

PROJECT 720: A CASE STUDY OF HIGH SCHOOL REFORM

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Abstract

The purpose of this qualitative case study was to examine a major Pennsylvania high school reform initiative: Project 720. Through document review and interviews, the author found that Pennsylvania allocated \$40 million to 143 school districts in an attempt to transform Pennsylvania high schools into child-centered, small learning communities focused on 21st Century learning skills. This study examined the design, implementation, and sustainability of Project 720. This study posed three research questions: (1) What events led to the development of Project 720? (2) How was Project 720 implemented? (3) What is the status of Project 720?

The focus for Pennsylvania's high school reform began during the 2005 National Governors' Association conference. The agenda for the conference was a need for high school reform. Along with the nation's governors, the nation's business leaders represented by the National Business Roundtable and the Bill & Melinda Gates Foundation identified a need for high school reform. As a result of this conference Pennsylvania developed Project 720. Project 720 focused on several factors, those being; (1) poor performance on standardized tests, (2) lack of rigor in the high school curriculum, (3) lack of career preparation, and (4) concern regarding the rate of students not completing high school in four years.

Implementation of Project 720 was difficult to determine. Lacking available documents, there continues to be an ambiguity regarding how Project 720 funds were allocated. This

confusing allocation of funds coupled with a lack of information regarding an auditing procedure of grantee funds left the investigator to speculate how allocated funds were used for Project 720. This study concluded that there are very few formal reports regarding the sustained efforts of Project 720.

Pennsylvania's 2011 proposed budget contains no funding for Project 720, or any other identified high school reform effort. Therefore, it is crucial that Project 720 funded school districts build capacity to sustain high school reform. The value of \$40 million of Pennsylvania State grants depends on how well Project 720 districts implemented activities that improved education and how well districts ensured funding to sustain those implemented activities.

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PREFACE

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1.0 INTRODUCTION

High school reform is a common response for school districts facing ever-increasing criticism. In recent years criticism of schools has occurred in two main areas: “high-stakes” testing, and accountability. These areas have roots in federal legislation, the “No Child Left Behind” (NCLB) Act of 2001. The NCLB Act has been a catalyst for a wave of school reform that filters down from federal legislation to statewide legislation and initiatives and finally lands on the doorstep of each school district and each building within the school district.

The NCLB Act mandates the administration of “high-stakes” tests. Results from these “high-stakes” tests measure overall school district effectiveness and an individual school’s effectiveness within the district. This “measure of effectiveness” holds each school district accountable. The results of these “high-stakes” tests are used to rate the effectiveness of a school district or individual schools within a district. The publishing of these “high-stakes” tests results challenges schools and holds them accountable to student results.

In Pennsylvania schools, NCLB led to the implementation of the Pennsylvania Standard for School Assessment (PSSA) test. Every Pennsylvania school must administer PSSA tests to all students in grades three (3) through eight (8), and eleven (11). Exam accountability is a tool to encourage each district to analyze its PSSA results and subsequently develop district-wide and building-wide plans to improve PSSA scores. The plan results help focus school reform, both at the district and building levels.

The emphasis on school effectiveness and accountability has caused many school leaders to look to school reform to improve test scores. School curriculum in the 1980s was fragmented and sacrificed rigor for, what was then viewed as more compelling interests, such as attendance and social order (Little, 1999). These foci were ineffective; if schools are to reform, a focus on significant professional development for teachers is crucial and teacher training must concentrate on standards-based instruction (Ball & Cohen, 1996; Killion, 2002). This standards-based reform marks a shift in the relationship between policy and institutional practices (Elmore, 2000).

Consequently, schools have responded to this shift to establish reform programs that focus on teacher professional development. However, creating a professional development model for school reform is not a simple task. Most teachers view professional development as a waste of time (Little, 1999). Many teachers see a disconnect between professional development and what really occurs in a classroom (Little, 1999; Troen & Boles, 2003).

These contemporary challenges of school effectiveness and accountability led to the implementation of new initiatives in school districts via state programs or mandates. How school officials introduce these new initiatives and how districts sustain these initiatives are vital to the success of school reform. Project planning is one key area schools must focus on to achieve success of any initiative. Schools must address critical questions: do schools properly plan school reform to build capacity to sustain the reform and allow for analysis of results? Can project planning allow the organization to build capacity for an initiative to assess the effectiveness of the reform?

1.1 PURPOSE

Pennsylvania's "Project 720" high school reform initiative is a comprehensive initiative requiring substantial professional development and organizational planning to implement each component. The purpose of this study is to examine the development, implementation, and status of Project 720.

A critical review of the literature details an historical perspective of high school reform in the United States. The second section of the literature review examines federal legislation that has affected high school reform. The final two sections of the literature review outline the core components of Pennsylvania's Project 720 and the need for appropriate project planning to implement Pennsylvania's Project 720.

1.2 DELIMITATIONS OF THE STUDY

This study is limited to school districts in the Commonwealth of Pennsylvania participating in the high school reform Project 720 program. Although many high school reform programs have occurred in the Commonwealth of Pennsylvania, the following dissertation focuses on those districts implementing high school reform efforts utilizing Project 720.

1.3 DEFINITION OF TERMS

A Nation at Risk: Published report in 1983 written by the National Commission on Excellence in Education created by President Ronald Reagan. The report contributed to the notion that American schools are failing, it was a catalyst for federal, state, and local educational reform.

Elementary and Secondary Education Act (ESEA): The Act authorized April 11, 1965 addressed funding primary and secondary education. The Act authorized funds for professional development, instructional materials, resources to support educational programs, and increased parental involvement. The original Act of 1965 contained six (6) sections: Title I – Financial assistance to Local Educational Agencies for the education of children of low-income families, Title II – School library resources, textbooks, and other instructional materials, Title III – Supplementary educational centers and services, Title IV – Educational research and training, Title V – Grants to strengthen State Departments of Education, and Title VI – General provisions.

Individuals with Disability Act (IDEA): Is a Federal Act that governs special education and related services to children with disabilities.

Laboratory School: Founded by John Dewey in 1896 in Hyde Park, Chicago, Illinois. The school housed students from nursery school through the 12th grade. Today the school is known as The University of Chicago Laboratory Schools (UCLS); the high school grades are referred to as U-High.

National Commission on Excellence in Education: Commissioned by President Ronald Reagan, the commission produced the report *A Nation at Risk* in 1983. David P. Gardner chaired the commission.

Normal School: Founded by Colonel Francis Wayland Parker in 1901 in the Lincoln Park area

of Chicago, Illinois. Colonel Parker's school is believed to have started the first official parents' association, as well as the first student managed newspaper, the *Weekly*. Like John Dewey's Laboratory school, the school emphasized community and citizenship.

No Child Left Behind (NCLB): The Act, signed by President George W. Bush on June 8, 2002, addressed state and school district accountability for student performance, increased funding and greater flexibility and resources to increase literacy, and more choice for parents.

Project 720: Part of Pennsylvania Governor Edward Rendell's high school reform initiative. Project 720's title reflects the number of enrolled days in high school, from grades nine (9) through twelve (12), for a high school student. Project 720 reform initiatives focus on increasing academic rigor and improving the learning environment.

Sputnik: Launched October 4, 1957, in the former Soviet Union, was the first man-made object to orbit Earth. The Russian word *sputnik* translates in English to "traveling companion" or "satellite."

2.0 REVIEW OF THE LITERATURE

High school reform has a history that begins almost as far back as the first American high school. This literature review focuses on the history and structure of the American high school as an integral part of school reform. It is necessary to understand the structure of the American high school to better understand reform efforts.

It is important to understand the history of the American high school and the catalyst for reform efforts in the United States to introduce the latest reform efforts in the Commonwealth of Pennsylvania. This literature review concludes with an examination of what steps high schools can use to implement high school reform initiatives. We begin with a look at the earliest American high school.

2.1 STRUCTURAL HISTORICAL OVERVIEW OF HIGH SCHOOL

To provide the reader with a context for this literature review, this author searched for the earliest accounts of American high schools. To examine the structure of American high schools, analyzing the earliest high school is necessary.

2.1.1 American High Schools Prior to 1900

In 1821, the first high school in the United States, Latin Classical School, was founded in Boston. In 1824, the Latin Classical School's name was changed to English High School (Copa & Pease, 1992). English High School consisted of a three-year curriculum stressing English, mathematics, history, and science.

Before the Civil War, public high schools existed mostly in urban areas where there were well-established families. Following the Civil War, the public high school began to emerge. By 1860, there were about three hundred high schools in the United States (Copa & Pease, 1992). During this period, the public high school became known as "the institution that people of the United States would choose for the education of their adolescents" (Raubinger, Rowe, Piper, & West, 1969). During the post Civil War era, high schools were usually small and selective requiring entrance by examination (Copa & Pease, 1992).

In 1859, the city of Kalamazoo, Michigan, opened a high school funded with tax dollars. In 1873, three owners of property in downtown Kalamazoo filed suit in Circuit Court to prevent the collection of school property tax intended to support the high school. In February of 1874, the judge ruled in favor of the school board. The Kalamazoo Case was upheld in Michigan Supreme Court establishing tax-supported high schools (Kalamazoo Case, 2011).

In 1890, there were 222,000 students attending high schools (Report of the Commissioner of Education, 1890-1891). According to the Report of the Commissioner of Education, 1891, 77% of the total student population attended rural schoolhouses. A rural schoolhouse was defined as a district outside of towns and cities of 4,000 or more people (Report of the Commissioner of Education, 1890-1891).

