

**Einstein Education Center: Final Evaluation Report**

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# Table of contents

Table of contents 2

List of Tables 3

List of Figures 3

acknowledgments 4

Executive SummarY 5

Introduction 11

Einstein School Survey Results 12

Teacher, CONSULTANT, & PARTNER Interviews 20

Teacher Interviews 20

Consultants 23

Work Experience (WEX) 23

Einstein Partner Interviews 24

The Yolo County Probation Department 24

Woodland Community College 25

Yolo Family Resource Center 26

Student achievement 27

Conclusion 31

technical Appendices 32

# List of Tables

Table 1. EEC student participation 10

Table 2. 2010 Student Survey Questions 44 & 45 17

#  List of Figures

Figure 1: average Ratings of Importance 12

Figure 2: Average Goal importance 13

Figure 3: goal achievement 14

Figure 4: Student Agreement with opinion items 15

Figure 5: Overall Satisfaction 16

Figure 6: Student Participation in Selected Enrichment Activities 18

Figure 7: Students’ Perception of how enrichment Activities helped them 19

Figure 8: Cahsee pass rates while at EEC 27

Figure 9: Cahsee pass rates 28

Figure 10: Student achievement indicators at EEC 29

Figure 11: Student behavioral issues 30

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# Executive SummarY

Einstein Education Center (EEC), an alternative competency-based high school in Woodland, California offers youth ages 14-19 years who have left school, or who are not succeeding in traditional environments, the opportunity to receive their high school degree through the Diploma Plus Program. This is the final report in a three-year evaluation of EEC conducted by UC Davis Center for Education & Evaluation Services (CEES) for the Yolo County Office of Education (YCOE), supported by a Title II/Project SMART Grant funded by the California Department of Corrections and Rehabilitation: Corrections Standards Authority. In this report we examine findings from the 2010 EEC Student Survey and interviews with EEC’s staff, consultants, partners and school level data provided by EEC and the California Department of Education website DataQuest (http://dq.cde.ca.gov/dataquest/). It should be noted that parents/guardians of EEC students were also surveyed in the fall of 2008 (parent/guardian surveys were provided in both English and Spanish) and parent/guardian goals and expectations mirrored those of the students. More detailed information on earlier phases of the evaluation is provided in the 2009 Einstein Education Center: Interim Evaluation Report.

**Einstein Education Center Student Survey**

Over the past three years, EEC students have completed an end of the year survey, detailing their experiences and perceptions of the EEC program. As part of the CEES evaluation student responses were identified and compared across previous years’ surveys from 2008-2010.

*Student Reasons for Enrolling at Einstein Education Center*

Our findings from the all three surveys reveals that students, over the past three years are consistently stating that the primary reasons for enrolling at EEC can be attributed to the self-paced nature of the program and to make up credits towards graduation. Students also reported that a major reason for enrolling at EEC was the fact that EEC is a small school where adults pay more attention to their concerns and help them with their goals.

*Student Participation in EEC Activities*

Beginning with the student survey in 2009, students were asked about the activities they participated in at EEC. As various afterschool and enrichment activities change year to year, with new activities added each year at EEC, for the purposes of comparing participation rates among students we chose the following enrichment activities that were offered at EEC in both 2009 and 2010 academic years. These activities included, College Visits, the Mentoring Program, Work Experience Class, Project Success, College/Career Club, Student Government, and Science Labs. In 2009, the average participation rate in the aforementioned activities, as reported by students was 22%. This percentage remained consistent in 2010, with an average 21% of students reported participating in EEC enrichment activities.

When asked if participating in EEC activities has helped students achieve their goals, students reported that EEC continues to help them in finishing high school, getting the classes needed to graduate, learning how to get a job, planning for college or jobs and making smarter choices. In 2010, there was a small increase in the percentage of students reporting that EEC activities have also help them to avoid gangs, find friends that help them to improve themselves, get into better physical shape, and manage their finances. Nevertheless, students’ perception of how enrichment activities have helped them remains consistent with the previous years survey results, with no significant difference between the 2009 and 2010 cohorts.

*Student Goals and Goal Achievement*

 As in previous years, the 2010 survey results indicated students’ most important goal remains getting a high school diploma. While students noted various goals, including improving their English, math, and writing skills, along with improving their study skills and passing the CAHSEE, students listed among their major goals: “making up credits for graduation,” “gaining job skills,” and “getting the courses they need to get into college.” Students were also asked to rate how well they believed EEC is helping them to achieve their goals. According to students, EEC is helping them achieve their goals, especially in the getting the courses they need for college and making up credits for graduation and getting a high school diploma.

**Einstein Education Center Teacher and Partner Interviews**

From our interviews with EEC teachers and partners, we documented several factors that have occurred at EEC over the last year that have contributed to the academic and career accomplishments of students at EEC. Under the leadership and support of Principal Cassady, EEC has implemented new programs and restructured and/or refined established programs, which have led to a greater focus on students’ individual progress. In addition, the social, emotional, and behavioral issues of students are being addressed through increased Yolo Family Resource Center counseling services, while new afterschool programs are further engaging students.

***Addressing Student Productivity and Attendance Through Academic Probation and Structural Reforms and/or Refinement***

Deficiencies in student productivity and attendance were reported by Principal Cassady to be critical issues that required immediate attention. In order to effectively address these issues Academic Probation was introduced to EEC and Diploma Plus Advisories were aligned with the program’s phases.

*Academic Probation*

In our interviews, several staff members mentioned that the implementation of Academic Probation created an increase in student productivity and subsequent decrease in classroom behavior problems at the school this year. Students have a minimum number of credits they must accumulate over a six-week grading period with a review of their progress occurring regularly. Academic Probation is the result of students not meeting minimum requirements during the allotted six-week period. Ultimately, if students are on Academic Probation for a prescribed period of time they will be transferred out of the EEC program. The introduction of clear punitive measures is cited by staff as being instrumental to positive changes in students’ classroom behavior and in advancing credit accumulation.

*Alignment of Advisories to the Diploma Plus Program Phases*

The Advisories are aligned to Diploma Plus Phases, and every Advisory is now tied to the Phase the student is in within the Diploma Plus model, offering teachers the ability to assist students more effectively.

The Diploma Plus Program has three phases entitled the Foundation, Presentation and Plus. Each phase improves skill levels with clearly defined competencies and content objectives. The Foundation Phase engages students in preparatory work in order to pass the California High School Exit Exam. The Presentation Phase continues to work with students to attain grade level skills and demonstrate competencies as they prepare for the Early Assessment Program. This program allows students with passing scores to avoid remedial course work in English, mathematics or both for first-time freshman admitted to California State Universities, and ensures that they are fully prepared to begin college-level study. Finally, in the Plus Phase students begin their transition into the world beyond high school through enrollment in college courses, internships and engagement in several major projects.

A further reform has taken place within the Diploma Plus Program itself. Each of the three Diploma Plus Phases, outlined in a students’ graduation plan, now requires a completed portfolio and presentation in order for the student to proceed to the next Phase. This used to occur only in the last phase of Diploma Plus. As described by one staff member, “the synergy of seeing everything coming together helps the students get motivated earlier in the program” and it also assists the teachers in their ability to recognize student needs and begin problem solving sooner.

***Addressing Social, Emotional and Behavioral Issues: Counseling & Probation***

*Increased Yolo Family Resource Center Counseling*

The Safe Schools Healthy Students grant will fund a Safety Officer and a full time Counselor from Yolo Family Resource Center (YFRC) starting in the fall of 2010. This year an YFRC Counselor has been present at the school 8 hours a week and had a caseload of 28 students. Ten students are currently on the YFRC Counselor caseload with 500 minutes of counseling for 6 students and four students are newly registered. According to the Counselor, progress has been documented in 50% of the cases. A greater YFRC Counselor presence in the 2010-11 school year and the move to a new school location, which will provide a dedicated office for YFRC Counseling, is expected to greatly facilitate the counseling effort at EEC.

