. *Please describe the process and key contributors in planning and delivering professional development within this district*
 - b. *How well do you think teachers' needs for PD are met? How do you know?*

<INTERVENTIONS AND ADJUSTMENTS>

30. What procedures and measures are used to assess ENL students' needs are being met and they are making progress?
- a. *Who is in charge of monitoring student needs and progress?*
 - b. *How are procedures and measures developed or chosen in this school?*
 - c. *How are these procedures and measures evaluated?*
 - d. *How, including how frequently, are data evaluated and used?*
 - e. *Please provide an example of how data has been used to address students' needs and progress.*
31. What type of intervention plan, if any, does the district have for a school not meeting goals for the academic success of ENL students?
- a. *Could you describe the intervention?*
 - b. *How is a school identified for these plans?*
 - c. *How is the success of the interventions evaluated?*
 - d. *Can you provide an example of when such a plan was put into place?*

< PARENT/FAMILY/COMMUNITY ENGAGEMENT>

32. Describe any efforts to engage ENL students' parents/caregivers.
- a. *Who is involved in this work?*
 - b. *How did it come about?*
 - c. *What outcomes do you seek from these efforts?*
 - d. *How would you describe the overall quality of the relationships between district employees and parents/caregivers?*
33. *Describe any community agencies (community-based health and social service providers) or organizations (churches, mosques, libraries, museums, colleges or universities) with whom you partner.
- e. *How did it come about?*
 - f. *Who is involved in sustaining this partnership?*
 - g. *What outcomes do you seek from these partnerships?*
 - h. *How do you evaluate the effectiveness of these partnerships?*
 - i. *What kinds of barriers do you encounter if any in partnering with outside organizations and how do you deal with them? Example?*

34. Are there any other special features of your school that you would like to share related to preparing your students for college or career?

Thank you.

END

Appendix N
District Director or Coordinator of Student/Pupil Services Interview Protocol

Introductory Script

Hello, I'm _____ with the University at Albany's NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer:

District Interviewee(s) Name/Title:

106. Please restate your name and position and how long have you been working in this school.
- a. *What attracted you to this school?*
 - b. *What do you see as your most important roles and responsibilities?*
 - c. *How have your roles and responsibilities changed over the past few years if at all?*
107. Please describe the population of youth and parents in this district, as well as the nature of the community.
- a. *Youth & Parents: Considering language, educational background, culture (e.g. norms, traditions, beliefs, etc.), stability or family configuration.*
 - b. *Neighborhoods & Community: Considering diversity (e.g. racially, ethnically, socioeconomically, etc.), stability, opportunities, and resources*
 - c. *In what ways are you responsive to the population of youth you work with at this school and the community at large?*
108. Please describe your experiences in trying to meet students' needs?
- a. What kinds of things have helped you and others you work with in meeting these students' needs? Please provide an example.
 - b. What kinds of things have hindered you and others you work with in meeting these students' needs? Please provide an example.

<LEADERSHIP AND GOALS>

109. How do you define success?
- ee. What kinds of things have helped or hindered you and others from achieving success in this district?*
 - ff. How have you and/or others surmounted any challenges in achieving success?*
 - gg. Please describe any specific examples that you feel demonstrate how this district has achieved success particularly with students challenged by poverty or students of different ethnic and linguistic backgrounds.*
110. Describe any reform or change in the past few years that has had a positive impact on your students.
- w. Who was involved with this reform or change?*
 - x. How long has this reform or change been in place?*
 - y. How do you determine its effectiveness?*
 - z. What have been the major challenges to effective implementation?*
 - a. How have you and/or others surmounted those challenges?*
 - <if not already mentioned>*
 - b. Please describe any examples of changes related specifically to students challenged by poverty?*
 - c. Please describe any examples of changes related specifically to students of different ethnic and linguistic backgrounds?*
111. What are the goals for this district that pertain to your work?
- o. Please describe who is involved with establishing these goals and how that is done.*
 - p. How have the goals changed over time?*
 - q. How do you evaluate how well you and others are meeting goals?*
 - r. <if not already mentioned> What have been your top priorities over the past few years?*
 - a. How did you determine these priorities?*
 - b. How have they changed over time?*