In 1890, some 220,000 students attended 2,526 high schools in the United States. The average number of days in a school year was eighty-six. Only one-decade later, more than 519,000 students attended some 6,000 high schools (Krug, 1964). According to statistics, the 220,000 students in 1890 represents only 1% of the population, and of these 220,000 students, only 11% graduated (Krug, 1964). Over one-half of the high schools at the turn of the century enrolled fewer than 100 students. One or two teachers taught a curriculum consisting of English, United States history, algebra, geometry, Latin, earth science, and physiology. College entrance exams shaped the course of study in the high schools. While few studies exist from the early 1900s examining how teachers taught in high schools, Dayton School District, Dayton, Ohio, published the following, which chronicles historical accounts (Dayton Board of Education, 1896):

Steele High School, circa 1896, as reported by Malcolm Booth, principal to W.J. White, Superintendent:

1. Enrollment 846 (60% female)
2. School calendar – 36 weeks
3. Graduating class of 1896 – 92 (71% female)
4. One session daily 8:30 am – 1:00 pm, consisting of six 41-minute periods, fifteen minute recess 11:18 am – 11:33 am.
5. Twenty-Five required courses
6. Twenty-Six teachers each required to teach six periods per day.

Malcolm Booth's report also included reports from teachers to the principal. Charles Loos, English teacher, states in his report to Malcolm Booth:

1. 1869 graduate of Bethany College, West Virginia

2. Eight years experience at Steele High School
3. Annual salary \$1,500 (one of the three highest paid on staff)
4. Content myths studied at home and recited, none being omitted or left to careless reading

The Dayton Board of Education Report of 1896 included over 250 pages of information regarding the operation of the school district. The sections devoted to Steele High School outlined the organizational structure of the high school, the faculty, the credentials of the faculty, and reports on course content. While the Dayton Board of Education described the operation of a school district, it is important to understand how some of the earliest high school classrooms operated. (Cuban, 1984, pp. 58-59)

2.1.2 American High Schools 1900 – 1920

Romiett Stevens conducted the first study of high school classrooms from 1907 – 1911 (Stevens, 1912). Stevens observed one-hundred English, history, mathematics, foreign language, and science teachers in New York City. Ms. Stevens, along with a stenographer, used a stopwatch and recorded the number of questions teachers asked. The study followed ten classes through each period of the school day. The findings indicated teachers asked two to three questions per minute. Twenty-five questions for a class period was the lowest total as compared to two hundred questions per class period as the highest recorded total. Of the one hundred teachers observed, 25% asked questions at a rate of one to two hundred per forty-five minute class period. In a typical day, students answered an average of 395 questions.

The stenographer's report provided two insightful observations (Stevens, 1912). First, teachers talked 64% of the time leaving 36% of the time dedicated to student talk. Of the 36% of

student talk, much of the activity focused on one word, short sentence responses. Secondly, only two of the one hundred observations were found to be “unusual.” An example of this is demonstrated in a science classroom. In the science classroom of the thirty-four questions asked twenty-five of the questions were from students. Additionally, in a history class, the teacher had students use the textbook while the class answered questions.

Steele High School, Dayton, Ohio, and the research by Stevens provide examples of the structure of high schools and the types of pedagogy at the turn of the century. Stevens’ research demonstrated pedagogy where the instructor utilized high numbers of questions per class period to guide instruction. The majority of the classrooms observed by Stevens were teacher-centered as demonstrated by the overwhelming percentage of time teachers dominated the classroom talk. It is also important to note that schools at the turn of the twentieth century were graded and in session nine months (Cuban, 1984). Teachers in turn of the twentieth century high schools had their own classroom. Desks were arranged in rows, report cards were issued, and homework was a standard practice (p.18).

The examples provided by the Dayton Board of Education and Romiett Stevens focus on individual school systems. In 1913, the Board of Directors of the National Education Association appointed the Commission on the Reorganization of Secondary Education (cited in Church, 1976). In 1918, the Commission published a report that focused on the reorganization of the high school. In the initial sentence of the report (cited in Raubinger, Rowe, Piper, & West, 1969) the Commission wrote, “Secondary education should be determined by the needs of the society to be served, the character of the individuals to be educated, and the knowledge of educational theory and practice available” (p. 102). The Commission proposed its famous Seven Cardinal Principles regarding high schools: (a) health, (b) command of fundamental processes,

(c) worthy home membership, (d) vocation, (e) citizenship, (f) worthy use of leisure, and (g) ethical character (p. 112).

2.1.3 American High Schools 1920 – 1940

During the period of 1920 – 1940, there was a substantial increase in high school enrollment. All forty-eight states in 1920 had some law regarding compulsory attendance (Alpren, Morton, & Others, 1975). In the 1920s the differentiation of curriculum and courses existed. Pupils were sorted by class, race, and national culture. The use of IQ tests provided scientific rationale for the differentiation of students (Krug, 1964 pp. 395-396). In 1920, United States high schools enrolled some 2.5 million students. That number grew to 4.8 million by 1930. By 1940, United States high schools enrolled more than 7.1 million students (Copa & Pease, 1992).

In 1932, the National Association of Secondary School Principals appointed the Committee on Reorientation of Secondary Education (Copa & Pease, 1992). The Committee published two separate reports between 1936 and 1937. Each report identified issues facing high school education. The following list is an abbreviation of the findings of the Committee: (a) educating all youth at public expense, (b) retaining all students as long as the student wishes to attend, (c) development of individual versus contributions to society, (d) differentiated curriculum, these are but a few of the Committee's recommendation.

The Commission on the Relation of School and College appointed in 1930 published a report in 1941, referred to as the Eight-Year Study (Copa & Pease, 1992). The Eight-Year Study began in 1933 and concluded in 1941. The Study involved twenty-nine high schools from across the United States. An abbreviated list of what the Commission felt were inadequacies in United States high schools is as follows: (a) did not have clear-cut, definite central purpose, (b) did not

prepare adequately for the responsibilities of community, (c) seldom challenged the students of first-rate ability, (d) did not know their students well nor guided them wisely, (e) failed to create an environment for effective learning, and (f) produced graduates were not competent in the English language (cited in Copa & Pease, 1992). This sample of inadequacies looks strikingly like concerns regarding modern high schools.

Near the end of World War II, the National Education Association and the Association of School Administrators released the Education Policies Commission report. This 1944 report utilized a unique approach to address high school education. The Commission established prototypes for rural and city high schools. In the Commission's report, the two prototypes were titled "The Farmville Secondary School" and "Schools for Youth in American City" (Cited in Raubinger, Rowe, Piper, & West, 1969). Regardless of which high school the Commission discussed, they focused on education for all American youth. In the report the Commission stated:

When we write confidently and inclusively about education for all American youth, we mean just that. We mean that all youth, with their human similarities and their equally human differences, shall have educational services and opportunities suited to their personal needs and sufficient for the successful operation of a free and democratic society...Each of them is a human being, more precious than material goods or systems of philosophy. Not one of them is to be carelessly wasted. All of them are to be given equal opportunities to live and learn." (p. 303)

The Commission describes the historical issues of education as "*The History That Should Not Happen and The History That Must Be Written* (cited in Raubinger, Rowe, Piper, & West, 1969). The Commission's closing remarks best summarize their findings

Would you like your children to attend schools like those of Farmville and American City? They can, if you really want them too. Enough is known about how to operate such schools, there is plenty of timber and stone to build them, plenty of wealth to finance them. Your children, your community, your entire state and nation can have schools as good as or better than, the schools described in this book as soon as you and enough other Americans demand them and do your own special but essential part in bringing them into existence.” (p.351)

2.1.4 American High Schools 1950 – 1960

During the 1950s, educational critics such as Bestor (1953), Hutchins (1953), Rickover (1959), were influential in swaying public opinion regarding high school education. In their own way, each critic characterized high school education as aimless and called for a return to basic academic subjects (Copa & Pease, 1992). The 1954 Supreme Court landmark case *Brown vs. Board of Education* had a profound impact on the United States high school. On May 17, 1954, the court made a unanimous decision delivered by Chief Justice Warren

We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. Therefore we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment” (Tanner, 1972, p. 78).

Franklin J. Keller (1955) wrote *The Comprehensive High School*. Keller focused his study on this guiding question, “What kind of educational organization will give our children the kind of education they ought to have” (Keller, 1955, pp. xiv-xv)? Throughout the study, Keller

discussed whether uniformity in high school curriculum is required in a democracy. Keller identified that different students have different post-graduate goals. Therefore, there is no reason to ignore these differences. Rather high schools should acknowledge this diversity (Keller, 1955).

Keller (1955) posed a series of questions that guide the study:

1. What is a comprehensive school? An entity based on philosophy of education or type of organization. Should one seek perfect model and then evaluate others on this basis or search for drives that impel aim for comprehensiveness?
2. What is relation of comprehensiveness to the size and composition of the community? Is comprehensive school only possible and efficient in a small community?
3. What is relation in terms of value and status of knowing subjects to “doing” subjects in the comprehensive high school? Do most comprehensive schools develop from academic status by vocational accretions?
4. If we learn by doing, is doing to be purposeful, socially gainful, and personally beneficial or only doing for activity’s sake?
5. Conceding that education for an occupation must be given at some time in life of the pupil, should it be postponed until just before the pupil enters that occupation, or should it begin as soon as any interest in life activity becomes discernible in the child?
6. What are we going to do about prejudice against vocational education? About the low opinion of manual labor? Are and should vocational education classes be repositories for the dull and troublesome?