*Decreased Probation Involvement*

There has been a marked reduction in suspension and behavior issues at EEC over the past year. Therefore, in the 2010-11 school year, Yolo County Probation will further reduce its presence, with an officer splitting time between EEC and the Mid Town School.

In 2008-09, EEC had a full time probation officer to provide six key activities: 1) assisting with campus supervision, 2) providing a law enforcement presence, 3) offering truancy reduction through communicating with staff and students regarding behavior issues, 4) attending to staff and student safety on campus, 5) monitoring school attendance with home visits for absences, and 6) attending field trips when requested by staff. While the overall role of the probation officer remains the same, this academic year a half time officer has been assigned to the school who communicates regularly with Principal Susan Cassady and staff.

The reduction in suspension and behavior issues is attributed to several factors including the enforcement of Academic Probation resulting in a student body that is more motivated to be attending school, more accountability due to the new Advisory structure, meeting with parents more frequently regarding truancy (a county-wide development), and any student 18 years old and not progressing being required to create a personal contract which includes a timeline for graduation.

***New Programs and Enrichment Activities***

*Online Learning through Advanced Academics*

The replacement of Cyber High with Advanced Academics was noted by teachers as being a positive change due to the structure provided by Advanced Academics, which includes online assistance from subject matter teachers. Unlike Cyber High, Advanced Academics may be completed at home and offers greater course selection than Cyber High. Another distinction made between Cyber High and Advanced Academics is that each course is administered and graded by subject matter teachers, whereas Cyber High offers more generalized courses without the individual attention of specialists.

*After School Programs*

Beginning in the 2009-10 school year new programs in afterschool such as the Robotics Club and the Aero Modelers Club are engaging students and stimulating their desire to attend school, according to EEC teachers. The popularity and success of these programs is further noted by the fact that seven after school students in the Robotics Club, accompanied by Ms. Krista Purdom, the Director of Afterschool, had the opportunity to share what they had learned by teaching the basic elements of robotics to local elementary school students and at the Woodland Youth Council.

*Mentoring, College and Career Programs*

The mentoring programs with Woodland Community College (WCC), and EEC requirements of college attendance, have resulted in at least 10 students enrolling for classes at Woodland Community College this year. WCC mentors have been credited with assisting students in portfolio development, motivation, and enrollment in WCC courses. The number of students interested in or attending WCC could also be attributed in part to the College and Career Club, which has been refined this year. Work Experience (WEX) Consultant Ron Pina assists students in developing a career plan. As with Advisory, a more strategic effort in WEX is now taking place, according to Principal Cassady, through the development of more focused, individually tailored career efforts rather than general career days. This strategy involves conducting an assessment with each student concerning their chosen career path and creating a bridging program wherein the student is connected to those involved with the chosen career, either through taking them to a career location or making appointments with someone in that field to come to EEC.

**EEC Student Achievement**

 In comparing school level data on student achievement from the 2008-09 through the 2009-10 school years, EEC students have demonstrated increased improvement across academic areas and shown a greater commitment to attending and participating in school. For example, a greater number of EEC students are passing the California High School Exit Exam in both Math and English language arts, compared to previous years. In the 2008-09 school year 31% of students had passed the CAHSEE in math and 35% had passed the CAHSEE in English language arts. In the 2009-10 school year 61% of students passed the CAHSEE in math and 66% had passed the CAHSEE in English language arts. Students are also continuing to earn credits towards graduation at a greater rate each year. The average number of credits eared in 2009-10 was 27.9, which is up from the 13.9 credits students earned in the 2008-09 school year. It should also be noted that 49 students have one hundred or more credits earned as of June 2010, nearing the 140 credits needed for graduation. Seven students graduated in the 2009-10 school year, compared to only one student graduating the previous school year.

 Along with academic gains, student participation at school has also increased, with the number of suspensions down, as well as the number of days unexcused absent, and less tardiness reported (see Table 1). A sixty-three percent decrease in suspensions and an average of 45% decrease in tardiness, days absent and days unexcused, illustrates a stronger commitment to school by current EEC students, compared to previous cohorts. In addition, more students were recognized as demonstrating Positive Achievement & Behavior by EEC staff for the first time this school year (32.5%), compared to the 2008-09 school year (7.5%). Also of significance was the dramatic increase in student enrollment in advanced academic classes. A total of 107 students enrolled, with 81 completing the advanced academic classes in the 2009-10 school year, compared to only 12 students enrolled and 2 completing the advanced academic classes in 2008-09. Clearly with each school year EEC students are making remarkable progress towards their goals of attaining a high school diploma, preparing for college and gaining job skills as identified in the 2010 Student Survey.

**Table 1. EEC student participation**

School Year Suspensions Days Tardy Days Absent Days Unexcused

2008-09 57 6615 4086 3530

2009-10 21 3692 2379 1776

Difference 36 2923 1707 1754

Decrease -63% -44% -42% -50%

***Conclusion***

As a school in its third year, the progress that has taken place at the Einstein Education Center (EEC) over the last year has been commendable considering the high-risk student population it serves. Through the examination of student achievement data, the student/parent surveys and teacher/partner interviews, we find evidence of continuous improvement by students in their participation of EEC activities and their progress towards graduation. Much of this success can be attributed to the staff at EEC: Ms. Susan Cassady, Principal; Phil Lock, Mathematics Instructor; Melissa Chase, English Instructor; Jessica Wiegel, Multi-Subject Instructor in History, English, Math and Science; Marissa Lara, Academic Counselor; Krista Purdom, ROP Computer Instructor & Afterschool Director; Ron Pina, Work Experience Coordinator and Ms. Lupita Lopez, Office Manager. Furthermore, throughout our interviews we found staff and partners working with EEC are continuously working towards creating further focus and refinement of programs, which will foster the development of students both academically and emotionally. As one EEC teaching veteran stated as an example of the great successes during the past year was “a 60-70% increase in productivity by students that have been enrolled at EEC over one year.” With such success, EEC seems poised to continue to grow and serve the local community, as evident by the new school campus opening for the 2010-11 academic year, which will provide more classroom, office, and recreational space and allow for greater learning opportunities for its student population.

# Introduction

*This final report is part of a three-year evaluation of Einstein Education Center (EEC) provided by UC Davis, Center for Education and Evaluation Services (CEES) to Yolo County Office of Education (YCOE). This report is funded from the Yolo County Office of Education through a Title II Grant from the California Department of Corrections and Rehabilitation.*

Einstein Education Center (EEC), an alternative competency-based high school in Woodland, California, offers youth ages 14-19 years who have left school, or who are not succeeding in traditional environments, the opportunity to receive their high school degree through a unique three stage Diploma Plus Model. Each phase of the Diploma Plus Model: (1) Foundation, (2) Presentation and (3) Plus – builds upon the previous requirements, all reflecting students’ growth through portfolio projects. In The Foundation Phase, students work on improving basic skills with competency expectations and content objectives. Instrumental to this stage is preparation for the California High School Exit Exam. At the Presentation Phase, students attain grade level skills, pass competency tests and present and defend their work in an assignment portfolio containing their best work across subjects. Students also take the Early Assessment Program during this phase, which allows those with passing scores to avoid taking any remedial English or mathematics courses at California Sate Universities. In the final phase of the Diploma Plus Model, the Plus Phase, a student enrolls in post-secondary course work at the local community college, participates in internships, and works on major projects or in career technical education classes through Regional Occupational Programs (ROP). Also, students in the Plus Phase work in small groups preparing for college, receiving tutoring, developing post graduation plans, and building on their academic competencies. In addition, “Portfolios” in the Presentation and Plus Phases are presented to a group of adults including community members and EEC and YCOE staff.