< STAFFING AND ORGANIZATIONAL CAPACITY >

112. What kinds of collaborations do you have with others in the district?
- a. How do you assess the value of those collaborations in your work?*
 - b. What is the focus of this collaboration?*
 - c. How is collaboration supported and sustained? By whom?*
 - d. What outcomes do you achieve from these collaborations?*
 - e. Do you evaluate the effectiveness of these collaborations? Describe.*
113. What kinds of professional development have you received and from whom over the past few years?
- cc. Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
 - dd. Are your own needs for professional development being met?*
 - ee. [If mentoring is mentioned] - Please describe it.*

< INTERVENTIONS AND ADJUSTMENTS >

114. Please describe any transition programs/services for students entering high school
- Examples? Who is responsible for them?*
 - How do you evaluate the effectiveness of these programs/services?*
115. What efforts are made to keep students from leaving high school before graduation?
- Could you describe any special arrangements in terms of class scheduling that are made for students challenged by poverty or students of different ethnic and linguistic backgrounds?*
116. Please tell me about any services that go beyond the school day that the district offers to youth at risk of leaving high school before graduation?
- Could you describe in what ways these services are responsive to and target students challenged by poverty or students of different ethnic and linguistic backgrounds?*
117. Please describe any transition programs/services to help students prepare for college or careers?
- Examples? Who is responsible for them?*
 - How do you evaluate the effectiveness of these programs/services?*
118. Please describe any transition programs/services to help prepare students for careers that do not require a college degree?
- To what extent are the district's career and technical education programs successful with students who are not interested in college?*

<PARENT/FAMILY/COMMUNITY ENGAGEMENT>

119. Describe any efforts to engage parents/caregivers.
- Who is involved in this work?*
 - How did it come about?*
 - What outcomes do you seek from these efforts?*
 - How would you describe the overall quality of the relationships between district employees and parents/caregivers?*
120. Describe any processes or procedures in place to partner with community agencies (community-based health and social service providers).
- Who is involved in this work?*
 - How did it come about?*
 - What outcomes do you seek from these partnerships?*
 - How do you evaluate the effectiveness of these partnerships?*
 - What kinds of barriers you encounter if any and how do you deal with them? Example?*
121. Are there any other special features of your school that you would like to share related to preparing your students for college or career?

Thank you.

END

Appendix O
District Director of Assessment Interview Protocol

Introductory Script

Hello, I'm _____ with the University at Albany's NYKids High School Critical Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer:

District Interviewee(s) Name/Title:

122. Please restate your name and position and how long have you been working in this school.
- c. *What attracted you to this school?*
 - d. *What do you see as your most important roles and responsibilities?*
 - e. *How have your roles and responsibilities changed over the past few years if at all?*

<LEADERSHIP AND GOAL SETTING>

123. How do you define success?
- a. *What kinds of things have helped you and others achieve success in this district?*
 - b. *What kinds of things have hindered you and others from achieving success in this district?*
 - c. *How have you and/or others surmounted any challenges in achieving success?*
 - d. *Please describe any specific examples that you feel demonstrate how your school has achieved success particularly with students challenged by poverty or students of different ethnic and linguistic backgrounds.*
124. What are the goals for this district?
- s. *Please describe who is involved with establishing these goals and how that is done.*
 - t. *Please describe any relationships between district and school goals.*

- i. *<if aligned, how?>*
 - u. *How have the district goals changed over time?*
 - v. *How do you evaluate how well you and others are meeting district goals?*
 - w. *<if not already mentioned> What have been your top priorities over the past few years?*
 - a. *How did you determine these priorities?*
 - b. *How have they changed over time?*
125. Describe any reform or change in the past few years that has impacted your work.
- aa. *What has helped your adaptation to this reform or change?*
 - bb. *What has hindered your adaptation to this reform or change?*