7. What can we do to promote and get recognition for dynamic leadership in the doing phase of education?
8. How are we to reduce the waste in high school education? In the use of students time and school financial resources?
9. To what extent are school systems trying to find out how effective their high schools area?
10. What proportion of high school graduates (and dropouts) later become employers? How to get their support?
11. How is guidance in the high school to become real, dynamic, and truly functional? Are there varieties of intelligence rather than one?
12. How can we get the high schools to understand what vocational education really is, what industrial arts really is, what work experience really is, what cooperative education really is (not merely quibbling over words but a grand quibbling)?
13. What kind of job can a comprehensive school really do? Does it depend on things the school comprises, the wideness of its scope, and its inclusiveness of community resources? (Keller, 1955)

Because of this study, Keller defined a comprehensive high school in the following manner:

Comprehensive high school aims to serve the needs of all American youth. That is today it accepts without selection all the young people in the area it commands – all races, creeds, nationalities, intelligences, talents, and all levels of wealth and social status. Such a school has as its broadest objective the teaching of all varieties of skill, all kinds of knowledge to all kinds of youth bent upon living socially profitable lives. To each one it

seeks to give the course for which he seems best fitted. Its design is to prepare one and all for potentially successful vocations. The comprehensive high school prepares the college-oriented youth for college. It qualifies the non-college-bound youth and as far as possible, the boy and girl who will drop out before graduation for an occupation. It is adapted to give everyone a general education for the common things he will do in life and it may and should give some pupils of high capacity preparation for both college and occupation (Keller, 1955, pp. 31-32).

James Conant authored *The American High School Today*, published in 1959. Conant defined the comprehensive high school as:

A particularly American phenomenon. It is called comprehensive because it offers, under one administration and under one roof (or series of roofs), secondary education for almost all the high school age children of one town or neighborhood. It is responsible for educating the boy who will be an atomic scientist and the girl who will marry at eighteen; the prospective captain of a ship and the future captain of industry. It is responsible for educating the bright and not so bright children with different vocational and professional ambitions and with various motivations. It is responsible in sum, for providing good and appropriate education, both academic and vocational, for all young people within a democratic environment which the American people believe serves the principles they cherish (Conant, 1959, p. ix).

Following the launch of the Soviet Union's satellite "Sputnik" in 1957, the United States was competing with foreign nations in areas of mathematics, science, and technology. With Sputnik, the success of the high school was associated with national purpose rather than local purpose for

the first time. This notion of national purpose during the 1950s was expressed in the Committee for the White House Conference on Education, 1956. The first sentence of the Committee report states, “one fundamental fact emerges: schools now affect the welfare of the United States more than ever before in history, and this new importance of education has been dangerously underestimated for a long time” (Committee for the White House Conference on Education, 1956, p. 7).

Sputnik caused teachers to interrupt classes to tell students about the launch. Daniel Yergin, a seventh grade student in Los Angeles, recalled the principal at his school bringing the class together along with their parents to tell them, seventh grade students would not move into eighth grade mathematics but rather directly into high school math (Cavanagh, 2007).

The launch of Sputnik prompted the federal government to invest in curriculum and teacher development. Some of that curriculum primarily promoted hands-on student experiments that continue in classrooms today. Sputnik emphasized the importance of education as the United States entered the Cold War. With Sputnik, the federal government passed the National Defense Education Act (NDEA) of 1958. The NDEA provided funding to states in the areas of mathematics, science, and foreign language instruction. In August 2007, members of Congress referred to Sputnik as they approved the America COMPETES Act, (Cavanagh, 2007). In promoting the bill, Senator Michael Enzi of Wyoming stated, “Russia was beating us. They had put a satellite into orbit.” Senator Enzi continued, “Today, we are again being challenged.” (Cavanagh, 2007, p.28)

High schools in the 1950s combated the effects of the Cold War. During the 1960s high schools struggled with the War on Poverty. The Elementary and Secondary Education Act (ESEA) of 1965 was introduced as part of President Lyndon Johnson’s war on poverty (ESEA,

1965). The impetus for education reform prior to 1965 was contained to state or local district efforts. The ESEA represented another intrusion of the federal government into public education. The rationale for ESEA was fueled by a need to promote greater economic and social opportunity for low-income families (defined as families earning less than \$2,000 annually) (McGuinn, Patrick & Hess, Fredrick, 2005).

Hugh Davis Graham noted, “Prior to the 1960s, one of the most distinctive attributes of America’s political culture had been the tenacity with which the United States, unlike other nations, had resisted a national education policy.” (Graham, 1984, p.56)

Francis Keppel, President Johnson’s Commissioner of Education, developed the concept to implement ESEA (Spring, 1999). Keppel’s plan targeted federal aid to low-income children regardless of the type of school they attended, whether public or private.

The Elementary and Secondary Education Act of 1965 was highlighted by the Title I program. Title I stated, “The Congress hereby declares it to be the policy of the United States to provide financial assistance...to expand and improve...educational programs by various means...which contribute particularly to meeting the special educational needs of educationally deprived children” (Spring, 1972). The general concept of Title I was to increase per-pupil spending in schools with high concentrations of low-income families. Unfortunately, the legislative process ultimately prevailed resulting in ESEA funds being dispersed using a funding formula that maximized the number of schools eligible for funding. Maximizing the number of school districts eligible meant that the maximum number of Congressional Districts receiving ESEA funds. Ninety-four percent of school districts in the United States received ESEA funds. The Act permitted school districts to use Title I funds to hire additional staff, purchase classroom equipment, and classroom instruction (Eidenberg & Morey, 1969).

ESEA continues to shape public education. ESEA moved educational policymaking from a local and state level to the federal level. In the first decade of ESEA, federal funds for public education more than doubled (National Center for Education Statistics, 2000).

Interestingly, the very groups that opposed the federal government's involvement in education and the ESEA Act in 1965 defended the legislation by 1980 (Ravitch, 1983). Teachers' unions, state education agencies, and parent groups all defended ESEA and the role of the federal government in education. Ravitch noted, "the new politics of the schools rotated about a state-federal axis rather than a local-state axis. (p.320)

In 1967, James Conant published another study, *The Comprehensive High School*. Conant's 1959 study was based on school visitations and interviews (Copa & Pease, 1992). In contrast, Conant's 1967 study utilized questionnaires of two thousand comprehensive high schools. Conant acknowledged differences among high schools and variations between high schools in different states. Conant stated in his 1967 study that the comprehensive high school should "provide a general education for all future citizens on the basis of a common democratic understanding; and it seeks to provide in its selective offerings excellent instruction in academic fields and rewarding first class vocational education" (p.4).

2.1.5 American High Schools 1970 – Present

Paul Cusick conducted several observations during the 1970s (Cusick, 1973). Cusick's work focused on the experience of high school students in an educational environment. Cusick observed little interaction between the student and the teacher. Cusick went on to report students were more concerned with compliance to rules and regulations than on acquiring knowledge. Cusick also noted that students tended to congregate in small groups outside of the classrooms,

these groups of students focusing on topics having little to do with school. From these observations, Cusick concluded that schools are places where teachers dispense knowledge and students receive knowledge. Cusick recommended a change in the role of the teacher.

Seymour Sarason reflected on the research of Cusick, in his 1971 book on school culture, by stating:

What I attempted to do when I wrote the book twenty-five years ago was to indicate how that sense of powerlessness had self-defeating consequences for everyone in the school culture, i.e., students, teachers, principals, parents. And I emphasized reform efforts that did not change the sense of pervasive powerlessness wouldn't achieve their goal of improving the quality and outcomes of schooling. Nothing I observed and read since I wrote the book has caused me to change my views. I have known a classroom here and a classroom there, a school here and a school there, where power relationships have been appropriately changed with encouraging results. That cannot be said for any school system I know or about which I have read. (Sarason, 1971, p. 344)

By 1973, the National Commission on the Reform of Secondary Education described the future of the high school. The Commission noted a future decline in student enrollment, due to the end of the baby boom, a surplus of teachers resulting in high schools in trouble because of decreasing enrollment, declining achievement in urban schools, and increased crime in schools (National Commission on the Reform of Secondary Education, 1973). The Commission concluded that, "the American high school today must be viewed as an establishment striving to meet the complex demands of a society in the times of social change, at a time when the school system

has become too large as an institution and is literally overrun with a mix of young people from inconsistent social backgrounds” (p. 10).

By the conclusion of the 1970s, the Carnegie Council on Policy Studies in Higher Education published the report *Giving Youth a Better Chance*. The study identified eight concerns for high schools: (a) reducing the dropouts and absenteeism in high school, (b) improving basic skills of high school graduates, (c) giving high school students an opportunity to develop useful work habits, (d) reducing the alienating aspects of the high school experience, (e) easing the transition from high school to the labor force, (f) improving the paths into higher education, (g) improving the paths into military service, and (h) creating many more opportunities for other forms of service by youth (p. 15).

It was not until the publication of *A Nation at Risk* in 1983, that education shifted from community-driven curriculum to standards-based curriculum for teachers and students (Riordan, 1997). This “new” approach to education focused on teacher accountability for student performance on standardized tests and created a “measurable” context for high school reform.

Our Nation is at risk...if an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves. We have even squandered the gain in student achievement made in the wake of the Sputnik challenge. Moreover, we have dismantled essential support systems that helped make those gains possible. We have, in effect, been committing an act of unthinking, unilateral educational disarmament (National Commission on Excellence in Education, p.1).