The Einstein program began in Fall 2007 with the specific goal of serving youth at risk of not completing their high school education. Due to its unique format and the high-risk population it serves, EEC is still working through important questions regarding how best to engage its students and motivate them to achieve the main goals of high school graduation and subsequent college enrollment or job placement. Current economic conditions, and the unique challenges that EEC students face, complicate their efforts to achieve these goals. This creates an environment in which the development of strong and viable partnerships with key community stakeholders and teachers is critical to program development and student achievement.

The following report includes survey responses from students about their experiences at EEC and perceptions of it, and discusses results from interviews with teachers, consultants, and community partners regarding their roles in implementing EEC programs and supporting students. This report also examines student enrollment data and academic achievement. Details of the data collection efforts and the results are available in the attached appendices.

## Einstein School Survey Results

Students have been surveyed at the end of the school year for three years (2008, 2009, & 2010). Questions focused on (1) reasons for enrolling at Einstein, (2) goals, (3) attitudes and opinions about the school setting and, (4) specific program activities students participated in during the school year.

Student Reasons for Enrolling at Einstein

In the student surveys a selection of possible reasons for enrolling at Einstein were offered. Respondents were asked to indicate how important each reason was in their decision, with each item ranked from 1 (“not a reason”) to 4 (“most important reason”). Figure 1 below illustrates the average ranking from each group for the five common options offered on all three surveys (specific items varied somewhat among the surveys). Please see the appendices for more details from the student survey. As Figure 1 illustrates, making up credits and the self-paced approach of the program have been the leading reasons for students to choose Einstein for the past three years.

***Figure 1: average Ratings of Importance***

Student Goals

Students were asked to rank a set of goals from (1) not one of my goals to (4) my most important goal. Average ratings for a set of goal options common to each of the three surveys are presented in Figure 2 below (details for the student survey are in the appendices). Getting a high school diploma is the most important goal for students. For the past three years, students are primarily focused on completing their high school diploma requirements and “Making up credits” toward that goal, followed by “College preparation” and “Gaining job skills” (see Figure 2).

***Figure 2: Average Goal importance***

Goal achievement

At the end of each year, students were asked to rank how well Einstein helped them meet these goals. Meeting the goals was ranked from (1) “not helping at all” to (4) “the most important help for me.” Figure 3 (below), from the 2008-2010 student surveys illustrates how well students reported Einstein did in helping them achieve those goals. Students believe that EEC is helping them achieve their goals, especially in getting the *courses they need for college*, *gaining skills to get a good job*, *making up credits for graduation* and, most importantly, helping them *get a high school diploma*, their three “most important” goals (see Figure 2).

***Figure 3: goal achievement***

*Student Opinions about Einstein*

Surveys asked respondents to indicate their level of agreement/disagreement with several items related to Einstein’s school climate, teachers, and overall satisfaction with the school. Figure 4 (below) illustrates the average ratings (ratings range from 1 = “disagree completely” to 4 = “agree completely”). Appendices provide additional detail, including ratings on items that do not appear in Figure 4, most of which were not common on all surveys. As in previous years, the majority of students agree with the statements illustrated in Figure 4. Levels of agreement have generally improved in each survey administration.

***Figure 4: Student Agreement with opinion items***

 According to the survey, EEC students indicated that they most agree with the following statements: “teachers provide individual help when needed,” “students are safe here,” and “adults here believe students can succeed.” Clearly students view the school environment at EEC as very supportive and safe, which mirror some of the same reasons students indicated for enrolling at EEC (see Figure 1).

*Overall Satisfaction*

In each survey, students were asked about their overall satisfaction with Einstein. Students rated their satisfaction on a four-point scale from (1) “not at all satisfied” to (4) “very satisfied.” As Figure 5 (below) demonstrates, students, on average, have been quite satisfied with their experience at Einstein for the past several years.

***Figure 5: Overall Satisfaction***

*Students’ Previous Experience and Plans*

In the spring 2009 student survey, students were asked if they were expecting to enroll at EEC for the coming (2009-10) school year. Most (43%) students were expecting to enroll, an additional 31% said either “maybe” or “probably” and 10% were graduating in the ‘08-‘09 school year. In order to better understand how long students were attending high school and their attrition rates from schools, students were asked to identify the first year in which they had attended high school and how many high schools they had attended. The earliest year of enrollment for the 2008-09 cohort was 2005 (16% of respondents) with the largest proportion of students (36%) having started high school in 2006, making them roughly equivalent to juniors in traditional high schools.

In the spring 2010 student survey, 52% of students reported that they expected to enroll at EEC for the coming (2010-2011) school year. Approximately 18% of students said either “maybe” or “probably” and 15% indicated that they would be graduating before September 2010. As in the previous year’s survey, students were asked to identify the first year they started attending high school and how many schools they have attended since starting high school. The majority (23%) of students reported starting high school in 2009, and the earliest year of enrollment was 2006 (19% of respondents). In addition 83% of students reported attending 2 or more schools since starting high school (see Table 2 for details).

**Table 2. 2010 Student Survey Questions 44 & 45**

Q44. What year did you first attend high school?

 School Year N Percentage

 2010 6 12%

 2009 12 23%

 2008 11 21%

 2007 7 13%

 2006 10 19%

Q45. How many schools have you attended since you started high school?

 Number of Schools N Percentage

 1 8 15%

 2 22 42%

 3 12 23%

 4 6 12%

Also of interest is that 19% of students are in the fifth year of high school. Considering that the majority of the students were referred to EEC because of they had previously left school or were not succeeding in traditional high schools, it is not surprising that the majority of students have attended various high schools prior to enrolling at EEC. However, examination of Table 2 also suggests that the survey questions were not clearly enough worded, given that two students who answered question 45 (*How many schools have you attended since you started high school?*) did not answer question 44 (*What year did you first attend high school?*). It would appear that students varied in their interpretation of the questions since it is unlikely that 35% of students could have entered high school in 2009-10 while 15% have only attended one high school.

*Students’ Participation in Einstein Enrichment Activities*

Einstein offers a number of different enrichment activities to students. These activities vary from year to year. Figure 6 lists common enrichment activities for the 2009 and 2010 school years. Students were asked to identify the activities in which they had participated (Figure 6). The chart illustrates a small increase in participation in Science and Student Government in 2010 compared to the previous year. However, there is no significant difference in participation in the enrichment activities between 2009 and 2010. Figure 6 illustrates that participation in the following EEC enrichment activities has remained steady. It should also be mentioned that there were several new enrichment activities offered in 2010, which included a Cooking Class, Scrapbooking Class, Mosaic Stepping Stone Art, Digital Art, Aerial Modelers and LEGO® MINDSTORMS®.

***Figure 6: Student Participation in Selected Enrichment Activities***

Students were also asked how their participation in EEC enrichment activities assisted them. Nearly half of students report that EEC enrichment activities help them in finishing high school, getting the classes needed to graduate, learning how to get a job, planning for after high school, and planning for college. In 2010, there was a small increase in the percentage of students reporting that EEC activities have also help them to avoid gangs, find friends that help them to improve themselves, get into better physical shape, and manage their finances (see Figure 7). As illustrated in Figure 7, students’ perception of how enrichment activities have helped them remains consistent with the previous years survey results, with no significant difference between the 2009 and 2010 cohorts.

***Figure 7: Students’ Perception of how enrichment Activities helped them***

# Teacher, CONSULTANT, & PARTNER Interviews

This portion of the evaluation report summarizes the second round of annual interviews with EEC’s staff, consultant, and partners. The first series of interviews is described in the Einstein Education Center: Interim Evaluation Report dated July 23, 2009.