<DATA COLLECTION AND USE>

126. What procedures and measures are used to assess students' academic progress or social or emotional well-being?
- <If a system for assessment is in place – please describe it>*
- a. *Who is in charge of monitoring student needs and progress?*
 - b. *How are procedures and measures developed or chosen in <>school?*
 - c. *How are these procedures and measures evaluated?*
 - d. *How, including how frequently, are data evaluated and used?*
 - e. *Please provide an example of how data has been used to address students' needs and progress.*
127. Please describe how 9th graders who show evidence of encountering difficulties academically, socially or emotionally are identified and monitored?
- h. *What kinds of data do you collect?*
 - i. *How are data disseminated?*
 - j. *How is the effectiveness of these efforts to use data monitored?*
128. Please describe any data you collect to assess how well <> is preparing students for college or careers?
- i. *Who is responsible for collecting these data?*
 - j. *How do you evaluate the effectiveness of these data collection efforts?*
 - k. *How do you use these data?*
129. How does the district address changes in state standards and assessments?
- a. *How were processes established for addressing changes?*
 - b. *Who is responsible for monitoring the changes?*
 - c. *How is the effectiveness of changes/adaptations evaluated?*
130. What rubrics are being used for teacher evaluation?
- a. *How were these chosen?*
 - b. *What are the pros/cons of this chosen rubric?*
 - c. *How easy to use has this rubric been?*
 - d. *How do you evaluate the effectiveness of the chosen rubric?*
131. Describe any processes or procedures in place to collect and analyze data on the effectiveness of interventions
- a. *What data are collected?*
 - b. *What patterns are you looking for?*
 - c. *How are at risk students identified and monitored?*
 - d. *Do you use any systems or software to visualize, track and/or trend data?*
 - e. *How and who looks at the data?*

f. How and to whom is this information distributed to?

<STAFFING AND ORGANIZATIONAL CAPACITY>

132. Please describe any professional learning opportunities for school administrators, teachers, or teacher leaders in the collection and use of student performance or other data?
- a. How frequently are these opportunities provided?*
 - b. How are topics selected?*
 - c. Are activities differentiated by school level (elementary, middle, high school)? if so, how?*
 - d. How effective have these opportunities been in improving the use of data?*
133. Are there any other things that I should know about school and district assessment and/or data use processes or practices that you would like to share?

Thank you.

END

Appendix P
District Director of Human Resources/Professional Development Interview Protocol

Introductory Script

Hello, I'm _____ from the University at Albany's NYKids High School Needs Study. I'd like to first thank you for taking time to help us with our study. I am going to ask you a series of questions and listen to your answers. This interview should take 45 minutes to an hour of your time.

Before we begin, I want to go over a few things about how the interview will be conducted.

- First, we would like to tape record our discussion to make sure that we have accurately captured the information you are providing, but if you prefer that we not tape record that's OK too. Is it OK with you to tape record?
- If at any time, you would like me to stop the recorder, please let me know. If you are ever reluctant to continue to participate in the interview, let me know that too. We will stop at any time you wish.
- Finally, in order to participate in this study, I need to make sure that you have signed a consent form. (The School liaison may have provided; if not, do this now.)

Interviewer:

District Interviewee(s) Name/Title:

1. Please restate your name and position and how long have you been working in this school.
 - a. *What attracted you to this school?*
 - b. *What do you see as your most important roles and responsibilities?*
2. If someone from another district asked you to describe this district, what would you say?
In terms of
 - a. *what is valued*
 - b. *the students*
 - c. *their parents/caregivers*
 - d. *the community*
 - e. *staff – their competencies, beliefs, behaviors*
 - f. *climate in the schools*

<STAFFING AND ORGANIZATIONAL CAPACITY>

3. What are the top priorities for your district in terms of staff recruitment and retention?
 - a. *Please describe who establishes these priorities and how that is done?*
 - b. *How have priorities changed over time?*
4. What qualities do you look for in principals in your school district?
 - l. *What efforts do you make to retain good principals?*
 - m. *What efforts do you make to ensure that novice principals are supported?*