This powerful statement represents the opening of the 36-page document “*A Nation at Risk*.” The National Commission on Excellence in Education (NCEE), appointed in August 1981, was given eighteen months to develop their report. David Gardner, the chair of the NCEE, stated:

by its very existence as well by the modus operandi, can be an effective force for focusing attention on the issue of excellence, for bringing to the fore problems which bear upon it, for teasing out data and testimony of a kind that is known or new and casting it in a fresh perspective, and for offering its recommendations to those whose opinions count at all levels in our country. (Gardner, 1982, p.32)

The NCEE initially believed their goal was to identify examples of effective educational practice that could be implemented throughout the educational system (Holton, 1984). The report itself goes on to state, “The educational foundations of our society are presently eroded by a rising tide of mediocrity that threatens our very future as a nation and a people.” (National Commission on Excellence in Education, 1983 p.5)

The current emphasis on subject matter content and skills in high schools is not new. This emphasis has been the major objective of high school education since the establishment of the American high school. There have been attempts throughout the history of American high schools to shift the focus from subject matter content and skills to other philosophies such as, Core Curriculum, Inquiry, or Process Teaching. Throughout these philosophical shifts, the classroom continued to focus on examination of test items used by teachers to determine the learning of content (Alpren, Morton, & Others, 1975).

Nearly a two hundred year history of the American high school reveals an institution that grew from one (1) high school in 1821 to, according to the Digest of Education Statistics, 26,407 public high schools in 2001. The first high school was designed to prepare selected boys for

college. It was not until after the Civil War that the American high school began a rapid expansion in both number and enrollment. During the period between the Civil War and World War I, the American high school grew from 300 high schools serving 222,000 students to an institution with 6,000 high schools serving over 500,000 students.

The focus of the American high school seemed to change with the political climate. During the late 1800s, high schools focused on promoting and refining citizenship in a democracy. By 1920, a differentiated approach to high school curriculum emerged. This differentiated approach focused on providing equal educational opportunities to high school students. With the increase in high school enrollment between World War I and World War II this focus on equal opportunities continued to drive high school education. Post World War II enrollment in American high schools grew to 9.6 million. For the first time in the history, the American high school was viewed as a custodian for the youth. With the Cold War came a focus on science and mathematics in the high school curriculum.

By the 1960s, racial equality and a focus on poverty became the focus for the American high school. The curriculum focused on vocational education and general education along with a college preparatory curriculum. This focus continued to shape the American high school through the 1970s. In the 1980s, the American high school began to focus on a curriculum that emphasized a “back to the basics” approach. These “new basics” focused on science, mathematics, English, social studies, and computer science. Foreign language continued to be part of the curriculum for the college bound student.

The first high school in Boston consisted of a curriculum that emphasized science, mathematics, English, and social studies. Some two hundred years later, the American high school continues to focus on these same disciplines.

Table 2.1. Summary of High School Development in United States High School

Characteristics	1820-1860	1860-1920	1920-1940	1940-1960	1960-1980	1980-present
Critical Elements	1821 – First United States High School (Latin Classical School) Boston, MA 1862 – Civil War begins	1913 – Commission on the Reorganization of Secondary Education (commission proposes its Seven Cardinal Principals) 1914 – World War I begins 1917-18 – United States involvement in World War I 1920 – Majority of United States population in urban areas	1920 – All 48 States have some compulsory attendance law (dramatic increase in high school enrollment) 1932 – National Association of Secondary School Principals forms committee to study high school reform 1941 – Committees “Eight Year” study is released 1941-45 – United States involvement in World War II	1944 – National Education Association along with the Association of School Administrators releases the Education Policies Commission report 1954 – Landmark Brown vs. Board of Education Supreme Court decision 1957 – Russia launches Sputnik	1961 – First United States astronaut in space 1965 – Elementary and Secondary Education Act approved by congress as part of President Johnson’s war on poverty 1969 – First Moon landing 1973 – National Commission on the Reform of Secondary Education releases its report	1983 – release of “A Nation at Risk” as part of President Reagan’s educational reform efforts 1990s’ – widespread school choice initiatives
Focus of Secondary Education and Curriculum	Prepare select boys for college. Consisted of a three year curriculum (English, Social Studies, Mathematics, Science)	At the turn of the century high schools promoted and refined the way of life in a democracy. A basic curriculum along with limited electives was offered. The end of this time period saw the beginning of equal educational opportunities.	According to the “Eight Year” study a more differentiated approach to high school education emerged. This era, according to the commission, continued the focus on equal educational opportunities.	By the late 1940s high schools are viewed as a custodian for all youth, committee for the White House Conference on Education. As a response to Sputnik now high schools must provide a comprehensive science and math curriculum to compete with communist countries. This era also saw the development of vocational and college preparatory curriculum along with the general curriculum.	Focus on high schools was to break the poverty cycle. The curriculum developed regarding vocational, college preparatory, and general education developing a comprehensive high school.	By the early 1980s high schools began to provide education that focused on a “back to the basics” approach. These “new basics” focused on science, mathematics, English, social studies and computer science. Foreign language was part of the basic curriculum for the college bound student.
Population		1860 – 300 high schools in the United States 1890 – 222,000 high school students attending 2,526 high schools 1900 – 519,000 high school students attending 6,000 high schools	1920 – 2.5 million students 1930 – 4.8 million students 1940 – 7.1 million students	1960 – 9.6 million students	1970 – 14.4 million students 1968 – 2.3 million special education students	1980 – 16.3 million students 1986 – 4.3 million special education students

2.2 HIGH SCHOOL REFORM

High school reform, and for that matter public school reform, tends either toward equalizing educational opportunities or higher academic achievement, but seldom both. The recurring question is: Can high schools provide equal educational opportunities and be excellent too (Parker, 1994)?

Since the late 1800s, high school reform has been a concern for the nation. Through the Progressive Era into the Golden Age (from the turn of the 20th century through the 1920s), educational reformers such as Shelton, Parker, and Dewey researched high school reform movements that educated students more effectively. While early high school reform efforts are the corner stone to educational reform, not until the mid-1900s was educational reform a national concern. Early high schools were generally teacher-centered. The teacher was considered to possess all the knowledge necessary to convey to students. Larry Cuban compared educational reform to the layers within the sea.

On the surface, the educational environment is a turbulent, sometimes violent one in which one's own existence is sometimes in question. This turbulent layer may only be meters deep and beneath the "sea" is a calmer serene place. Below the surface is a layer containing an abundant amount of sea life; could this be why large groups of fish are referred to as "schools?" This layer, much like a school, is where the students exist, somewhere between the unpredictable surface and the deep. The deep layers of the sea are unaware of the unpredictable surface; these layers reveal a calmness that is only recognizable over time. (Cuban, 1984, p.237)

Like the sea, high school reform has endured turbulent periods where reformers and reform movements have rippled the surface of education. It seems inevitable that the reform tides recede, and high schools return to calmer, less unpredictable waters where teachers return to a recognizable pedagogy. It may be due, in part, because teaching is one of the rare professions the individual spends the majority of his youth observing, evaluating, and participating in the very profession that one day he will practice. The teacher is part of the community and

community culture drives the culture within the school. Developing and continuing social norms for a community is but one outcome of a child's education and, by extension, the teacher's. The practices within high schools such as the regimented schedule dependent upon bell ringing, uniform seating, hand rising for acknowledgement, textbook driven curriculums are national social norms. Along with the previously mentioned school norms, student norms such as students carrying stacks of books home to complete homework and teachers rewarding basic recall with letter grades for parents to display on refrigerators are some of the practices that have endured.

In his Laboratory School (1896-1903), Dewey introduced moveable furniture for cooperative group work (Dewey, 1916). Dewey's Laboratory School encouraged child-centered learning, student discussion, field trips, and library research. The Laboratory School encouraged students to be independent, knowledgeable, and cooperative citizens.

As general information increased and students became more diverse, in the late 1800s and early 1900s, students were generally children of the wealthy (Alpren, Morton, & Others, 1975), high school teachers began to specialize in specific subjects. The National Education Association's Committee of Ten Report supported the same subjects for the college-bound high school student, as for the majority leaving high school for work (National Education Association, 1893). The National Education Association's Committee of Ten Report recommended a four-year high school curriculum of English, history, science, mathematics, and foreign language. This recommendation benefited the colleges represented on the Committee of Ten by standardizing high school curriculum and a standard for college entrance.

The Progressive Education Association sponsored the Eight-Year Study (Aikin, 1942). The study compared the progress of students from 15 traditional high schools to students in 15

progressive high schools. The study examined whether students in child-centered high schools performed better than their counterparts in traditional high schools. The study followed each group of students through four years of high school and four years of college. The study claimed that the more experimental the high school curriculum, the greater the student success in college (Strickland, 1986).

Changes in school environments were not the only methods to affect high school reform. Rosenthal and Jacobson (1968) in their study found the notion that teachers and schools can raise academic performance by simply expecting high performance. Rosenthal and Jacobson found that teachers tend to form quick and early impressions of students' abilities, then treat and teach students according to these first impressions. Since the late 1960s, schools began to eliminate tracking and integrate academic and vocational curricula. However, this proved problematic. Research shows students tracked into lower achieving groups tend to perform at lower levels, and this difference between the lower tracked group and the more advanced group increased over time.

The 1957 launch of Sputnik and the later Cold War fears focused the nation on the state of American education. Since Sputnik, a wave of school reform has swept across the nation. High school reform during the decade 1960 – 1970 focused on decentralization. According to DeMarrais and LeCompte (1990), many of these reform efforts were not successful because decentralization encouraged more local control and increased affluent community involvement. Failure occurred due to lack of stratified community involvement; often times, the most influential members of the community dictated the “needs” for the many.

In spite of evolving changes in high school educational reform, by the 1980s, educational critics charged high school curriculum with being superficial and fragmented (Little, 1999).

High school curriculum, as viewed by the critics, sacrificed rigor and coherence to other compelling interests, including attendance and social development.

