



# **NEW HAVEN UNIFIED SCHOOL DISTRICT**

## **RACE TO THE TOP EXTERNAL EVALUATION REPORT JULY 2014**

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## EXECUTIVE SUMMARY

This summary report provides a description of Race to the Top Grant activities conducted between January 1, 2013 and June 30, 2014 for New Haven Unified School District. (NHUSD). Gibson & Associates (G&A) and Resource Development Associates (RDA), drafted this report that summarizes levels of implementation, key activities, and qualitative data findings.

### Summary Analysis of Project Implementation

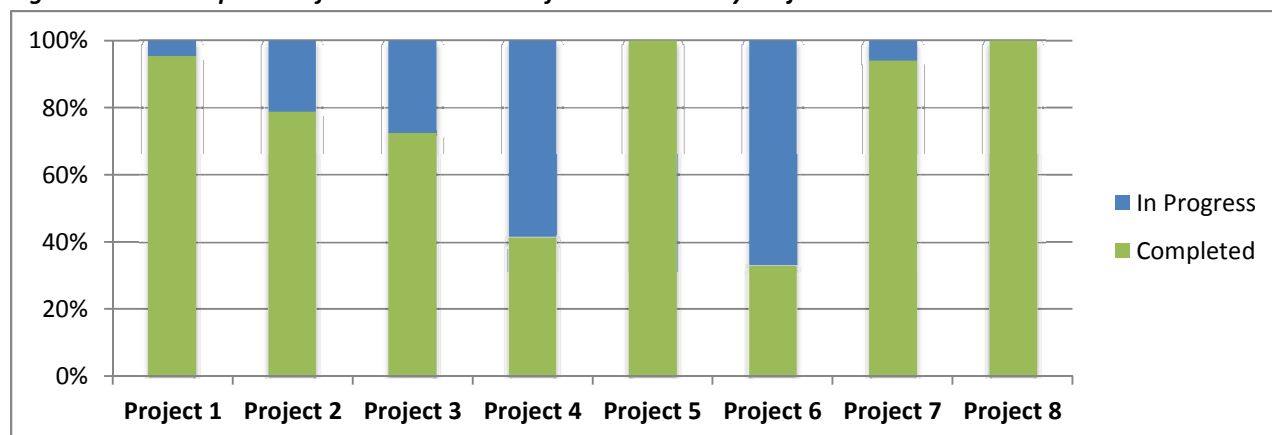
After being awarded the grant, a comprehensive scope of work was developed by the District and approved by the United State Department of Education. The majority of Year 1 tasks in the foundational year focused on professional development (Project 1), systems to implement technology and personalized learning (Project 4), and activities to implement community connections. As indicated in Figure 1, the scope listed a combined total of over 90 activities, over 650 tasks, 200 deliverables, and 100 milestones to be completed in Year 1.

**Figure 1: Year One Activities, Tasks, Deliverables and Milestones by Project Area**

| PROJECT LIST   | ACTIVITIES | TASKS      | DELIVERABLES | MILESTONES |
|--|------------|------------|--------------|------------|
| <b>1: LITERACY AND THE COMMON CORE</b>               | <b>22</b>  | <b>214</b> | <b>88</b>    | <b>25</b>  |
| <b>2: COMMUNITY CONNECTIONS</b>                      | <b>19</b>  | <b>103</b> | <b>39</b>    | <b>24</b>  |
| <b>3: TEACHER/ADMIN./SUPT. EVALUATIONS</b>           | <b>11</b>  | <b>71</b>  | <b>21</b>    | <b>11</b>  |
| <b>4. TECHNOLOGY AND PERSONALIZATION OF LEARNING</b> | <b>12</b>  | <b>113</b> | <b>21</b>    | <b>11</b>  |
| <b>5. GRADING SYSTEMS</b>                            | <b>4</b>   | <b>12</b>  | <b>6</b>     | <b>4</b>   |
| <b>6. COLLEGE AND CAREER READINESS</b>               | <b>6</b>   | <b>50</b>  | <b>14</b>    | <b>8</b>   |
| <b>7. IMPLEMENTATION AND EVALUATION</b>              | <b>17</b>  | <b>65</b>  | <b>27</b>    | <b>19</b>  |
| <b>8. LEADERSHIP</b>                                 | <b>5</b>   | <b>58</b>  | <b>8</b>     | <b>5</b>   |

As represented in Figure 2, the majority of Year 1 activities have been completed (79%) with remaining items in-progress (21%). This is commendable given the breadth and scope of activities. Notably despite changes in federal personnel and state assessment systems, there have been no major delays and some in-progress items may have been completed after the writing of this report.