- i. *If mentoring is mentioned – please describe*
5. What qualities do you look for in teachers at this school?
 - a. *How would you characterize your candidate pool?*
 - b. *What efforts do you make to retain good teachers?*
 - c. *What efforts do you make to ensure that novice teachers are supported?*
 - ii. *If mentoring is mentioned – please describe*

 6. What kinds of professional development have school leaders, teachers, and other staff received over the past few years?
 - a. *Please describe any PD that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds*
 - b. *Please describe the process and key contributors in planning and delivering professional development within this district*
 - c. *How well do you think leaders, teachers and staff needs for PD are met? How do you know?*

 7. What kinds of professional development have you received and from whom to fulfill your roles and responsibilities?
 - a. *Are your own needs for professional development being met?*
 - b. *[If mentoring is mentioned] - Please describe it.*

 8. What kinds of supports or programs are in place for new or novice teachers?

[Mentors or coaches, if mentioned]-

 - a. *How are they selected and assigned?*
 - b. *Is there compensation provided for mentoring or coaching?*
 - c. *Describe the time frame for mentoring or coaching- for example: frequency of meetings; length of time mentored.*
 - d. *What are the outcomes expected from mentoring/coaching?*
 - e. *How is mentoring or coaching evaluated?*

Please describe other programs.

 - i. *Who is involved?*
 - ii. *Who is responsible?*
 - iii. *How are these programs evaluated?*

 9. What kinds of supports or programs in place for new or novice school leaders?

[Mentors or coaches if mentioned]-

 - a. *How are they selected and assigned?*
 - b. *Is there compensation provided for mentoring or coaching?*
 - c. *Describe the time frame for mentoring or coaching- for example: frequency of meetings; length of time mentored.*
 - d. *What are the outcomes expected from mentoring/coaching?*
 - e. *How is mentoring or coaching evaluated?*

Please describe other programs.

 - i. *Who is involved?*
 - ii. *Who is responsible?*
 - iii. *How are these programs evaluated?*

10. What efforts are made at the district to support <name of school>'s teachers' abilities to meet the needs of students challenged by poverty or students of different ethnic and linguistic backgrounds specifically? Please provide examples.
- When did these efforts begin?*
 - Today, how are these efforts initiated and by whom? How are they delivered and sustained?*
 - How are they evaluated and by whom?*
11. Describe any district efforts to develop <school> leaders' abilities to provide effective leadership to meet diverse students' needs (students challenged by poverty or students of different ethnic and linguistic backgrounds specifically). Please provide examples.
- How are these efforts initiated and by whom?*
 - How are they delivered and sustained?*
 - How are they evaluated and by whom?*
 - What kinds of training did professional developers have? (e.g. NTI – National Training Institute)*
12. What kinds of information or data are used to inform professional development, other supports or programs offered in this district?
- How effective is the use of this data to inform resource allocation, future professional development or other supports to teachers and principals?*
13. Are there any other things that I should know about professional development in the district or <name of school> that you would like to share?

Thank you.

END

Appendix Q

District Director of Extended Learning or Academic Intervention Services Interview Protocol

Introduction:

Hello, I am _____ from the University at Albany’s School of Education, and we are conducting a study of your improvement strategies.

Thank you for taking time to help us with our study. With your permission, I am going to ask you a series of questions and listen to your answers. All answers are confidential, and your identity will not be revealed*. This interview should take about __ minutes.

Before we can begin, I need to go over a few things:

1. We would like to tape record the interview to make sure that we have accurately captured the information you are providing. If you prefer that we do not tape record, that is all right, too.
2. If you do grant us permission to tape, you may ask at any time that we stop the recorder. And if you are reluctant to continue the interview at any time, let me know, and we will stop.
3. Before we can start, I must have your consent in writing (provide form if interviewee has not brought one with him/her and be sure all relevant areas completed).