# Teacher Interviews

Teachers at the Einstein Education Center were individually interviewed by phone between March and late April 2010. Interviews took place with the three teachers: Mr. Phil Lock, an instructor in Math, who is the veteran of the group having been on staff for three years; Ms. Melissa Chase, an English instructor, who has been with EEC for two years; and Ms. Jessica Wiegel. Ms. Wiegel joined the teaching staff in August of 2009 as a Multi-subject teacher in History, English, Math and Science. Other staff interviewed by phone included: Ms. Marissa Lara, Academic Counselor, who joined the EEC in December of 2009; Ms. Krista Purdom, Afterschool Director; and Ms. Susan Cassady, EEC Principal, beginning in Fall 2010.

In reviewing the teacher interviews, all teachers noted a significant reduction in behavioral issues within the classroom during the past year. This is largely attributed to a greater sense of structure fostered by the new principal and through the following reforms.

*Implementation of Academic Probation*

Beginning in 2010, students have a minimum number of credits they must accumulate over a six-week grading period with a regular review of their progress. The implementation of Academic Probation is the result of not meeting the minimum requirements (3 credits/proficiencies) during the allotted six-week period. According to teachers, the introduction of clear punitive measures, which will take place if students choose to “park” at the school, is reported to have been beneficial to students both behaviorally and in advancing credit accumulation. If students are on Academic Probation for an extended period of time (i.e., two continuous 6 week Progress Report periods) they will be transferred either into the Einstein Transition Class or Midtown Community School. If students fail to meet the assigned benchmarks for a third continuous 6 week Progress Report period, Einstein staff will assist students in transferring to another school choice.

*Restructured Advisories*

Advisories (students’ homeroom) are now more closely tied to the Phase each student is in within the Diploma Plus Program. There is also greater teacher and parent interaction, allowing them to meet more regularly concerning students progression in the Diploma Plus Phases. Teachers are proactively contacting parents concerning progress or problems encountered in Advisory. This additional teacher interaction with families regarding student progress is designed to advance student progress toward degree completion. A greater number of students are accumulating credits more rapidly this year which is attributed in part to this increased communication and also to teachers working more closely with students to monitor their progress and assist them in creating better study habits.

*Restructured* *Phase Program within Diploma Plus.*

Portfolios and Presentations are now completed in each of the three Phases of Diploma Plus, whereas they used to occur only in the last phase. Teachers report that this has created greater accountability and a clear sense of progress for the students.

Teachers also credited the decline in behavioral issues to the multiple restructurings of educational programs and the addition of several enrichment activities within the EEC program, which included the following:

*Advanced Academics*

In 2010, the online program Advanced Academics replaced Cyber High, which was reported as inadequate for students at EEC last year. Advanced Academics may be completed at home (unlike Cyber High) and offers greater course selection than Cyber High. Another distinction made between Cyber High and Advanced Academics is that each course is administered and graded by subject matter teachers, whereas Cyber High offers more generalized courses without the individual attention of specialists. One negative note made about Advanced Academics by an EEC history teacher was regarding error(s) found in Advanced Academics history curriculum.

*Student Achievement Awards*

During assemblies, students who are academically progressing are rewarded by being entered into a lottery with the chance to win an iPod™ shuffle, in addition to receiving certificates, as previously occurred.

*Robotics Club and Aero Modelers Club*

Teachers reported that the addition of a Robotics Club and Aero Modelers Club in after school programs has resulted in significant student interest and led to teaching opportunities for the involved club members and the after school director in a Woodland elementary school and at the Woodland Youth Council.

*Small Learning Community*

Lastly, the reduction in classroom behavioral issues was considered by teachers to be a result of EEC’s small, supportive environment, which contributes to building trust in relationships. The two teachers who have been at EEC for over 2 years mentioned that they have established relationships with students that have resulted in students approaching them more frequently with questions or concerns.

***Next Steps for Improvement***

When asked, “If you could change *one* thing about this school what would it be”? Last year the following answers were provided: focus on developing an older school population; reduce the size of Cyber High; create a more teacher driven emphasis; add one more teacher or Para-educator; develop consistency in implementation of discipline; develop greater clarity concerning EEC mission.

Staff who had been interviewed in 2009 remarked in 2010 that most of the items mentioned above have been addressed. According to the teachers, the focus now is on creating greater cohesion between the classrooms, including consistency in curriculum, instruction and assessment. Also all teachers mentioned the need for an additional full time hire to provide math support and work in science and history. Issues that teachers feel still need to be addressed include a lack of motivation among some students, the amount of time teachers spend in redundant county Professional Development courses, the abundance of paperwork, and the lack of enough teacher prep time. All were cited by staff as obstacles or disappointments faced during the year. However, the Diploma Plus Curriculum Professional Development course was stated as being very good.

***Conclusion***

As reported in last years’ interviews, students who thrive at EEC tend to bethe older, self-directed, mature students who are academically close to grade level. Inversely, those students that do not respond well to the Diploma Plus Program at EEC tend to be the younger, less mature students. Staff frequently mentioned the difficulty of working with students in a self-paced program when they are not at the age and/or maturity level to become self-motivated, independent workers. However, a greater number of students are accumulating credits more rapidly this year which is attributed, in part, to teachers working with the young students in Phase structured Advisories, thereby more closely monitoring their progress and assisting them in creating better study habits. This is further supported by the greater accountability measures via the academic probation system instituted this year. Greatest successes during the year were heralded by an EEC teaching veteran as being “a 60-70% increase in productivity by students who have been enrolled at EEC over one year.” Also, assisting students with selecting online courses in Advanced Academics, and the addition of the Robotics and Aero Modelers Clubs were cited as reasons students this year are performing better than in previous years.

In conclusion, teachers stated that the best things about EEC over the past two years continues to be: the small class sizes and the individual attention provided to students, which allows for relationships to be fostered through a small school atmosphere and the Diploma Plus model. As mentioned by the Principal, achieving greater clarity in the EEC mission is a formative process that will occur as the program develops. Thus, the school mission is still evolving and, it is reasonable to expect a further refinement of purpose to occur in upcoming years.

# Consultants

 Please see the Partner Interview Guide in the appendices to view the questions consultants answered.

## Work Experience (WEX)

Ron Pina is the Work Experience (WEX) Coordinator for EEC. Mr. Pina was interviewed on March 23, 2010. Involved with the initial grant for EEC, Mr. Pina conducted mentor tutoring before becoming the WEX Coordinator in 2008-09. This is the second UC Davis Center for Education and Evaluation Services (CEES) interview Mr. Pina has participated in regarding his program. In last year’s interview, program goals were described as the following:

* To support as many students as possible to gain credits to graduate
* Assist students in career pathway decision making

Additional goals for 2009-10 were described as:

* Graduating 12-15 students by December
* Adding the Architecture, Construction and Engineering (ACE) mentoring program

When interviewed this year, Mr. Pina indicated that his role has not altered substantially, his focus remains on supporting students in their progression through the Phases of Diploma Plus, conducting career assessments, and working with students in the Title 1 College-Career Club and leadership.

According to Mr. Pina, goal attainment is progressing slower than anticipated in 2009-10. Four students have graduated rather than the 12-15 Mr. Pina had hoped for, and the ACE mentoring program did not develop due to a lack of sponsorship from an architectural or engineering firm.

However, despite these setbacks, there has been some positive movement. Two students from EEC attended the California Workforce Association (CWA) conference in Southern California to display their Diploma Plus Portfolios and discuss their academic and technical classes, work based experiences, and college connections. In addition, Mr. Pina has been working with EEC Principal Susan Cassady to renew student government activities, which includes working with the Executive Council, Student Council, and teaching students the “Roberts Rules of Order.” Student government elections were to be held the week following this interview.