**Figure 2: Task Completion of Year One Activities for RTTD Grant by Project Area**



The following table (Figure 3) summarizes key deliverables and findings for each project area.

**Figure 3: Project Completion Status, Key Activities, and Findings**

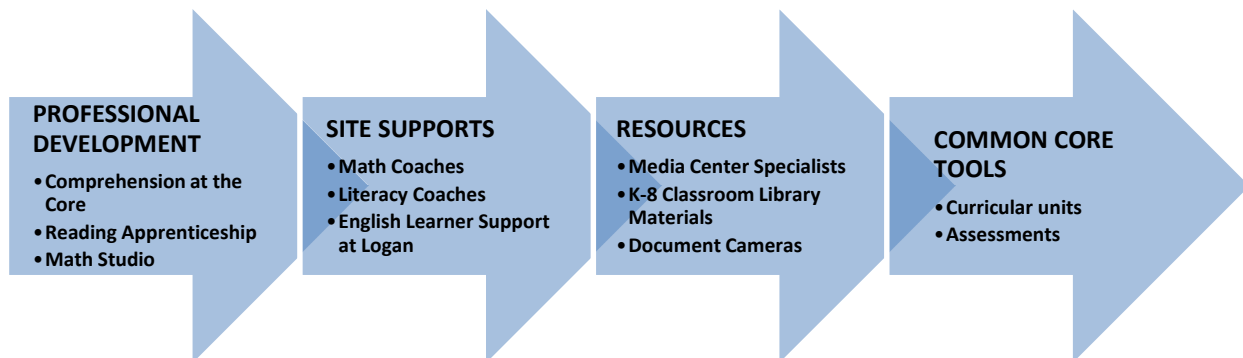
| PROJECT NAME                                  | KEY ACTIVITIES AND FINDINGS  |
|---|--|
| 1. LITERACY AND THE COMMON CORE               | The District completed 95% of activities in this project area. New Haven’s ambitious plan included intensive professional learning in the summer with follow-up site workshops and literacy and mathematics coaches at all sites. Focus groups with teachers indicate high levels of satisfaction with coaching support received. <b>Of over 200 K-12 teacher participants, 90% rated Summer 2014 professional learning sessions highly.</b>   |
| 2. COMMUNITY CONNECTIONS                      | The District completed 79% of activities and all others are in progress. A key deliverable was the introduction of the Academic Parent Teacher Team (APTT) into the district to increase family-school engagement in learning. Focus groups with participating teachers and parents indicated enthusiasm for APTT, and the program's capacity to improve student achievement. Another key deliverable met has been the implementation of Kids' Zone supports that include quality afterschool programming and mental health systems at high need school sites. Additionally Kids' Zone strategic planning efforts are in progress. |
| 3. TEACHER AND ADMINISTRATOR EVALUATION       | The District completed 73% of activities in this area. Activities included the development of an evaluation pilot group and research into best practices. Focus groups with evaluation pilot group members indicated high levels of enthusiasm - seeing the new system as a means to support and enhance educator professional learning, along with improved student outcomes. While administrators expressed initial concern about time constraints when extended to all teachers, modifications have been made to support a manageable rollout of the pilot program through coaches.   |
| 4. TECHNOLOGY FOR PERSONALIZATION OF LEARNING | The District completed 42% of activities in this area. Deliverables completed include increased broadband; technology device selection and distribution; and professional learning. <b>May 2014 student survey data indicates 30% more students report using educational technology than baseline data. Teachers self-reported increased.</b> In June 2014 focus groups, teachers described the use of teacher Chromebooks as enhancing teacher collaboration within and across sites. In-progress activities include adoption of Common Core assessments.   |
| 5. GRADING AND ASSESSMENT                     | The District completed 100% of activities in this area. These activities include the development of a taskforce, research, and recommendations.  |
| 6. COLLEGE AND CAREER READINESS               | The District completed 33% of activities in this area. Deliverables met include the universal implementation of PSAT at Logan High School Advanced Placement summer boot-camp courses, and development of Career Technical Education (CTE) courses. In-progress activities are related to data gathering that will occur throughout the summer.  |
| 7. IMPLEMENTATION AND EVALUATION              | The District completed 94% of activities in this area. Deliverables include coaches to support completion of project deliverables, and use of an external evaluator to provide qualitative and quantitative data, for formative improvements and summative reports of progress.  |
| 8. LEADERSHIP                                 | The District completed 100% of activities in this area. These activities include the development of the extensive scope of work for all projects, and cohesive policies to support Instructional Leadership Teams at each district and targeted leadership within the district.  |

## PROJECT 1: LITERACY AND COMMON CORE

### Key Activities

The graphic below (Figure 4) summarizes activities for this project area for Year I. The activities focus on professional development in the summer and throughout the year, along with site level coaching support through trained literacy and math coaches. Common Core assessments tools and curricula are in progress and will be rolled out in Year 2.