Interviewer: _____

District Interviewee(s) Name/Title: _____

134. Please restate your name and position and how long have you been working in this district.

- i. *What attracted you to this district?*
- j. *What do you see as your most important roles and responsibilities?*
- k. *How have your roles and responsibilities changed over the past few years if at all?*

135. If someone from another district asked you to describe this district, what would you say?

In terms of

- m. *what is valued*
- n. *the students*
- o. *their parents/caregivers*
- p. *the community*
- q. *staff – their competencies, beliefs, behaviors*
- r. *climate in the schools*

<LEADERSHIP AND GOAL SETTING>

136. What are the district goals for supplemental academic support student services (AIS)?

- a. *What is the process for setting AIS goals?*
- b. *Who makes the final decision?*
- c. *Is there a formal process for evaluating these AIS goals? If so, please describe*
- d. *How do school AIS goals and district AIS goals relate?*

<INTERVENTIONS AND SPECIAL ARRANGEMENTS>

137. Please describe the kinds of supplemental academic support services offered at <school>?
- How were these services chosen?
 - Who chose these services?
 - Are these same services offered in the other schools in this district?
 - How effective are these services in meeting students' needs?
138. How are students identified for supplemental academic support services?
- Are services individualized or are they offered to particular sub-groups of students? (probe for sub-group determination mechanisms).
 - Do you offer the same services to all students, or do you try to customize services? Explain.
139. To what do you attribute the level of students' success in meeting requirements for graduation
- Are these levels of success different for sub-groups of students?
 - If so, how do you explain these differences? If levels of success are considerably different for subgroups, to what do you attribute this?
140. What kinds of changes have you made in your supplemental academic support services in the past few years?
- Who has initiated those changes?*
 - How have they been implemented?*
 - Who is involved in implementation?*
 - How effective have these changes been?*
 - is the effectiveness of these changes assessed?*
141. What efforts do you or others make to keep students, particularly *those challenged by poverty or students of different ethnic and linguistic backgrounds*, in school and engaged?
- Please describe any special arrangements (e.g. class scheduling) that are made for students who have disengaged?*
 - Please describe in what ways the efforts targeted to students challenged by poverty or students of different ethnic and linguistic backgrounds. differ from those for all students?*

<PARENT/FAMILY/COMMUNITY ENGAGEMENT>

142. Describe any efforts you make to engage parents/caregivers.*
- Who is involved in this work?*
 - How did it come about?*
 - What outcomes do you seek from these efforts?*
 - How would you describe the overall quality of the relationships between school employees and parents/caregivers?*
143. Describe any community agencies (community-based health and social service providers) or organizations (churches, mosques, libraries, museums, colleges or universities) with whom you partner.*
- How did it come about?*
 - Who is involved in sustaining this partnership?*
 - What outcomes do you seek from these partnerships?*

- d. *How do you evaluate the effectiveness of these partnerships?*
 - e. *What kinds of barriers do you encounter if any in partnering with outside organizations and how do you deal with them? Example?*
144. Are there any other special features of your school that you would like to share related to preparing your students for college or career?

Thank you.

END

Appendix R Interpretative Memo Template

After each day of interviews, the lead, colead, and assistants will meet together to complete the following and include it with other source files

Site: _____

Please ensure that you will be able to describe the school context with regard to how they are preparing African-American, Hispanic/Latino, ELLs, or economically-disadvantaged students for graduation and beyond.

After Day 1:

Q1: In the interviews, what do we think we are seeing and hearing so far with regard to our research questions?

1. Instructional leadership especially inclusive-facilitative leadership
2. Parent/family and community engagement
3. Organizational capacity for academic, social, and emotional needs of diverse youth
4. School culture and climate – particularly aspects that are culturally-responsive
5. Culturally-responsive curriculum and instruction
6. Assessment and interventions for struggling students
7. Cradle-to-career systems for diverse youth

Q2: For what themes (principal leadership, curriculum, instruction, staffing, use of evidence, interventions) are we hearing convergence in the responses?

For what themes are we hearing divergence?

Q3: What do we need to follow up on?

In the interviews:

For documentation:

During Day 2:

Q1: Do we have evidence from multiple sources (e.g., interviews, observations, documentation) around particular processes and practices or ideas? If not – follow up...

Q2. [End of day] Go back to revise the memo from the day before – make changes...