Cuban (1984) documented high school reform movements in his book *How Teachers Taught: Constancy and Change in American Classroom 1890 – 1980*. Larry Cuban compared the organization and function of high school classrooms from 1920 – 1940 to the organization and function of high school classrooms from 1967 – 1975 in Washington D.C. and New York City. Cuban identified five categories: (1) class arrangement, defined as the manner in which furniture was arranged, (2) group instruction, (3) classroom talk, (4) student movement, and (5) classroom activities. Cuban focused on whether the observed activity in each category was teacher-centered, student-centered, or mixed. Cuban's results are shown in Table 2.2.

Table 2.2. Organization and Function of High School Classroom

Percent of teacher-centered activity				
	Washington D.C.	New York City	Washington D.C.	New York City
	1920-1940	1920-1940	1967-1975	1967-1975
classroom arrangement	94	33	80	25
group instruction	77	69	84	97
classroom talk	70	26	78	64
student movement	58	47	82	89
classroom activity	65	51	77	79

Percent of student-centered activity				
	Washington D.C.	New York City	Washington D.C.	New York City
	1920-1940	1920-1940	1967-1975	1967-1975
classroom arrangement	0	0	3	5
group instruction	9	15	7	0
classroom talk	30	18	15	6
student movement	10	26	10	11
classroom activity	20	39	13	0

Percent of mixed (teacher-centered & student-centered) activity				
	Washington D.C.	New York City	Washington D.C.	New York City
	1920-1940	1920-1940	1967-1975	1967-1975
classroom arrangement	6	67	17	70
group instruction	14	16	9	3
classroom talk	0	56	7	30
student movement	32	27	8	0
classroom activity	15	10	10	21

(Cuban, 1984)

Evaluating high school reform based on student performance led to the Effective Schools Reform of the late 1900s (Levine, 1995). The Effective Schools movement used data to compare those high schools producing high-performing students, based on standardized test scores, to high schools whose students were not performing to the same high standards. According to the research, Effective Schools identified such characteristics as a clear school mission, high academic standards, and strong instructional leadership as necessary elements for improvement. The Effective Schools movement failed to link student performance to the identified characteristics.

High school reform in the 1990s to present is best represented by one word “choice.” J. E. Chubb and T. M. Moe declared only that market forces can improve schools. If state and local money goes with the high school student to the school of the parents’ choice, then better quality high schools will attract more students and more money (Chubb & Moe, 1990). Chubb and Moe’s views have created a debate with local schools, state educational associations and the National Education Association as a means to destroy public high schools. Milwaukee was the first to introduce choice, paying \$2,500 per child for low-income and mainly black and Hispanic children whose parents transferred them from public to private nonreligious schools using public school funds (Parker, 1994).

The United States Department of Education, in the 2004-05 school year, reported 3,000 students drop out of high schools every day (United States Department of Education, 2007). It also reports reading scores have remained “flat” for the past thirty years. These statistics are grim; as the United States Department of Labor reports identify 70% of the thirty fastest growing jobs require an education beyond the high school level (2007). Clearly, this dichotomy indicates a need for high school reform.

The Carnegie Forum on Education and the Economy (1986) wrote, “a professional environment for teachers, freeing teachers to decide how best to meet state and local goals for children but holding them accountable for student progress” (p.26) developed several goals for the second wave of reform:

1. Restructure high schools to provide a professional environment
2. Restructure the nature of the teaching force
3. Revise the recruitment, education, and induction of teachers
4. Make salaries and career opportunities market competitive
5. Relate incentives to school-wide performance
6. Provide technology, services, and staff needed for teacher productivity

Cuban (1988) summarized high school reform in two ways. The first type of high school reform Cuban labeled first-order change. The second type of high school reform Cuban labeled second-order change. First-order changes improve the efficiency and effectiveness of what is currently being done. Second-order changes look beyond what is currently being done to alter the fundamental structure of the current system. Most reform efforts during the century have been first-order changes. Attempts at second-order changes routinely failed to change the educational system during the past century (Fullan, 1991). Fullan wrote “the challenge of the 1990s will be to deal with more second-order changes that affect the culture and structure of schools, restructuring roles and reorganizing responsibilities, including those of students and parents.” (p.29)

Today’s high school system can be described as “time-locked”, “space-locked”, and “age-locked.” High schools are “time-locked” as students are typically required to attend school on a schedule from around 8:00 a.m. until 2:30 p.m. Monday through Friday, during the months

of September through early June. High schools are further “time-locked” by the typical daily schedule, whether the schedule is a traditional seven or eight period day with 41 minute classes, or a more non-traditional daily schedules, such as a 4 X 4 block schedule, or some variation creating a flexible block schedule.

Today’s high schools are “space-locked” in that students are typically required to come to the high school building and sit in a classroom to receive an education. High schools are “age-locked” based upon compulsory attendance laws that have been in existence since the 1920s. Generally, students ages six to seventeen are required to attend school. High schools are further “age-locked” by assigning students to predetermined content classes based on the age of the student, individual differences, mental ability, or intelligence not withstanding (Alpren, 1975).

High school reform in the areas of “time-lock”, “space-lock”, and “age-lock” is possible. With emerging technologies the potential exists to provide high school students with a more student-centered approach to education. For example, educational television, computer programs, and instructional video technology are now available to a wide variety of students. However, many of these examples are only available in the traditional school setting. There have been attempts to break down the “age-locked” system. Examples of this include specially accelerated programs, attempts to provide individualized instruction, modular scheduling, and uses of modern technology (Alpren, 1975).

Emerging technologies will allow high schools great flexibility in breaking down the “time-locked”, “space-locked”, and “age-locked” systems. No longer should students be locked into 8:00 a.m. to 2:30 p.m., Monday through Friday, September through early June schedules. Students have access to education almost any time or place through modern technology. No longer is the teacher the possessor of all content knowledge. Basic knowledge is more readily

available from sources other than the high school teacher. This will allow high school reform where teachers and students will be concerned with more relevant content than simply the presentation of basic content.

Kozol spoke of school reform in this way; “Public schools, including high schools, are more separate and less equal than when I began” (Kozol, 1991, p.31). Kozol went on to say good suburban schools are good because they are well funded, bad slum schools are bad because they are underfunded. It is that simple.

Whether the national problems are socio-economic, the Great Depression or the War on Poverty for example, or political, Cold War for example, each has been associated with high school reform. The initial reform efforts, regardless of the reason, are debated, tried, and the result seems to be some compromise that silences the debate until the next historical event. Regardless the reason, socio-economic or political, high school reform continues to struggle with whom to serve, the elite, the masses, or both? Each high school reform movement identified what the curriculum should address, teaching methods, and administrative responsibilities. The question remains, “will high school reform be able to address societal issues of drug use, school violence, crime, single parent families, and emerging technologies?”

2.3 PENNSYLVANIA’S PROJECT 720

Pennsylvania high school reform titled “Project 720,” a name derived from the number of days a student in Pennsylvania spends in school from grade nine through grade twelve. According to the web site www.project720.org, Project 720 schools implement four components to “ensure that all students have access to college-preparatory courses in core subject areas, additional

Advanced Placement courses, and smaller learning environments for better one-on-one, teacher-to-student interaction” (www.project720.org). Annual renewals of Project 720 require schools provide evidence of progress toward the goals, and submit proof with the grant application. Project 720 is a three-year reform strategy; in, 2006-2007, Pennsylvania dedicated eight million dollars that funded 118 schools to meet the needs of 113,616 students.

According to the Pennsylvania Department of Education, the Commonwealth of Pennsylvania has 741 high schools (Pennsylvania Department of Education). According to the Pennsylvania Department of Education for the school year ending 2006, high schools in the Commonwealth of Pennsylvania had a total enrollment of 899,267 students. Dividing the Commonwealth of Pennsylvania into three distinct geographic regions provides more in-depth analysis of high school demographics. While Pennsylvania can be geographically divided in a number of ways, the researcher divided the Commonwealth into Western, Central, and Eastern regions (see Figure 1). The number of high schools located in each county within a region can be found in tables 2.3, 2.4, and 2.5.

Western

Central

Eastern

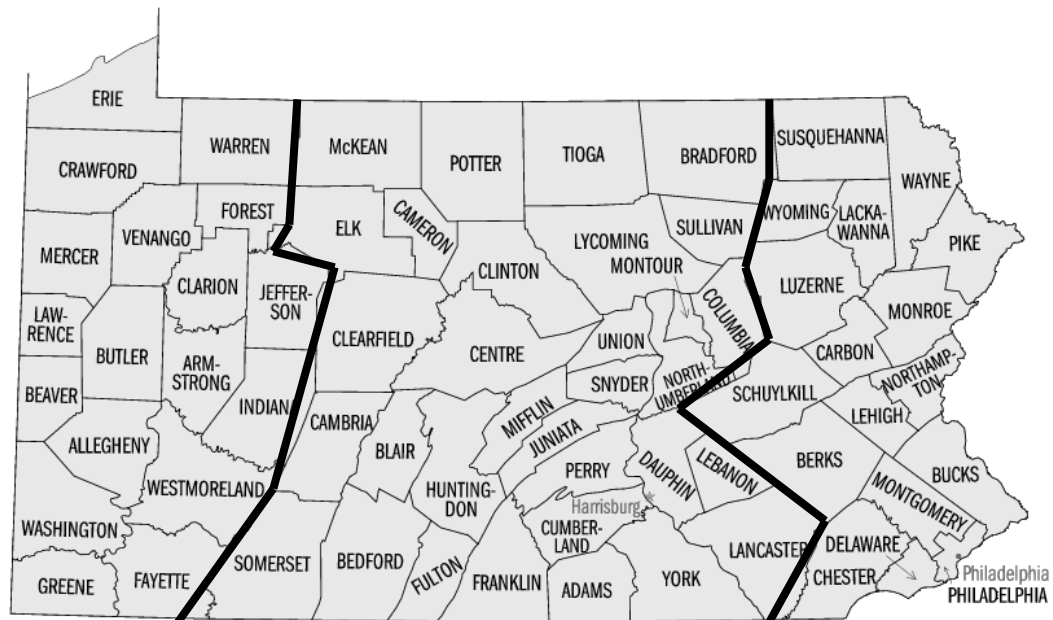


Figure 1. Geographic Regions, Commonwealth of Pennsylvania

Table 2.3. Western Region, Commonwealth of Pennsylvania

Western Region:

Allegheny	69	82,287	Armstrong	8	5,440	Beaver	14	15,993
Butler	8	13,517	Cambria	16	9,478	Clarion	6	3,519
Crawford	10	5,540	Erie	21	20,475	Fayette	7	9,876
Forest	4	376	Greene	5	2,980	Indiana	7	5,694
Jefferson	4	3,212	Lawrence	9	7,463	Mercer	13	9,655
Somerset	11	5,661	Venango	5	4,709	Warren	4	3,037
Washington	15	14,967	Westmoreland	21	27,594			

Total number of high schools: 257 Total number of students: 251,473

Table 2.4. Central Region, Commonwealth of Pennsylvania

Central Region:

Adams	7	7,380	Bedford	4	3,975	Blair	10	9,484
Bradford	7	5,396	Cameron	1	465	Centre	5	7,342
Clearfield	7	7,012	Clinton	1	2,390	Columbia	7	5,587
Cumberland	9	14,687	Dauphin	14	19,729	Elk	4	2,194
Franklin	6	9,305	Fulton	3	1,091	Huntingdon	4	2,981
Juniata	2	1,528	Lancaster	19	35,022	Lebanon	6	9,193
Lycoming	10	8,949	McKean	5	3,602	Mifflin	2	3,166
Montour	1	1,377	Northumberland	9	6,589	Perry	5	3,763
Potter	3	1,385	Snyder	3	2,669	Sullivan	1	413
Tioga	7	3,200	Union	2	2,140	York	20	33,731

Total number of high schools: 184 Total number of students: 215,745

Table 2.5. Eastern Region, Commonwealth of Pennsylvania

Eastern Region:

Berks	21	33,501	Bucks	24	46,201	Carbon	6	4,724
Chester	21	35,215	Delaware	21	36,082	Lackawanna	21	13,832
Lehigh	13	25,224	Luzerne	20	21,321	Monroe	5	17,133
Montgomery	39	52,280	Northampton	12	23,179	Philadelphia	69	99,559
Pike	3	2,829	Schuylkill	14	9,766	Susquehanna	6	4,074
Wayne	3	4,884	Wyoming	2	2,245			

Total number of high schools: 300 Total number of students: 432,049

(Pennsylvania Department of Education)

According to the Pennsylvania Department of Education, twenty-two school districts received full implementation grants of \$50,000, \$100,000, or \$150,000 based on enrollment to take part in the initial year of Project 720 (see Table 2.6).

Table 2.6. Initial Project 720 School District Grant Awards

School District	County	Geographic Region	Grant Amount
Canton	Bradford	Central	\$50,000
Gettysburg	Adams	Central	\$100,000
Harrisburg	Dauphin	Central	\$100,000
Huntingdon	Huntingdon	Central	\$50,000
Lancaster	Lancaster	Central	\$150,000
Middletown	Dauphin	Central	\$50,000
Newport	Perry	Central	\$50,000
Williamsport	Lycoming	Central	\$100,000
Norristown	Montgomery	Eastern	\$150,000
Oxford	Chester	Eastern	\$100,000
Palisades	Bucks	Eastern	\$50,000
Perkiomen Valley	Montgomery	Eastern	\$100,000
Springfield	Delaware	Eastern	\$100,000
Greater Johnstown	Westmoreland	Western	\$100,000
Harbor Creek	Erie	Western	\$100,000
Highlands	Allegheny	Western	\$50,000
Mill Creek Township	Erie	Western	\$150,000

Purchase Line	Indiana	Western	\$50,000
Quaker Valley	Allegheny	Western	\$50,000
Sharon City	Mercer	Western	\$100,000
South Fayette	Allegheny	Western	\$50,000
Washington	Washington	Western	\$50,000

(Pennsylvania Department of Education)

These twenty-two school districts approved in the initial year of Project 720 grant applications represent 4.39% of the 501 school district in the Commonwealth of Pennsylvania. According to the data in figure 2, The Central Region of the Commonwealth of Pennsylvania was awarded eight of the twenty-two initial year grants. The Eastern Region of the Commonwealth of Pennsylvania was awarded five of the twenty-two initial year grants. The Western Region of the Commonwealth of Pennsylvania was awarded nine of the twenty-two initial year grants.

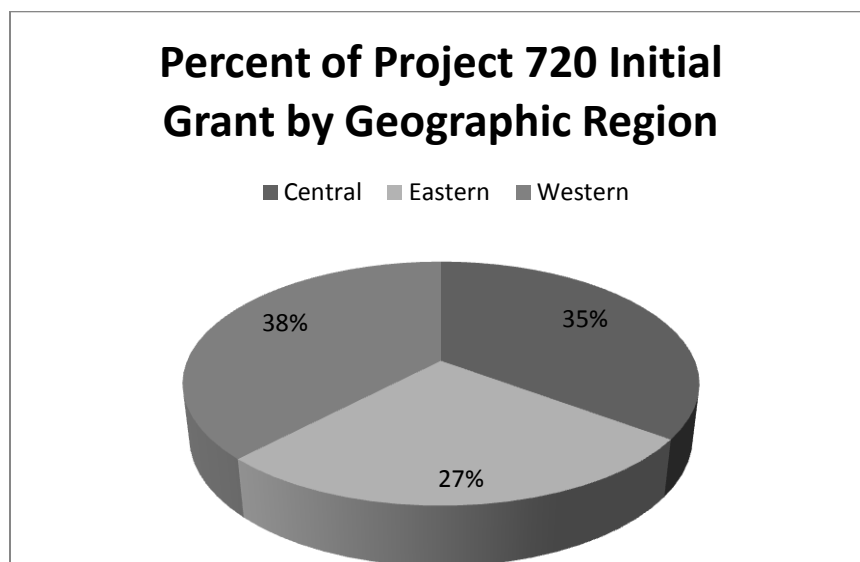


Figure 2. Percent of Project 720 Initial Grant by Geographic Region

Of the total \$1,850,000 Project 720 initial year grant awards, the Central Region of the Commonwealth of Pennsylvania received \$650,000. The Eastern Region of the Commonwealth of Pennsylvania received \$500,000 of the total Project 720 initial year grant awards. The Western Region of the Commonwealth of Pennsylvania received \$700,000 of the total Project 720 initial year grant awards (see Figure 3).

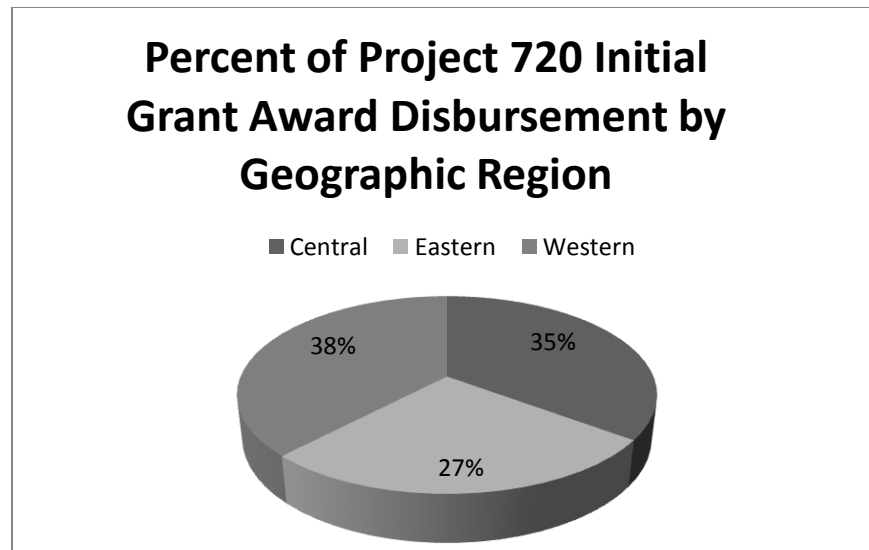


Figure 3. Percent of Project 720 Initial Grant Award Disbursement by Geographic Region

According to the Pennsylvania Department of Education, thirty-two school districts received implementation grants in Cohort 2 as a part of Project 720 (see Table 2.7).