Figure 4: Summary of Project Activities and Milestones



### Summary of Recent Key Findings

Over 200 teachers in grades K-12 participated in professional development in initial or advanced training in Math Studio or Reading Apprenticeship. The majority of teachers rated the professional learning as excellent or good (Figure 4), with Reading Apprenticeship (RAISE) receiving the highest ratings (Figure 5).

Figure 5: Teachers Rating of Summer 2014 Professional Learning Activities (n=216)



Figure 6: Teachers Rating of Summer 2014 Professional Learning Activities (n=216)

| How would you rate the overall professional learning session? | Math Studio Year 1<br>n=68 | Math Studio Year 2<br>n=84 | RAISE Cohort 14<br>n=39 | RAISE Cohort 15<br>n=25 | Overall Rating<br>n=216 |
|---|----------------------------|----------------------------|-------------------------|-------------------------|-------------------------|
| Excellent   | 30.9%                      | 48.8%                      | 43.6%                   | 72.0%                   | 44.9%                   |
| Good  | 47.0%                      | 47.6%                      | 51.3%                   | 24.0%                   | 45.4%                   |
| Fair  | 17.6%                      | 3.6%                       | 2.6%                    | 4.0%                    | 7.9%                    |
| Poor  | 4.4%                       | 0.0%                       | 2.6%                    | 0.0%                    | 1.9%                    |

## PROJECT 2: COMMUNITY CONNECTIONS

### Key Activities

The graphic below (Figure 7) summarizes deliverables and activities for this project area for Year I. The project addresses supports for schools through a combination of Kids' Zone afterschool programming, community and mental health resources, and parent outreach and training. Most deliverables have been completed for Year 1. Planning elements for community schools and sustainability are in progress.

**Figure 7: Summary of Project Activities and Milestones**



### Summary of Recent Key Findings

- The majority of students continue to feel connections to their school community.
- Most parents continue to feel welcome at their school but there are rooms for improvement.

### Student Connections

Survey results indicate most students have positive attitude towards school and school connections. Comparison of May 2014 (End of Year One) and September 2013 (baseline data) suggest minor changes. While the majority of all students surveyed (5th, 8th, 10th, 12th grades) indicated that they liked going to school, there was a slight drop in enthusiasm by secondary students. Most students indicated that there is an adult at the school who believes they will be successful (ranging from 85% in middle school to 91% in high school and 93% in elementary). Most students indicated that there was an adult at school that they could talk to about academic or other problems. Middle school students had fewer adult connections at both the start and end of year, while high school students' connections grew over time.

**Figure 8: Student Respondents' Agreement about School Connections**

| Statement  | Elementary |           | Middle   |           | High     |           |
|--|------------|-----------|----------|-----------|----------|-----------|
|  | Baseline   | Follow-up | Baseline | Follow-up | Baseline | Follow-up |
| I like going to school.  | 91.0%      | 89.8%     | 77.7%    | 64.9%     | 70.5%    | 60.9%     |
| There is an adult at this school who believes I will be a success.     | 96.2%      | 93.3%**   | 86.7%    | 84.7%     | 89.3%    | 90.6%     |
| I have an adult at school I can talk to about academic problems.       | N/A        | 75.0%     | 74.1%    | 69.6%     | 78.5%    | 81.3%     |
| There is an adult at school I can talk to about non-academic problems. | 91.9%      | 85.4%*    | 62.0%    | 60.0%     | 63.1%    | 70.8%     |

### **Student and Parent Perception of School Safety**

Most students reported that they feel safe at school, commuting to and from school, and in their neighborhoods (Figure 9). The ratings largely remained consistently high for all questions, except for a 6% drop among middle school students coming to and from school, and at school.

**Figure 9: Students' Perception of School and Neighborhood Safety**

| Statement                                     | Elementary |           | Middle   |           | High     |           |
|---|------------|-----------|----------|-----------|----------|-----------|
|   | Baseline   | Follow-up | Baseline | Follow-up | Baseline | Follow-up |
| <b>I feel safe at school.</b>                 | 92.4%      | 89.5%     | 87.2%    | 80.6%     | 86.5%    | 82.2%     |
| <b>I feel safe coming to and from school.</b> | 94.0%      | 91.6%     | 92.5%    | 86.3%     | 87.3%    | 84.2%     |
| <b>I feel safe in my neighborhood.</b>        | 87.0%      | 88.5%     | 91.4%    | 89.2%     | 88.7%    | 90.5%     |

### ***Parent Perceptions***

It should be noted that nearly all parents reported in both the Baseline Survey (October 2013) and Follow-Up Survey (May 2014) that they believe their child's school is a safe place. Results ranged from 95% agreement at the elementary level to 91% at the middle school and 87% at the high school level.