After Day 2 Q1: What do we think we saw/heard with regard to each of our research questions? What are some specific examples?

Appendix S
School Culture and Instructional Practices Survey

Welcome & Human Subjects Information

You are being asked to take this brief survey (5-10 minutes to complete) as part of UAlbany's School of Education-NYKids Critical Needs High School Study.

This survey is designed to help us understand how your school's staff members feel about your school.

Participation in this survey is voluntary but greatly appreciated.

As you respond to each item, please base your thoughts and feelings on your own personal experiences as a staff member at your school.

There are no right or wrong answers. We want to know your perceptions and how you feel. Your responses will provide us with important information about your school. You can also choose not to answer any questions that you do not want or feel able to.

All your responses are completely anonymous. No one from your school or district will ever see your answers. No identifying information (name, classroom or IP address) will be connected to your answers. Results will be reported in aggregate form and for only groups of at least five individuals.

The survey must be completed in one session (you cannot save answers and return to the survey later). On behalf of the UAlbany research team, we thank you for your time and input!

If you have any questions about this survey, please contact the Project Coordinator, Sharon Wiles, at swiles@albany.edu.

Section 1: Describing Your School

Please indicate the degree to which you agree or disagree that each of the following statements characterizes your school. (Select one response for each row.)

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1.1 Staff members work together to ensure that all students are in school every day ready to learn.						
1.2 Students and staff frequently share aspects of their backgrounds such as their traditional food, clothing, art and/or music.						
1.3 Students and staff at this school value each other's distinctive ethnic, cultural, language, and/or socioeconomic differences.						
1.4 Students and staff of different ethnic, cultural, language, and/or socioeconomic backgrounds treat each other with respect.						
1.5 Outside of classrooms, students generally hang out with peers who are like them in their ethnic, cultural, language, and/or socioeconomic backgrounds.						

Please indicate the degree to which you agree or disagree that each of the following statements characterizes your school. (Select one response for each row.)

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1.6 The principal and other leaders communicate a clear vision for positive relationships among students and staff members of different ethnic, cultural, language, and/or socioeconomic backgrounds.						
1.7 Students of different ethnic, cultural, language, and/or socioeconomic backgrounds who have health or other problems get the services that they need.						
1.8 Most students are actively engaged in learning while at school.						
1.9 Staff members have strong ties to various groups in the local community.						
1.10 Fights between groups of students who differ in ethnic, cultural, language, and/or socioeconomic backgrounds are a serious problem in this school.						

Please indicate the degree to which you agree or disagree that each of the following statements characterizes your school. (Select one response for each row.)

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1.11 Most parents/legal guardians have high educational expectations for their children.						
1.12 Most students respect classmates who excel academically.						
1.13 Most parents/legal guardians of students who differ in ethnic, cultural, language, and/or socioeconomic backgrounds are involved in some school activities and programs.						
1.14 The principal and other leaders back up staff members when addressing student behavior problems.						
1.15 Academic expectations are low for some students of different ethnic, cultural, language, and/or socioeconomic backgrounds.						

Section 2: Your Beliefs, Values, and Practices

Please indicate the degree to which you agree or disagree that each of the following statements characterizes your school. (Select one response for each row.)

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
2.1 I look forward to learning about others' traditions, customs and holidays.						
2.2 I feel responsible for engaging all students in school and learning.						
2.3 I try to find help for any student encountering difficulties at home or in school.						
2.4 I enjoy sharing my cultural and ethnic heritage with others at my school.						
2.5 I have difficulties communicating with students' families.						

Please indicate the degree to which you agree or disagree that each of the following statements characterizes your school. (Select one response for each row.)

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
2.6 I feel responsible for helping all students learn and succeed in school.						
2.7 I look for opportunities to learn about how to help students from different ethnic, cultural, language, and/or socioeconomic backgrounds.						
2.8 I receive a great deal of support from students' families for the work I do.						
2.9 I regularly discuss with students their plans after high school.						
2.10 I feel responsible for helping all students learn to treat each other respectfully.						

Please indicate the degree to which you agree or disagree that each of the following statements characterizes your school. (Select one response for each row.)