Table 2.7. Cohort 2 Project 720 School District Grant Awards

School District	County	Geographic Region	Grant Amount
Central Dauphin	Dauphin	Central	\$55,000
Everett Area	Bedford	Central	\$64,000
Hempfield	Lancaster	Central	\$83,000

Spring Cove	Blair	Central	\$58,000
Spring Grove Area	York	Central	\$81,000
York City	York	Central	\$121,000
Avon Grove	Chester	Eastern	\$85,000
Carbon CTI	Carbon	Eastern	\$57,000
Catasauqua Area	Lehigh	Eastern	\$45,000
East Stroudsburg Area	Monroe/Pike	Eastern	\$122,000
Mahonoy Area	Schuylkill	Eastern	\$74,000
Oley Valley	Berks	Eastern	\$46,000
Philadelphia City	Philadelphia	Eastern	\$139,000
Scranton	Lackawanna	Eastern	\$135,000
Southeast Delco	Delaware	Eastern	\$98,000
Whitehall-Coplay	Lehigh	Eastern	\$64,000
Armstrong	Armstrong	Western	\$101,000
Baldwin-Whitehall	Allegheny	Western	\$71,000
Beaver Area	Beaver	Western	\$49,000
Brookville Area	Jefferson	Western	\$65,000
Brownsville Area	Fayette	Western	\$76,000
Canon-McMillan	Washington	Western	\$68,000
Elizabeth Forward	Allegheny	Western	\$94,000
Frazier	Fayette	Western	\$67,000
Lakeview	Mercer	Western	\$54,000
McKeesport Area	Allegheny	Western	\$111,000

Mohawk Area	Lawrence	Western	\$71,000
North Hills	Allegheny	Western	\$47,000
Penn Cambria	Cambria	Western	\$67,000
Shaler Area	Allegheny	Western	\$79,000
Southeastern Greene	Greene	Western	\$73,000
Wilkinsburg Borough	Allegheny	Western	\$62,000

(Pennsylvania Department of Education)

These thirty-two school districts approved in Cohort 2 of Project 720 grant applications represent 6.39% of the 501 school district in the Commonwealth of Pennsylvania. According to the data in figure 4, the Central Region of the Commonwealth of Pennsylvania was awarded six of the thirty-two Cohort 2 grants. The Eastern Region of the Commonwealth of Pennsylvania was awarded ten of the thirty-two Cohort 2 grants. The Western Region of the Commonwealth of Pennsylvania was awarded sixteen of the thirty-two Cohort 2 grants.

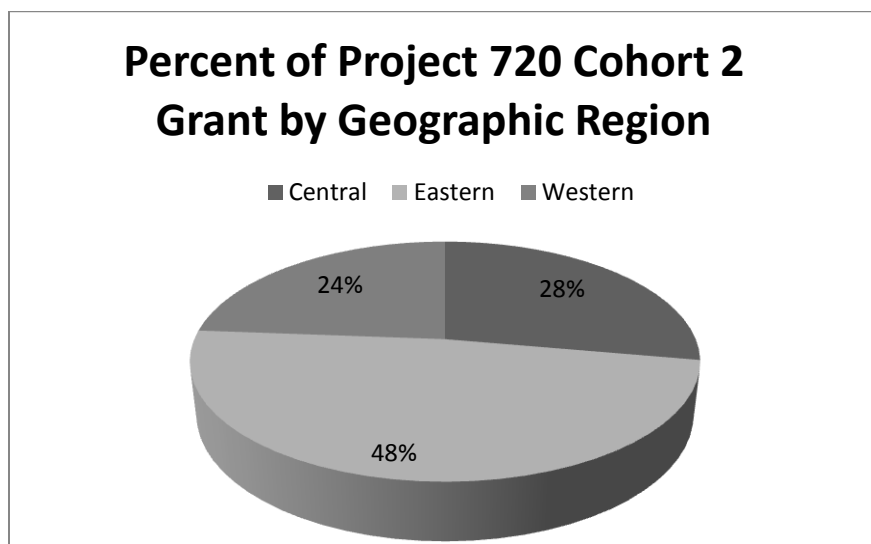


Figure 4. Percent of Project 720 Cohort 2 Grant by Geographic Region

Of the total \$2,482,000 Project 720 Cohort 2 grant awards, the Central Region of the Commonwealth of Pennsylvania received \$462,000. The Eastern Region of the Commonwealth of Pennsylvania received \$865,000 of the total Project 720 Cohort 2 grant awards. The Western Region of the Commonwealth of Pennsylvania received \$1,155,000 of the total Project 720 Cohort 2 grant awards (see Figure 5).

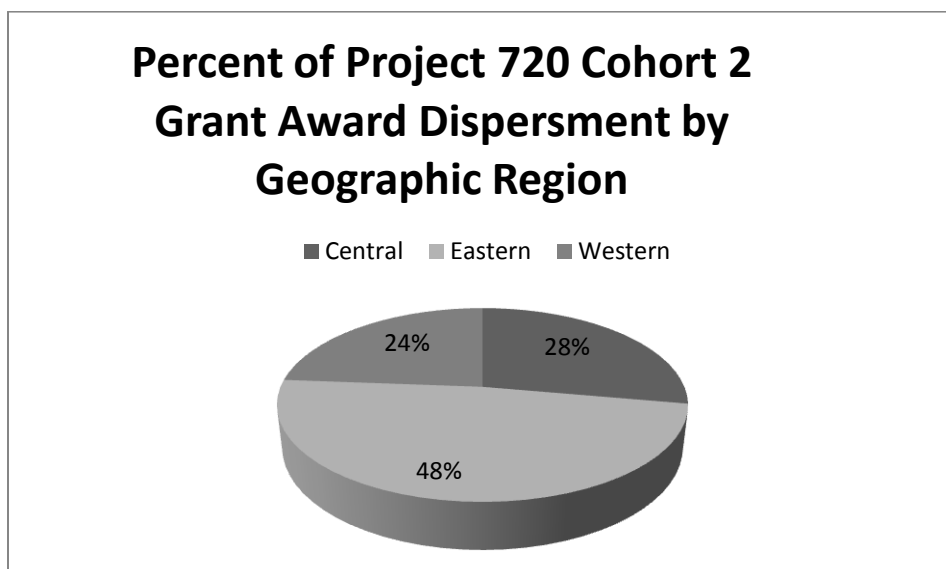


Figure 5. Percent of Project 720 Cohort 2 Grant Award Disbursement by Geographic Region

According to the Pennsylvania Department of Education, forty-three school districts received implementation grants in Cohort 3 as a part of Project 720 (see Table 2.8).

Table 2.8. Cohort 3 Project 720 School District Grant Awards

School District	County	Geographic Region	Grant Amount
Bradford Area	McKean	Central	\$99,814
Central Columbia	Columbia	Central	\$48,818

Chestnut Ridge	Bedford	Central	\$64,272
Conestoga Valley	Lancaster	Central	\$40,000
Hollidaysburg Area	Blair	Central	\$63,866
Millville Area	Columbia	Central	\$57,601
Mount Carmel Area	Northumberland	Central	\$69,944
Penn Manor	Lancaster	Central	\$65,562
Selinsgrove Area	Snyder	Central	\$48,454
Shamokin Area	Northumberland	Central	\$68,383
Shikellamy	Northumberland	Central	\$89,527
Southern York County	York	Central	\$67,762
Bangor Area	Northampton	Eastern	\$82,407
Bethlehem Area	Northampton	Eastern	\$89,901
Boyertown Area	Berks	Eastern	\$83,136
Bristol Borough	Bucks	Eastern	\$55,135
Bristol Township	Bucks	Eastern	\$72,373
Chester-Upland	Delaware	Eastern	\$118,664
Hamburg Area	Berks	Eastern	\$50,911
Hatboro-Horsham	Montgomery	Eastern	\$40,000
Lower Moreland Township	Montgomery	Eastern	\$30,000
North Penn	Montgomery	Eastern	\$50,000
Northern Lehigh	Lehigh	Eastern	\$57,994
Philadelphia City	Philadelphia	Eastern	\$131,422
Philadelphia Electrical &	Philadelphia	Eastern	\$65,711

Technology CHS			
Pottstown	Montgomery	Eastern	\$58,582
Renaissance Academy-Edison CS	Chester	Eastern	\$30,000
Souderton Area	Montgomery	Eastern	\$65,590
Southern Lehigh	Lehigh	Eastern	\$40,000
Valley View	Lackawanna	Eastern	\$56,368
Wallenpaupack Area	Wayne	Eastern	\$50,075
Wilson	Berks	Eastern	\$49,529
Wyoming Valley West	Luzerne	Eastern	\$88,714
Apollo-Ridge	Armstrong	Western	\$67,402
Ellwood City Area	Lawrence	Western	\$63,945
Oil City Area	Venango	Western	\$72,532
Pine-Richland	Allegheny	Western	\$58,148
Riverside Beaver County	Beaver	Western	\$59,124
South Butler County	Butler	Western	\$70,859
Titusville Area	Venango	Western	\$68,337
Union City Area	Erie	Western	\$72,139
Wattsburg Area	Erie	Western	\$58,022
West Mifflin Area	Allegheny	Western	\$81,048

(Pennsylvania Department of Education)

These forty-three school districts approved in Cohort 3 of Project 720 grant applications represent 8.58% of the 501 school district in the Commonwealth of Pennsylvania. According to the data in figure 6, The Central Region of the Commonwealth of Pennsylvania was awarded

twelve of the forty-three Cohort 3 grants. The Eastern Region of the Commonwealth of Pennsylvania was awarded twenty-one of the forty-three Cohort 3 grants. The Western Region of the Commonwealth of Pennsylvania was awarded ten of the forty-three Cohort 3 grants.