### **School Communication with Parents and Guardians**

Over 90% of parents and guardians surveyed in both Fall (October 2013) and Spring (May 2014) agreed that they feel *welcome at their* school. The majority of parents and guardians surveyed agreed that they receive effective communication from the principal and teacher(s). There appears to be room for improvement, with slight decreases in effective communication at the secondary level from the Baseline to Follow-Up period from educators as well as declines in information received about home-learning, community resources, and afterschool programs.

**Figure 10: Parent Respondents' Agreement about Communication**

| Statement  | Elementary |           | Middle   |           | High     |           |
|--|------------|-----------|----------|-----------|----------|-----------|
|  | Baseline   | Follow-up | Baseline | Follow-up | Baseline | Follow-up |
| <b>I feel welcome at this school.</b>  | 96.7%      | 95.1%     | 89.5%    | 93.9%     | 90.1%    | 90.1%     |
| <b>The principal communicates effectively with parents.</b>                        | 92.6%      | 90.9%     | 83.8%    | 76.6%     | 86.1%    | 78.8%     |
| <b>The teachers communicate effectively with parents.</b>                          | 95.0%      | 90.1%     | 88.3%    | 75.9%     | 77.6%    | 67.8%     |
| <b>The school gives me the info I need to support my child's learning at home.</b> | 92.4%      | 88.1%     | 81.8%    | 70.5%     | 79.2%    | 65.6%     |
| <b>The school informs me about community resources and afterschool programs.</b>   | 91.2%      | 82.5%     | 74.9%    | 62.4%     | 69.0%    | 62.5%     |

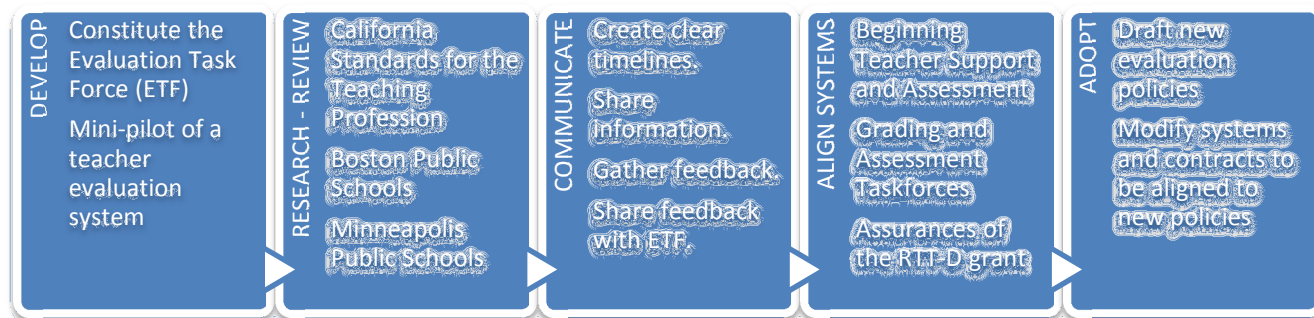
In the May 2014 survey, NHUSD teachers were asked if their school "had family engagement standards that guided their work with families." Only 23% of NHUSD teachers (n=243) agreed that their school had family engagement standards. There were limited differences in response by grade span, ranging from 18.6% for middle schools, to 23.3% for high school and 23.9% for elementary schools. These data suggest the need for school plans that are to be developed and implemented in future grant years.

### PROJECT 3: TEACHER AND ADMINISTRATOR EVALUATION

#### Key Activities

The graphic below (Figure 11) summarizes deliverables and activities for this project area for Year I. The project addresses the development of new evaluation systems through a combination of pilot group, research, development, and continuous refinement.

**Figure 11: Summary of Project Activities and Milestones**



There are no recent findings to summarize for this project area at this time.

### PROJECT 4: TECHNOLOGY AND PERSONALIZATION OF LEARNING

#### Key Activities

The graphic below (Figure 12) summarizes deliverables and activities for this project area for Year I. The project addresses improvements in teaching and learning through personalized learning environments and increased and enhanced technology usage by teachers and students.

**Figure 12: Summary of Project Activities and Milestones**



#### Summary of Recent Key Findings

- Teachers report increased use of technology for personalized learning for students.
- Teacher report increased use of technology for collaboration with their colleagues.
- Students report increased use of technology in class.
- Students report increased use of technology as a tool for learning.