Overall, Mr. Pina described three reasons his relationship with EEC is more effective this year. These facilitating factors include:

1. Fewer students, therefore, more time to spend with each in Diploma Plus Advisory (8), College-Career Club (12) and Work Experience Advisory (4-5).
2. Stable and consistent administration and teaching staff
3. More motivated students

While the economy was cited as a barrier to effectively placing students, with a reduction of at least 50% in jobs for high school students, WEX progress is measured this year in terms of being able to spend more time with motivated students on work ethic issues and continuing to foster leadership through student government.

# Einstein Partner Interviews

Einstein Education Center (EEC) has partnered for the last year with: Yolo County Probation Department, Woodland Community College and the Yolo Family Resource Center. Representatives from each of the partner agencies participated in phone interviews concerning their relationship with EEC.

## The Yolo County Probation Department

Cynthia Anenson, Supervising Probation Officer, was interviewed on April 8, 2010. When interviewed in 2009, Yolo Probation Department had a full time probation officer presence at EEC. The Officer described his scope of work as including six key activities: 1) assisting with campus supervision, 2) providing a law enforcement presence, 3) offering truancy reduction through communication with staff and students regarding behavior issues, 4) attending to staff and student safety on campus, 5) monitoring school attendance with home visits for absences, and 6) attending field trips when requested by staff.

This year a half time officer has been assigned to the school because suspension and behavior problems have been reduced from last year, thereby decreasing the need for a full time probation officer on campus. The addition of a School Safety Officer, funded through the Safe Schools Healthy Student grant, is on campus daily ensuring school security and communicates regularly with Principal Susan Cassady and staff.

Supervising Officer Ms. Anenson regularly meets with the principal and staff at Einstein Design Team and district meetings providing multiple venues for communication. This constant access to the Principal and the introduction of Academic Probation has resulted in a positive behavior change within the student body. Ms. Anenson attributes much of the reduction in suspension and behavior issues to the enforcement of Academic Probation resulting in a student body that is more motivated to be attending school. In addition, she mentioned that new enrichment programs such as robotics are engaging students and stimulating their desire to attend school.

## Woodland Community College

The partnership between Einstein Education Center (EEC) and Woodland Community College (WCC) was initiated in September 2009, through an agreement with Yolo County Office of Education in the form of a Title II Smart Project Mentoring Program grant. Through this program, WCC students majoring in Human Services served as mentors to EEC students in a variety of areas such as: academics, gang prevention, drug and alcohol abuse prevention, and preparation for college. To gain a better understanding of the partnership between EEC and WCC, we interviewed Donna Bahneman, a WCC faculty member in the Career & Technical Education Division, on March 25, 2010.

According to Ms. Bahneman, the first year of the partnership involved building trust between EEC students and their WCC mentors. This year the main focus at EEC has been working on portfolios and enrolling in college classes. This has resulted in more EEC students attending courses on the WCC campus. Ms. Bahneman mentioned having 4 to 5 EEC students in her courses (Codependence and Addiction; Substance Abuse; Self Awareness). In addition, this year, case management (helping students develop resumes and interview skills) and regular communication with EEC regarding scheduling of mentor activities occurred. Although some communication issues on scheduling had developed in the first year, this has been overcome in year two with assistance from Marissa Lara, the EEC Academic Counselor.

In the interview, Ms. Bahneman stated that the main challenge she faced was recruiting enough eligible WCC Human Services students to work as mentors. Any previous criminal record eliminates eligibility to serve as a mentor, and she stated that many students majoring in Human Services are attracted to that field due in part to previous experiences with substance abuse or other illegal activities. Last year 5 WCC students participated in the mentoring program, working with approximately 10 EEC students and reported approximately 137 hours of mentoring. This year, between 4 and 7 WCC students participated in the program reporting 150 hours of mentoring.

 For those EEC students who are able to participate in the mentoring program with WCC students, Ms. Bahneman remarked, “EEC students are awesome students at WCC.” The students come to WCC feeling comfortable on campus at least in part due to the relationships they have built through the mentoring program. Mentors familiarize EEC students with the campus, culture and courses therefore making the transition to college easier and more likely to result in successful college retention.

## Yolo Family Resource Center

Yolo Family Resource Center (YFRC) initiated a partnership with EEC in October 2008 under Title II grant funding. The organization’s role is to provide mental health counseling to students through an ACSW certified counselor. The primary counseling goal is to work in a clinical capacity to assist students academically, socially, and emotionally with factors that are impeding their successful graduation and transition to college/work/life environments. Nicole Kesler, Clinical Director of the Yolo Family Resource Center was interviewed on March 30, 2010.

Since September 2009, YFRC has had a counselor present at EEC eight hours a week, offering 216 hours of counseling as of March 2010. The counselor has had a caseload of 28 students. Fifteen cases closed since the beginning of the year due to transfers and 3 have closed for other reasons, such as declined services, or too many absences resulting in the student focusing on credit accumulation rather than counseling services. Ten students are currently on the counselor caseload. Five hundred minutes of counseling have been provided to six students. Four students are newly registered.

Counseling issues in 2008-09 included bipolar disorder, insomnia, posttraumatic stress, bereavement, conduct related behavior issues and gay/lesbian coming out concerns. This year, a new counselor in the EEC position has noted the same issues with the addition of pronounced substance abuse among those being seen. It is estimated that 90% of the students attending YFRC counseling have substance abuse issues. Overall concerns include socialization, particularly behavior management issues stemming from a range of diagnoses, including but not limited to Autism spectrum, Asperger's syndrome, ADD and ADHD, and general disruptive behaviors resulting in a lack of impulse control. However, according to Ms. Kesler, progress has been documented in 50% of the cases.

To better serve the mental health issues of students, EEC was awarded a Safe Schools Healthy Students grant which will allow YFRC to commit a full time counselor to EEC in the fall of 2010. The new grant will enable YFRC to work more hours with families, conduct home visits and teach parent education classes. In addition, the school’s upcoming move to a new site in Woodland will provide office space for a counselor. Currently, in order to accommodate private counseling an EEC staff member has frequently needed to leave their office to provide the counselor and student with a private space.

Future possible goals would be to add intensive case management to the services YFRC offers at the EEC site. Intensive case management involves wrap-around services for students – a program that connects students and their families with community resources and services such as food referrals, housing assistance (assistance in applying for low income housing), employment, and insurance.

# Student achievement

 Over the past two years, EEC students have made gains across several academic areas. EEC students have shown great improvement in positive achievement and behavior as recognized by EEC staff. Also more EEC students are passing the California High School Exit Exam (CAHSEE) in both Math and English language arts while at EEC, as seen in Figure 8.

***Figure 8: Cahsee pass rates while at EEC***

 In the 2008-09 school year only 6% of students had passed the CAHSEE in math and 6% had passed the CAHSEE in English language arts while attending EEC, these students had not previous passed the CAHSEE at other schools. Nearly 20% of students enrolled in the 2009-10 school year passed the CAHSEE in math and English language arts for the first time. Due to the very nature of the Einstein Education Center as an alternative high school center, students come to EEC at various stages in their academic careers. Therefore, some students new to EEC have earned previous credits at their former high schools and may have passed the CAHSEE in math and/or ELA prior to arriving at EEC. The number of students, who have passed the CAHSEE, either while at EEC or another school, has also increased from previous years. In the 2009-10 school year 61% of EEC students had passed the CAHSEE in math and 66% had passed the CAHSEE in English language arts, compared to only 26% of students passing the CAHSEE in math and 29% passing the CAHSEE in English language arts in the 2008-09 cohort (see Figure 9).