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
2.11 I believe that all students can learn.						
2.12 I am certain that I am making a difference in the lives of students at this school.						
2.13 I can talk with my principal(s) when I am concerned about a student.						
2.14 I feel accepted and respected by most staff members.						
2.15 I feel prepared to work with students from different ethnic, cultural, language, and/or socioeconomic backgrounds.						

Section 3: Your Position in School

Please tell us a little about yourself. The purpose of these questions is for the UAlbany research staff to have a general idea of what types of individuals are responding to the survey from this school. Hence, only the UAlbany research staff will have access to this information.

3.1 Counting this school year, how many years have you worked in any school? (Select ONE)

- 1-3
- 4-5
- 6-10
- 11-15
- More than 15

3.2 Counting this school year, how many years have you worked at this school? (Select ONE)

- 1-3
- 4-5
- 6-10
- 11-15
- More than 15

3.3 In the last year, how many hours of professional development did you attend that focused on supporting students of different ethnic, cultural, language, and/or socioeconomic backgrounds?

- None
- 1 hour to less than 3 hours
- 3 hours to less than 5 hours
- More than 5 hours

3.4 How do you classify your current job at this school? (Select all that apply)

- Classroom Teacher
- Instructional Support Professionals (e.g., short-term substitute, teacher aide, instructional coach, or student teacher).

- Administrator (e.g., principal, assistant principal, or department chair).
- Pupil Support Professional (e.g., guidance counselor, nurse, social worker, counselor, or school psychologist).
- Support Staff (e.g., secretary, custodian, or bus driver).
- Other (please specify) [TEXT BOX]

*3.5 Do you have any instructional responsibilities in your current position at this school? (Select ONE) **FILTER QUESTION**

- Yes
- No
- Choose not to answer.

Section 4: Instructional Practices

How often do you have the following types of interactions with other teachers, including instructional coaches, in this school?

	Every Day or Almost Every Day	Once or Twice per Week	Once or Twice per Month	Every One or Two Months	Never or Almost Never
4.1 Discuss how to teach a topic.					
4.2 Collaborate in planning and preparing instructional materials.					
4.3 Share what I have learned about my teaching experiences.					
4.4 Visit another classroom to learn more about or provide feedback on teaching.					
4.5 Another teacher visits my classroom to learn new strategies or to provide feedback on my teaching.					

How often do you have the following types of interactions with other teachers, including instructional coaches, in this school?

	Every Day or Almost Every Day	Once or Twice per Week	Once or Twice per Month	Every One or Two Months	Never or Almost Never
4.6 Analyze or review student data.					
4.7 Work together to try to out new ideas for engaging students.					
4.8 Participate in professional development.					
4.9 Practice new skills.					
4.10 Discuss students with academic difficulties.					
4.11 Share strategies for communicating with students' families.					

Section 5: Instructional Decisions for Diverse Students

5.1 In a typical week, how often do you alter your lesson's content, tasks, or assessments to take into account students' different ethnic, cultural, language, and/or socioeconomic backgrounds?

- 5 days per week
- 3-4 days per week
- 1-2 days per week
- 1 day every few weeks
- Rarely or never

5.2 In a typical week, how often do you purposely have students work in groups with peers from different ethnic, cultural, language, and/or socioeconomic backgrounds?

- 5 days per week
- 3-4 days per week
- 1-2 days per week
- Rarely or never

Section 6: Final Question and Thank You

We greatly appreciate your willingness to answer our questions. Again, we will keep your responses confidential by only reporting general trends and themes for this school in our study.

Before you complete the survey, is there anything else you would like to share regarding your school and college or career preparation of African-American, Hispanic/Latino, and English language learning students and/or those growing up in poverty?

[TEXT BOX]

Thank you!

On behalf of the UAlbany NYKids research team, we thank you for your time and input.

If you have any questions about this survey, please contact Sharon Wiles at swiles@albany.edu or by phone at (518) 442-5171.

Thank you!

The NYKids Team

P.S. To ensure that your responses remain confidential, be sure to close your browser.