### Teachers' Report of Technology Usage

Across all grade spans, more teachers reported using technology to teach their lessons more frequently, averaging weekly usage. Notably at the high school level the percent reporting that they never use technology to teach their lessons dropped from 22% to 0. Further, about 40% of teachers at each grade span report using technology to personalize their students' learning experience on at least a weekly basis—this was a dramatic shift among high school teachers - up from 11% during the baseline year. Similarly, more teachers reported using technology to share ideas and lessons with their colleagues more frequently—again, this increase was especially true among high school teachers.

**Figure 13: Teachers' Use of Technology for Teaching, Personalized Learning and Collaboration**

|   | Elementary |           | Middle   |           | High     |           |
|---|------------|-----------|----------|-----------|----------|-----------|
|   | Baseline   | Follow-up | Baseline | Follow-up | Baseline | Follow-up |
| <b>I used technology to teach my lessons.</b>                                       |            |           |          |           |          |           |
| Never   | 16.2%      | 10.5%     | 9.1%     | 3.4%      | 22.2%    | 0.0%      |
| Once or Twice   | 20.1%      | 15.8%     | 9.1%     | 10.3%     | 22.2%    | 10.8%     |
| Monthly   | 19.0%      | 15.8%     | 36.4%    | 12.1%     | 0.0%     | 18.9%     |
| Weekly  | 24.6%      | 33.6%     | 18.2%    | 34.5%     | 11.1%    | 40.5%     |
| Every Day   | 20.1%      | 24.3%     | 27.3%    | 39.7%     | 44.4%    | 29.7%     |
| <b>I used technology to personalize the learning experience for my students.</b>    |            |           |          |           |          |           |
| Never   | 18.8%      | 14.4%     | 45.5%    | 8.8%      | 33.3%    | 5.4%      |
| Once or Twice   | 24.9%      | 21.6%     | 27.3%    | 19.3%     | 44.4%    | 35.1%     |
| Monthly   | 19.9%      | 15.7%     | 0.0%     | 26.3%     | 11.1%    | 21.6%     |
| Weekly  | 24.9%      | 34.6%     | 18.2%    | 28.1%     | 11.1%    | 24.3%     |
| Every Day   | 11.6%      | 13.7%     | 9.1%     | 17.5%     | 0.0%     | 13.5%     |
| <b>I used technology to share ideas and lessons with colleagues at my site.</b>     |            |           |          |           |          |           |
| Never   | 26.1%      | 7.6%      | 9.1%     | 6.9%      | 25.0%    | 2.7%      |
| Once or Twice   | 33.3%      | 20.4%     | 27.3%    | 17.2%     | 25.0%    | 13.5%     |
| Monthly   | 22.2%      | 29.9%     | 27.3%    | 20.7%     | 12.5%    | 43.2%     |
| Weekly  | 14.4%      | 31.2%     | 27.3%    | 34.5%     | 37.5%    | 27.0%     |
| Every Day   | 3.9%       | 10.8%     | 9.1%     | 20.7%     | 0.0%     | 13.5%     |
| <b>I used technology to share ideas and lessons with colleagues at other sites.</b> |            |           |          |           |          |           |
| Never   | 61.0%      | 43.7%     | 54.5%    | 29.3%     | 77.8%    | 45.7%     |
| Once or Twice   | 23.6%      | 26.6%     | 36.4%    | 29.3%     | 11.1%    | 20.0%     |
| Monthly   | 8.2%       | 17.7%     | 9.1%     | 15.5%     | 11.1%    | 20.0%     |
| Weekly  | 5.5%       | 11.4%     | 0.0%     | 13.8%     | 0.0%     | 11.4%     |
| Every Day   | 1.6%       | 0.6%      | 0.0%     | 12.1%     | 0.0%     | 2.9%      |

### Students Report on Technology Usage

Student data confirms the teacher self-report. Across grade spans, student technology engagement and utilization nearly doubled from the baseline report.

**Figure 14: Teacher and Student Use and Engagement in Technology as a Learning Tool**

| Statement                                       | Elementary |           | Middle   |           | High     |           |
|---|------------|-----------|----------|-----------|----------|-----------|
|   | Baseline   | Follow-up | Baseline | Follow-up | Baseline | Follow-up |
| <b>My teacher uses technology during class.</b> | 87.6%      | 92.3%     | 94.6%    | 97.0%     | 96.4%    | 96.2%     |
| <b>I use technology during class.</b>           | 36.9%      | 77.3%     | 36.9%    | 70.3%     | 43.4%    | 74.2%     |
| <b>Technology helps me do better in school.</b> | 67.2%      | 81.2%     | 84.6%    | 87.7%     | 86.2%    | 89.4%     |

### Parent Perceptions of Technology and Additional Support

The majority of parent respondents reported that their child uses technology for learning at school and at home. Most parents believe their child receives the extra academic help he or she needs from their school, although this was more common among parents of elementary school students with declines from the baseline for secondary students.