***Figure 9: Cahsee pass rates***

In addition to the increase in CAHSEE pass rates, EEC students are also continuing to earn credits towards graduation at a greater rate each year. The average number of credits eared per student in 2009-10 was 27.9, which is up form the 13.9 credits students earned in the 2008-09 school year. Also, 49 students have one hundred or more credits earned as of June 2010, nearing the 140 credits needed for graduation. Also of significance was the dramatic increase in student enrollment in advanced academic classes. It should be noted that EEC offered a greater number of Advanced Academic classes in the 2009-10 school year compared to previous years. With the online program Advanced Academics replacing Cyber High at the end of the 2008-09 school year more courses were made available to students in the 2009-10 school year. A total of 107 students enrolled, with 81 completing the Advanced Academic classes in the 2009-10 school year, compared to only 12 students enrolled and 2 completing the Advanced Academic classes in 2008-09 (see Figure 10 for details).

***Figure 10: Student achievement indicators at EEC***

 As was the case with the student surveys, examining students’ academic achievement data, indicates that EEC students are also improving their commitment to school. As illustrated in Figure 10, fewer students are leaving EEC without graduating. In the 2008-09 school year, 88 (51%) students exited EEC before completing the requirements for graduation, compared to 47 (41%) students leaving prior to graduating in the 2009-10 school year. School data also indicates students are attending school more frequently and are engaging in fewer behavioral disruptions. As shown in Figure 11, student suspensions are considerably down from the previous year. Also, Figure 11 demonstrates that the average number of student tardies, days absent, and days unexcused from school are all on a downward trend. Clearly with an increased dedication to school, it should not be surprising that EEC students are thriving and improving both academically and socially.

***Figure 11: Student behavioral issues***

 Despite the notable decreases in the majority of school attendance infractions by students, the average number of student interventions only marginally decreased from 6.03 to 5.49, as seen in Figure 11. It should be noted however that in total, the number of student interventions in the 2009-10 school year was 626 cases reported, compared to 941 in the 2008-09 school year. Student interventions reasons are instances of students cutting class, class rules violation, dress code violations, use/possession of tobacco, alcohol, and drugs, obscene language, defiance towards teachers or staff, and computer or cell phone violation, etc. These school violations can be attributed to a subset of students who often commit multiple school infractions. Thus over the school year, one student may only have one violation, where as some students have committed numerous school violations. Nevertheless, school data does indicate that such student interventions are decreasing and may be attributed to an increase in student participation in EEC enrichment activities. According to the 2010 Student Survey, students reported that EEC activities have help them to avoid gangs, find friends that help them to improve themselves, and make ‘smarter’ choices.

# Conclusion

 The Einstein Education Center has continued to be successful in assisting students who have had difficulty in traditional high school settings, due to social, behavioral, economic, or other hardships which can present barriers to receiving their high school diploma and successfully transitioning them to viable employment or college. Such success has been achieved through staff commitment to high expectations for every student and developing and restructuring their educational programs to meet the needs of an ever-changing student population. The high school program staff and partners have all reported having overall success in their collaborative enrichment activities with EEC students.

 According to students (i.e., EEC Student Survey) EEC has helped them in achieving their academic goals by offering the courses they need for college, making up credits for graduation, and most importantly, helping them get a high school diploma. In addition to helping students accomplish their academic goals, students reported that participating in EEC enrichment activities have helped them avoid gangs, find friends who motivate them to achieve, and help them to improve themselves and make ‘smarter’ choices. Participation in EEC activities may also be an indicator of an increased commitment to school by EEC students as documented by the decrease in student suspensions, days absent, days unexcused, and fewer students arriving late to school. Also more students are passing the CAHSEE in English language arts and mathematics, and more students are graduating from EEC.

 As a result of the strong dedication of the EEC administration and staff, along with support of EEC partner organizations and the Yolo County Office Education, there is little doubt that students will continue to excel at EEC. The expansion of EEC campus in the following years, at a new campus site, should allow for aiding a greater number of students and providing more services, thus continuing the school mission of providing a personalized environment which allows for students to progress at their own pace through a competence-based approach to learning and therefore helping students to achieve their academic and career goals.

# technical Appendices

**Appendix A. Einstein Education Center Student Survey 2010**

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| Please answer a few questions about your experiences at Einstein Education Center. The information you are providing is confidential, no one other than the UC Davis research team will see your individual ratings. Results will be shared with the school staff in summary form. The staff is interested in your honest opinions as they work to make Einstein Education Center an even better place for students.  |
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|  |
| **1. How long have you been enrolled at Einstein?** A. Since last school year (2008-2009) – *Skip to Section B* 1. Since the beginning of this school year (Sept ’09)
2. 6-7 months
3. 4-5 months
4. 2-3 months
5. Less than 2 months

**A. Why did you decide to enroll at Einstein?**Please select from the following for statements 2-6 listed below:A = most important reason B = a major reason C = a minor reason D = not a reason  |
| **2**. To make up credits  |
| **3**. Einstein requires fewer credits to graduate than my other high  school.  |
| **4**. I liked the fact that Einstein is a small school where adults could pay  more attention to my concerns and help me meet my goals. |
| **5**. I liked the fact that I could work at my own pace |
| **6**. I wanted a fresh start at a new school |
| **B. What are your goals for your time at Einstein?**Please select from the following for statements 7-16 listed below:A = my most important goalB = a major goalC = a minor goalD = not one of my goals |
| **7.** Getting my high school diploma |
| **8.** Making up credits toward graduation |
| **9.** Gaining skills to get a good job after I graduate |
| **10.** Getting the courses I need to get into college after I graduate |
| **11.** Improving my study skills |
| **12.** Learning how to be an effective member of a team |
| **13.** Improving my writing skills |
| **14.** Improving my math skills |
| **15.** Improving my English language skills |
| **16.** Passing the CAHSEE |

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| **C. Now please think about how well Einstein is doing at helping you meet each of these goals.**Please select from the following for statements 17-26 listed below:A = the most important help for thisB = helping me a lotC = helping me someD = not helping me at all  |
| **17**. Getting my high school diploma |
| **18**. Making up credits toward graduation |
| **19**. Gaining skills to get a good job after I graduate |
| **20**. Getting the courses I need to get into college after I graduate |
| **21**. Improving my study skills |
| **22**. Learning how to be an effective member of a team |
| **23.** Improving my writing skills |
| **24.** Improving my math skills |
| **25**. Improving my English language skills |
| **26**. Passing the CAHSEE |

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| **D. How much do you agree or disagree with each of the following statements?**Please select from the following for statements 27-41 listed below:A = agree completelyB = somewhat agree C = somewhat disagreeD = disagree completely |
| **27**. My teachers give me challenging school work. |
| **28.** There are adults here who care about me. |
| **29**. Students here mostly respect one another. |
| **30**. Students here are mostly serious about learning. |
| **31**. I usually look forward to coming to school here. |
| **32**. I feel safe here. |
| **33**. I feel like I am in charge of what I learn here. |
| **34**. I can talk to an adult here about personal problems. |
| **35**. The discipline policy here is fair and is applied fairly to all  students.  |
| **36.** I understand how to apply what I learn at school to real-life situations.  |
| **37**. Students here are usually well behaved. |
| **38.** The adults here believe that I can succeed and meet my goals. |
| **39**. The school facilities are clean and well maintained. |
| **40**. My teachers encourage me to assess and improve the quality of my work.  |
| **41**. My teachers give me individual help when I need it. |
| **42. Overall, how satisfied are you with your experiences here at**  **Einstein?**A = very satisfiedB = mostly satisfied C = not very satisfiedD = not at all satisfied |
| **43. Are you planning on attending Einstein next school year?**A = yes, I do plan to be here in Sept. 2010B = probably, haven’t made up my mindC = maybe, still not sureD = no, I am going somewhere else next yearE = no, I am graduating before September 2010 |
| **44. What year did you first attend high school?**A = 2010B = 2009C = 2008D = 2007E = 2006 |
| **45. How many schools have you attended since you started high**  **school?**A = 1B = 2C = 3D = 4 |