**Figure 15: Parent Respondents' Agreement about Technology Use and Academic Support**

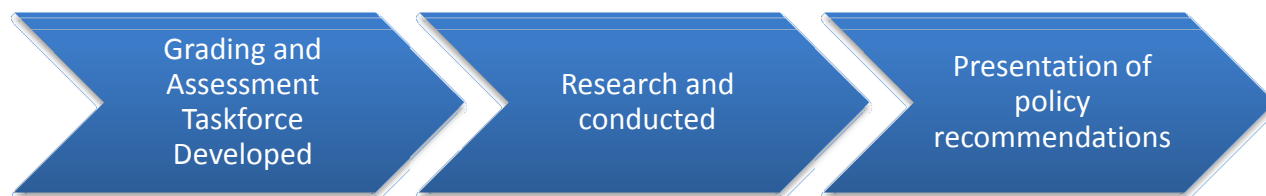
| Statement  | Elementary |           | Middle   |           | High     |           |
|--|------------|-----------|----------|-----------|----------|-----------|
|  | Baseline   | Follow-up | Baseline | Follow-up | Baseline | Follow-up |
| <b>My child uses technology for learning at school.</b>                        | 87.8%      | 95.1%     | 88.3%    | 89.7%     | 90.0%    | 87.5%     |
| <b>My child uses technology for learning at home.</b>                          | 95.9%      | 95.5%     | 96.6%    | 95.1%     | 97.0%    | 98.7%     |
| <b>My child receives the extra academic help he/she needs from the school.</b> | 92.4%      | 85.5%     | 86.9%    | 78.5%     | 84.2%    | 74.2%     |

## PROJECT 5: GRADING AND ASSESSMENTS

### *Key Activities*

The graphic below (Figure 16) summarizes deliverables and activities for this project area for Year I. The project addresses the development of Common Core aligned grading and assessment systems through a combination of research, policy development, refinement and implementation. '

**Figure 16: Summary of Project Activities and Milestones**



### *Summary of Recent Key Findings*

- Less than half of surveyed teachers currently use the same grading as their course colleagues.
- The majority of all surveyed students reported that they felt they are graded fairly.
- The majority of surveyed parents reported that they understood grading procedures.

### Teacher Perception

As outlined in Figure 17, the majority of teachers do not agree that they use the same grading and assessment procedures as their course colleagues, with the greatest variation at the secondary level.

**Figure 17: Teacher Respondents Agreement with Statement of Consistency in Grading/Assessment**

| Statement   | Elem (n=160)                | Middle (n=61) | High (n=37) | All (n=258) |
|---|-----------------------------|---------------|-------------|-------------|
| My course colleagues and I used the same grading and assessment practices | <b>Agree/Strongly Agree</b> |               |             |             |
|   | 44%                         | 33%           | 30%         | 40%         |

### Student Perception

Despite variation in individual teacher practices most students perceive current grading to be fair. As outlined in Figure 18, nearly all elementary school students felt that the grading was fair, and the majority of all secondary students perceived grading to be fair, with slightly fewer perceiving grading in STEM areas (Math and Science) to be fair. Middle school students' ratings declined, most notably in English and social studies, but high schools students' grading fairness ratings were generally higher in the follow-up period, with a notable increase in mathematics.

**Figure 18: Student Perceptions of Fairness of Grading**

| Statement                              | Elementary |           | Middle   |           | High     |           |
|--|------------|-----------|----------|-----------|----------|-----------|
|  | Baseline   | Follow-up | Baseline | Follow-up | Baseline | Follow-up |
| The grading in math is fair.*          | N/A        | 91.2%     | 82.9%    | 78.7%     | 69.3%    | 76.1%     |
| The grading in English is fair.*       | N/A        | 90.2%     | 90.4%    | 78.8%     | 86.5%    | 87.3%     |
| The grading in science is fair.        | N/A        | N/A       | 89.2%    | 85.7%     | 78.4%    | 79.4%     |
| The grading in social studies is fair. | N/A        | N/A       | 90.6%    | 83.6%     | 87.3%    | 89.3%     |
| The grading in electives is fair.      | N/A        | N/A       | 91.1%    | 88.1%     | 89.7%    | 88.9%     |
| The grading in PE class is fair.       | N/A        | N/A       | 87.8%    | 86.6%     | 87.4%    | 87.7%     |

\*In the baseline measure, elementary students were asked to rate "The grading in school is fair."

### Parents

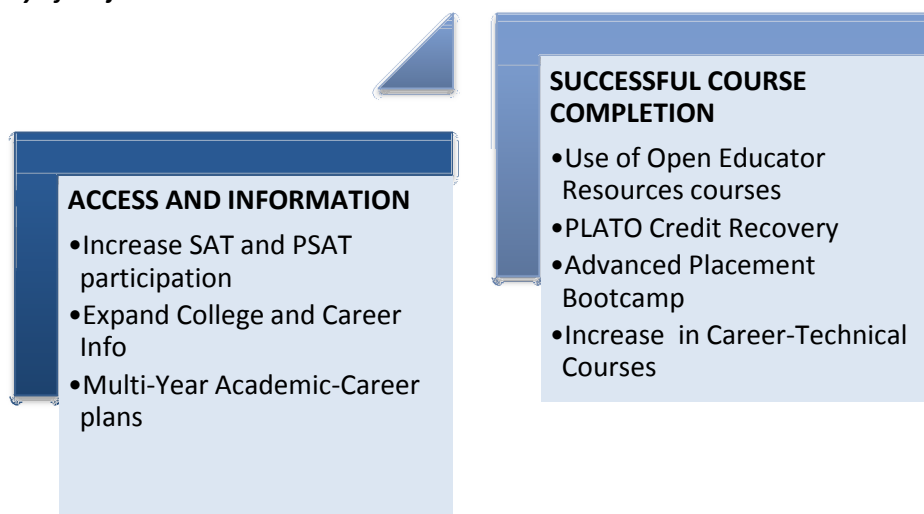
The vast majority of parents reported that they understood the grading procedures at their child's school (84%). Most were informed regularly about their child's academic progress, from 91% in elementary to 81% in high school and middle school.

## **PROJECT 6: COLLEGE AND CAREER READINESS**

### *Key Activities*

The graphic below (Figure 19) summarizes deliverables and activities for this project for Year I, designed to increase college and career preparatory activities and course completion.

**Figure 19: Summary of Project Activities and Milestones**



### Recent Key Findings:

- More students engaged in career and future planning activities.
- More students reported opportunities to enroll in AP and Career and Technical courses.

### Student Perception of College and Career Readiness

The majority of students reported that they believe getting a college education is important and that what they learn in school seems meaningful as illustrated in Error! Reference source not found. More high school students agreed that they had opportunities to explore careers in school, teachers helped them to plan for their future, planned on attending a 4-year college, planned on attending a community college, had an idea about what they will do after high school, knew how to apply for college, knew how to apply for financial aid, knew which classes to take to get into a four-year college, and have opportunities to take AP classes or were enrolled in a career technical program than at the baseline.

**Figure 20: Student College and Career Planning**

| Statement  | Elementary |           | Middle   |           | High     |           |
|--|------------|-----------|----------|-----------|----------|-----------|
|  | Baseline   | Follow-up | Baseline | Follow-up | Baseline | Follow-up |
| I believe getting a college education is important.                  | 98.7%      | 99.0%     | 99.0%    | 96.8%     | 95.6%    | 95.7%     |
| What we learn in school seems meaningful.                            | 93.4%      | 95.4%     | 87.0%    | 80.5%     | 74.2%    | 75.2%     |
| I have opportunities to explore careers in school.                   | 42.2%      | N/A       | 69.9%    | 72.6%     | 80.8%    | 84.5%     |
| My teachers help me to plan my future.                               | 71.0%      | 85.5%     | 60.2%    | 56.6%     | 65.1%    | 67.8%     |
| I plan on applying to a four-year college.                           | N/A        | N/A       | 91.6%    | 91.8%     | 73.3%    | 82.4%     |
| I plan on attending a community college.                             | N/A        | N/A       | 42.6%    | N/A       | 52.4%    | 53.1%     |
| I understand the requirements for high school graduation.            | N/A        | N/A       | N/A      | N/A       | 96.8%    | 96.3%     |
| I understand how to apply to college.                                | N/A        | N/A       | N/A      | N/A       | 65.6%    | 73.6%     |
| I understand how to apply for financial aid for college.             | N/A        | N/A       | N/A      | N/A       | 45.5%    | 60.7%     |
| I know which classes I need to take to get into a four-year college. | N/A        | N/A       | N/A      | N/A       | 74.7%    | 84.9%     |
| I have opportunities to take AP classes.                             | N/A        | N/A       | N/A      | N/A       | 75.6%    | 87.4%     |
| I am enrolled in a career technical program.                         | N/A        | N/A       | N/A      | N/A       | 19.8%    | 30.6%     |

### Parent Perception

Consistent with the baseline report, survey results revealed that almost all parents believe education is important for future success and the majority received support in planning for their child's future.