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| **E. Which of the following EEC activities did you participate in during the year?**Please select from the following for statements 46-61 listed below:A= YesB= No |
| **46**. Cooking class with Mr. Ryan Gamba |
| **47.** Scrapbooking class with Ms. Li |
| **48.** Woodshop with Mr. Bachmeier |
| **49.** Mosaic with Stepping Stone Art with Ms. Lambert |
| **50.** Digital Art using a Wacom tablet with Ms. Baker |
| **51.** Lego Mindstorms Afterschool Club with Ms. Purdom |
| **52.** Science Labs with Ms. Levers |
| **53.** Portfolio Presentation with Mr. Lock |
| **54**. Student government |
| **55**. College & Career Club with Ms. Putnam  |
| **56**. Project Success with Dr. Francisco Reveles  |
| **57**. Work Experience Class with Mr. Pina |
| **58**. Mentoring Program |
| **59**. Counseling with Ms. Lara |
| **60.** Counseling with Ms. Glander |
| **61.** College visits |

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| **F. Participating in the activities listed in Sections E (46-61) has helped me with each of the following:** A= YesB= No |
| **62**. Make smarter choices |
| **63**. Plan to go to college |
| **64.** Have a better idea of what I want to do after high school  |
| **65.** Learn about various aspects of getting a job  |
| **66.** Know how to manage my finances |
| **67.** Make friends who motivate me to achieve/improve myself |
| **68.** Know how to stay away from gangs |
| **69.** Get into better physical shape |
| **70.** Get the classes I need to graduate |
| **71.** Finish high school |

**THANK YOU FOR COMPLETING THIS SURVEY**

|  |  |
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|  | **Einstein Student Survey** |
| Question No. | Prompt Text | 2010 |   | 2009 |   | 2008 |
| **Section A.** | Why did you decide to enroll at Einstein? | Total Responses | % Responding | Average Responses |  | Total Responses | % Responding | Average Responses |  | Total Responses | % Responding | Average Responses |
| 2 | To make up credits | 38 | 73% | 2.7 |  | 54 | 93% | 3.1 |  | 61 | 100% | 3.1 |
| 3 | Einstein requires fewer credits to graduate than my other high school | 38 | 73% | 2.2 |  | 53 | 91% | 2.6 |  | 58 | 95% | 2.3 |
| 4 | I liked the fact that Einstein is a small school where adults could pay more attention to my concerns and help me meet my goals. | 37 | 71% | 2.5 |  | 53 | 91% | 2.8 |  |   |  |   |
|   | I liked the fact that Einstein is a small school |   |  |   |  |   |  |   |  | 59 | 97% | 2.7 |
|   | I wanted to be in a place where the adults would pay more attention to my concerns and help me meet my goals |   |  |   |  |   |  |   |  | 59 | 97% | 2.8 |
| 5 | I liked the fact that I could work at my own pace | 38 | 73% | 2.8 |  | 52 | 90% | 2.9 |  | 59 | 97% | 3.3 |
| 6 | I wanted a fresh start at a new school | 36 | 69% | 2.4 |  | 52 | 90% | 2.2 |  | 59 | 97% | 2.8 |
| **Section B.** | What are your goals for your time at Einstein? |   |  |   |  |   |  |   |  |   |  |   |
| 7 | Getting my high school diploma | 52 | 100% | 3.5 |  | 54 | 93% | 3.5 |  | 60 | 98% | 3.7 |
| 8 | Making up credits towards graduation | 50 | 96% | 3 |  | 54 | 93% | 3 |  | 60 | 98% | 3.6 |
| 9 | Gaining skills to get a good job after I graduate | 49 | 94% | 2.5 |  | 54 | 93% | 2.7 |  | 59 | 97% | 3.1 |
| 10 | Getting the courses I need to get into college after I graduate | 50 | 96% | 2.6 |  | 54 | 93% | 2.6 |  | 60 | 98% | 2.8 |
| 11 | Improving my study skills | 50 | 96% | 2.1 |  | 53 | 91% | 2.4 |  | 60 | 98% | 2.8 |
| 12 | Learning how to be an effective member of a team | 51 | 98% | 2 |  | 52 | 90% | 2 |  | 59 | 97% | 2.6 |
| 13 | Improving my writing skills | 50 | 96% | 2.1 |  | 54 | 93% | 2.5 |  | 60 | 98% | 2.6 |
| 14 | Improving my math skills | 51 | 98% | 2.3 |  | 53 | 91% | 2.5 |  | 59 | 97% | 2.7 |
| 15 | Improving my English language skills | 50 | 96% | 2.1 |  | 54 | 93% | 2.4 |  | 59 | 97% | 2.5 |
| 16 | Passing the CAHSEE | 51 | 98% | 2.3 |   | 54 | 93% | 2.4 |   | 59 | 97% | 2.8 |

**Appendix B. Einstein Education Center Student Survey Comparative Data 2008-2010**

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| --- | --- |
|  | **Einstein Student Survey** |
| Question No. | Prompt Text | 2010 |   | 2009 |   | 2008 |
| **Section C.** | Now please think about how well Einstein is doing at helping you meet each of these goals. | Total Responses | % Responding | Average Responses |  | Total Responses | % Responding | Average Responses |  | Total Responses | % Responding | Average Responses |
| 17 | Getting my high school diploma | 50 | 96% | 3.1 |  | 57 | 98% | 3.1 |  | 57 | 93% | 3.4 |
| 18 | Making up credits towards graduation | 48 | 92% | 3.1 |  | 57 | 98% | 3 |  | 55 | 90% | 3.3 |
| 19 | Gaining skills to get a good job after I graduate | 48 | 92% | 2.7 |  | 57 | 98% | 2.6 |  | 56 | 92% | 2.8 |
| 20 | Getting the courses I need to get into college after I graduate | 48 | 92% | 2.9 |  | 57 | 98% | 2.6 |  | 56 | 92% | 2.8 |
| 21 | Improving my study skills | 48 | 92% | 2.5 |  | 57 | 98% | 2.5 |  | 56 | 92% | 2.8 |
| 22 | Learning how to be an effective member of a team | 49 | 94% | 2.3 |  | 57 | 98% | 2.3 |  | 57 | 93% | 2.6 |
| 23 | Improving my writing skills | 49 | 94% | 2.4 |  | 57 | 98% | 2.7 |  | 55 | 90% | 2.6 |
| 24 | Improving my math skills | 49 | 94% | 2.5 |  | 56 | 97% | 2.6 |  | 56 | 92% | 2.6 |
| 25 | Improving my English language skills | 49 | 94% | 2.4 |  | 57 | 98% | 2.7 |  | 56 | 92% | 2.7 |
| 26 | Passing the CAHSEE | 47 | 90% | 2.3 |  | 56 | 97% | 2.2 |  | 56 | 92% | 2.8 |
| **Section D.** | How much do you agree or disagree with the following statements? |   |  |   |  |   |  |   |  |   |  |   |
| 27 | My teachers give me challenging work | 49 | 94% | 2.7 |  | 57 | 98% | 3.1 |  | 57 | 93% | 2.9 |
| 28 | There are adults here who care about me | 49 | 94% | 3 |  | 58 | 100% | 3.2 |  | 57 | 93% | 2.8 |
| 29 | Students here mostly respect one another | 49 | 94% | 2.8 |  | 56 | 97% | 2.8 |  | 57 | 93% | 2.6 |
| 30 | Students here are mostly serious about learning | 49 | 94% | 2.6 |  | 57 | 98% | 2.7 |  | 57 | 93% | 2.3 |
| 31 | I usually look forward to coming to school here | 49 | 94% | 3 |  | 57 | 98% | 2.9 |  | 57 | 93% | 2.7 |
| 32 | I feel safe here | 49 | 94% | 3.3 |  | 57 | 98% | 3.3 |  | 57 | 93% | 3.1 |
| 33 | I feel like I am in charge of what I learn here | 49 | 94% | 2.8 |  | 57 | 98% | 2.9 |  | 56 | 92% | 2.8 |
| 34 | I can talk to an adult here about personal problems | 49 | 94% | 2.7 |  | 57 | 98% | 2.6 |  | 57 | 93% | 2.6 |
| 35 | The discipline policy here is fair and is applied fairly to all students. | 48 | 92% | 2.9 |  | 57 | 98% | 2.6 |  | 56 | 92% | 2.6 |
| 36 | I understand how to apply what I learn at school to real-life situations. | 49 | 94% | 2.8 |   | 57 | 98% | 2.8 |   | 56 | 92% | 2.8 |