**Figure 21: Parent Aspirations and Understanding of Future Planning**

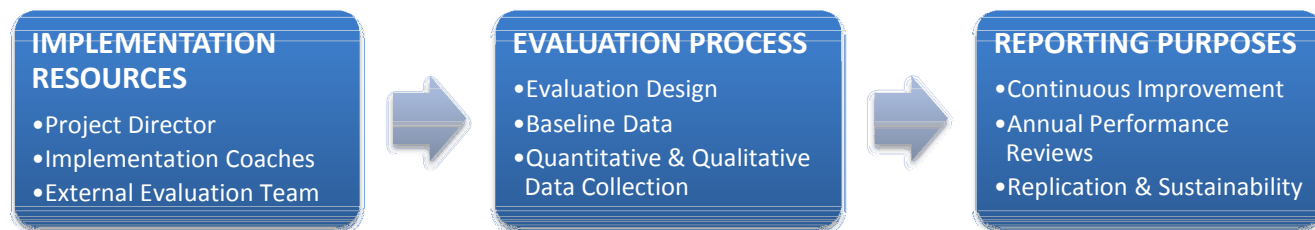
| Statement  | Elementary |           | Middle   |           | High     |           |
|--|------------|-----------|----------|-----------|----------|-----------|
|  | Baseline   | Follow-up | Baseline | Follow-up | Baseline | Follow-up |
| I believe education is important for the future success of my child.                           | 99.7%      | 99.3%     | 99.6%    | 99.4%     | 99.6%    | 99.4%     |
| I receive support in how to prepare my student for college.                                    | N/A        | N/A       | N/A      | N/A       | 63.5%    | 67.1%     |
| My child is already planning for a career or to go on to college after graduating high school. | N/A        | 79.7%     | N/A      | 81.6%     | 68.0%    | 91.4%     |

## PROJECT 7: IMPLEMENTATION AND EVALUATION

### Key Deliverables:

The graphic below (Figure 22) summarizes deliverables and activities, designed for the grant to be successful through implementation and reflection on formative data for continuous improvement.

**Figure 22: Summary of Project Activities and Milestones**



### Recent Key Findings:

In October 2013 and May 2014, the EE Team administered surveys among NHUSD students and their parents. Focus groups with parents, students and teachers were conducted in October, and with parents and teachers in May and June 2014. There was an increase in student survey participation and a decline in parent participation (Figure 23) over the baseline. Parent surveys were available in English and Spanish in both paper and online formats, and online in Tagalog.

**Figure 23: Total Responses to Baseline and Follow-Up Surveys for Parents**

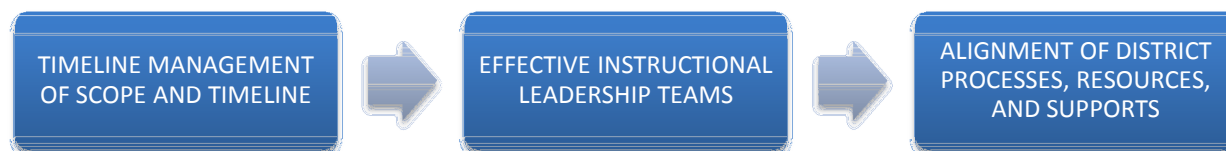
|                          | Student Responses          |                          | Parent Responses           |                          |
|--------------------------|----------------------------|--------------------------|----------------------------|--------------------------|
|                          | Baseline<br>(October 2013) | Follow-Up<br>(June 2014) | Baseline<br>(October 2013) | Follow-Up<br>(June 2014) |
| <b>Elementary School</b> | 899                        | 842                      | 587                        | 248                      |
| <b>Middle School</b>     | 902                        | 889                      | 242                        | 170                      |
| <b>High School</b>       | 1,294                      | 1,647                    | 234                        | 152                      |
| <b>OVERALL</b>           | 3,095                      | 3,378                    | 1,063                      | 570                      |

## PROJECT 8: LEADERSHIP

### Key Deliverables:

The graphic below (Figure 24) summarizes deliverables and activities for this project area to be successful through leadership, project management, and alignment of resources and supports.

**Figure 24: Summary of Project Activities and Milestones**



Recent findings for the leadership projected are embedded in the data from all other project areas.