|  |  |
| --- | --- |
|  | **Einstein Student Survey** |
| Question No. | Prompt Text | 2010 |   | 2009 |   | 2008 |
| 37 | Students here are usually well behaved | 47 | 90% | 2.9 |  | 58 | 100% | 2.7 |  | 57 | 93% | 2.4 |
| 38 | The adults here believe that I can succeed and meet my goals. | 48 | 92% | 3.3 |  | 58 | 100% | 3.2 |  | 56 | 92% | 2.9 |
| 39 | The school facilities are clean and well maintained | 49 | 94% | 3.4 |  | 58 | 100% | 3.2 |  | 57 | 93% | 3.1 |
| 40 | My teachers encourage me to assess and improve the quality of my work. | 49 | 94% | 3.3 |  | 56 | 97% | 3.1 |  | 57 | 93% | 3 |
| 41 | My teachers give me individual help when I need it. | 48 | 92% | 3.4 |  | 57 | 98% | 3.4 |  | 56 | 92% | 3 |
| 42 | Overall, how satisfied are you with your experiences at Einstein? | 50 | 96% | 3.1 |  | 57 | 98% | 3.1 |  | 57 | 93% | 3 |
|   | **Max Responses** | **52** | **100%** |   |  | **58** | **100%** |   |  | **61** | **100%** |   |
|   |  |  |  |  |  |  |  |  |  |  |  |   |
|   | Q42 Key: |  |  |  |  |  |  |  |  |  |  |   |
|   | 4 = very satisfied |  |  |  |  |  |  |  |  |  |  |   |
|   | 3 = mostly satisfied |  |  |  |  |  |  |  |  |  |  |   |
|   | 2 = not very satisfied |  |  |  |  |  |  |  |  |  |  |   |
|   | 1 = not at all satisfied |  |  |  |  |  |  |  |  |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |   |
|   | Section A. Key: |  |  |  |  |  |  |  |  |  |  |   |
|   | 1 = not a reason |  |  |  |  |  |  |  |  |  |  |   |
|   | 2= a minor reason |  |  |  |  |  |  |  |  |  |  |   |
|   | 3 = a major reason |  |  |  |  |  |  |  |  |  |  |   |
|   | 4 = most important reason |  |  |  |  |  |  |  |  |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |   |
|   | Section B. Key: |  |  |  |  |  |  |  |  |  |  |   |
|   | 1 = not one of my goals |  |  |  |  |  |  |  |  |  |  |   |
|   | 2 = a minor goal |  |  |  |  |  |  |  |  |  |  |   |
|   | 3 = a major goal |  |  |  |  |  |  |  |  |  |  |   |
|   | 4 = my most important goal |  |  |  |  |  |  |  |  |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |   |
|   | Section C. Key: |  |  |  |  |  |  |  |  |  |  |   |
|   | 1 = not helping me |  |  |  |  |  |  |  |  |  |  |   |
|   | 2 = helping me some |  |  |  |  |  |  |  |  |  |  |   |
|   | 3 = helping me a lot |  |  |  |  |  |  |  |  |  |  |   |
|   | 4 = most important help |  |  |  |  |  |  |  |  |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |   |
|   | Section D. Key: |  |  |  |  |  |  |  |  |  |  |   |
|   | 1 = disagree completely |  |  |  |  |  |  |  |  |  |  |   |
|   | 2 = somewhat disagree |  |  |  |  |  |  |  |  |  |  |   |
|   | 3 = somewhat agree |  |  |  |  |  |  |  |  |  |  |   |
|   | 4 = agree completely |   |   |   |   |   |   |   |   |   |   |   |

**Appendix C. Einstein Education Center Teacher Interview Guide**

Name of Teacher:

Date and Time of Interview:

**1. (For new teachers only**) **What made you decide to teach at EEC?**

1. **(For new teachers only) How would you describe a “typical” EEC student?**
2. **Have you seen a change in the student population at EEC over the past year? (Is EEC attracting a particular sub group or type of student that is in any way different now than from when you started at EEC?)**

**If yes, has EEC been able to meet the needs of this population?**

1. **Has your teaching approach changed since you’ve arrived at EEC? If yes, explain.** (New question for teachers from last year)
2. **Last year teachers reported that the most important needs of EEC students centered around the following: self-confidence, structure, consistency and an adult they can trust.** **Do you agree with this list? Can you add any other “needs” you’ve seen in students this year?**
3. **What do you think is the most successful aspect of EEC in terms of meeting student needs?**

a. (Last yr reported: teachers daily role interacting with kids; small class size and the work experience program – **Do you still feel this way or would you add/delete any of these items?**)

1. **What is the most serious shortcoming of EEC in meeting student needs? Suggested changes?**

a. (Last yr challenges cited as: lack of sufficient staff; facility’s one large room; Cyber High being used by too many students at one period and should not replace the teacher interaction)

b. Teachers cited changes needed to be additional teacher/paraeducator; greater clarity regarding the mission and goals of EEC; fewer computers)

1. **What kind of students do you think do best at Einstein?** (last yr reported older, mature and motivated students that can work in self paced program) **Is EEC attracting the older, mature and motivated student? If no, why not?**
2. **What kind of student does worst at EEC?**  **(last yr reported younger, less mature students) How is EEC working to assist these students?**
3. **What do you think was your biggest disappointment in teaching this past year**? **(Last yr reported:** **lack of administration support in consistent discipline, fairly applied; not doing job they were hired to do) Any changes from last yr?**
4. What was your greatest success in teaching this past yr? **(last yr reported: seeing a student graduate; developing rapport with students; greater consistency in the classroom)**
5. **If you could change *one* thing about this school what would it be?**

**Last reported the following:**

* **Focus on developing older student population**
* **Reduce class size to 10 students in Cyber High**
* **More teacher driven emphasis**
* **Develop consistency in implementation of discipline**
* **Add one more teacher and a paraeducator**
* **Gain greater clarity concerning EEC mission**
1. **What do you think is the single best thing about this school – something you would not want to see change?**

**Last yr reported:**

* **Greater teacher interaction with students than in traditional high schools**
* **Smaller class size**
* **Diploma Plus Program**

**Any additions, changes? Which is the top one best thing from this list?**

**Appendix D. Einstein Education Center Partner Interview Guide**

**Partners: Woodland Community College; Yolo Family Resource Center; Yolo County Probation Department**

1. How, over the last year at EEC, has anything changed in your relationship?

2. At this point, what have been your goals in working with EEC? Do you feel you have attained them? If yes, explain. If no, why not?

3. Do you find that the partnership is proving to be effective with students? If yes, how? If no, why not?

Barriers to effective partnership?

Facilitating factors for partnership?

4. What, if anything, would you change about the relationship (your role or what EEC does)?

5. Do you have any suggestions for improving the EEC programs you work with?

6. Other thoughts or observations.