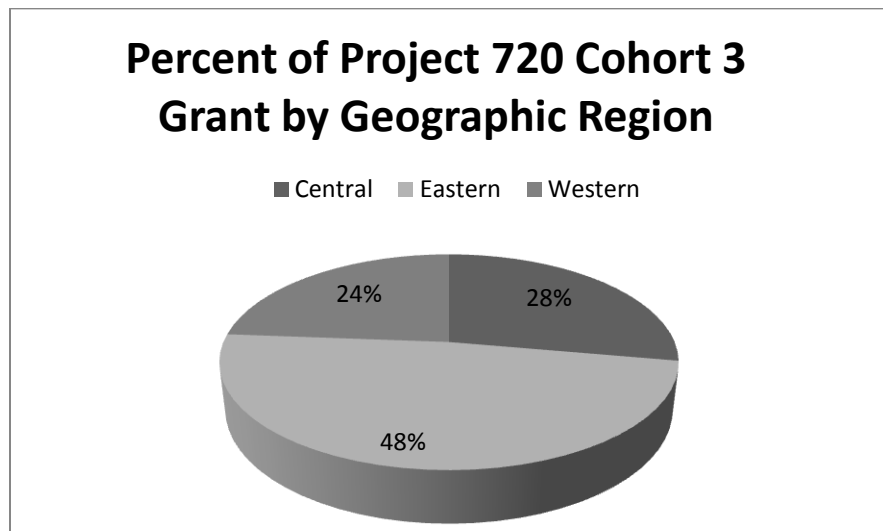


Figure 6. Percent of Project 720 Cohort 3 Grant by Geographic Region

Of the total \$2,822,071 Project 720 Cohort 3 grant awards, the Central Region of the Commonwealth of Pennsylvania received \$784,003. The Eastern Region of the Commonwealth of Pennsylvania received \$1,366,512 of the total Project 720 Cohort 3 grant awards. The Western Region of the Commonwealth of Pennsylvania received \$671,556 of the total Project 720 Cohort 3 grant awards (see Figure 7).

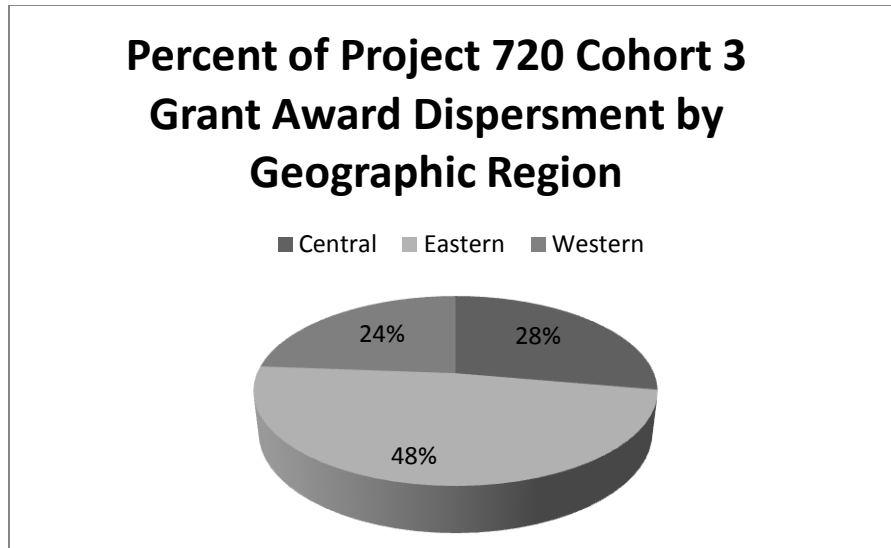


Figure 7. Percent of Project 720 Cohort 3 Grant Award Disbursement by Geographic Region

Pennsylvania provided Project 720 funding to 97 of the 501 school districts. These 97 districts represent 19.36% (nearly one out of every five) of all Pennsylvania school districts. The Commonwealth of Pennsylvania dedicated \$7,514,071 in total Project 720 funding. Table 2.9 details the disbursement of funds for Project 720 in Pennsylvania.

Table 2.9. Total Number of Districts Awarded Project 720 Grants and Total Funds Disbursed by Region

Region	Number of Districts	Total Disbursement
Central	26	\$1,896,003
Eastern	36	\$2,482,000
Western	35	\$2,822,071
TOTAL	97	\$7,154,071

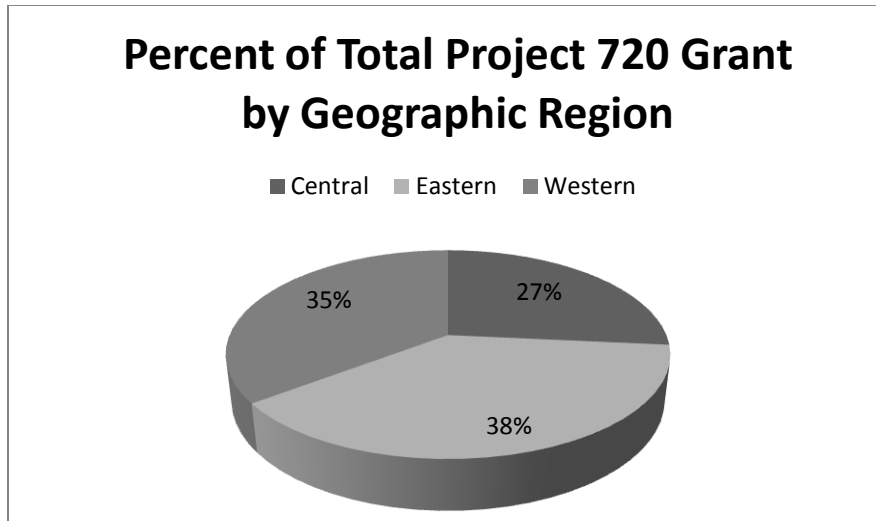


Figure 8. Percent of Total Project 720 Grant by Geographic Region

Of the total \$7,154,071 Project 720 grant awards, the Central Region of the Commonwealth of Pennsylvania received \$1,896,003. The Eastern Region of the Commonwealth of Pennsylvania received \$2,731,512 of the total Project 720 grant awards. The Western Region of the Commonwealth of Pennsylvania received \$2,526,556 of the total Project 720 grant awards (see Figure 8).

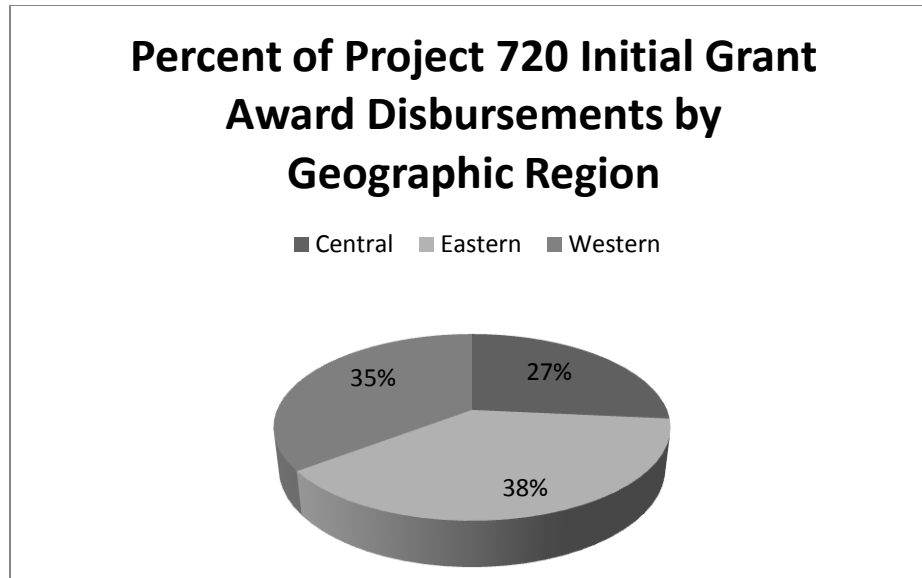


Figure 9. Percent of Total Project 720 Grant Award Disbursements by Geographic Region

2.4 COMPONENTS OF PENNSYLVANIA’S PROJECT 720

Pennsylvania’s Project 720 is taking a page out of the Colorado Children’s Campaign Reform Movement. The Colorado Children’s Campaign has funded school reform initiatives since 2001 (www.coloradokids.com, 2006). Colorado’s experiences reveal a list of ten essential ingredients for small school reform and include the following:

1. Strong principal leadership
2. Research-based school designs with an alignment between school culture and classroom practices
3. At least one year of planning time for principals and teachers
4. Support for high-quality professional development
5. High expectations with flexible supports for students
6. Personalized advising for every student

7. High-quality data and accountability systems
8. Sufficient and flexible resources at the school level
9. Time and support for the reform process
10. Access to information, community engagement, and varied school choices ()

Many similarities between the Colorado list and the goals of Project 720 exist. Both find relying on research-based designs, developing high-quality professional development, accounting for the needs of the students (both academic and social), developing data accountability, and fostering community engagement are necessary for school reform. However, the Colorado list includes “at least one year of planning time and time and support for the reform process,” concepts not evaluated in Project 720.

There are four key components of Pennsylvania’s Project 720. They are:

1. Ensure that every student graduates prepared for college and career
2. Redesign school district policies and systems to strengthen the academic infrastructure and increase student achievement
3. Design and implement data-informed student advisory services
4. Provide multiple pathways to prepare students for postsecondary success

(www.project720.org)

According to the Project 720 website, successful implementation of these core components will create high schools that are “student-centered, results-focused, data-informed, and personalized environments resulting in all students obtaining twenty-first century skills.” Cuban describes high school structure from the perspective of teacher-centered versus student-centered instructional practices.

To achieve student-centered instruction, Pennsylvania Project 720 schools must implement the following strategies in each core area:

1. Ensure that every student graduates prepared for college and career
 - Implement a rigorous college and career prep core curriculum for all students
 - Align school district and postsecondary expectations
 - Create and implement a plan for adolescent literacy
 - Identify and implement local-level assessments
2. Redesign school district policies and systems to strengthen the academic infrastructure and increase student achievement
 - Ensure better use of school time for all students
 - Increase staff professional development
 - Create smaller and more personal learning environments
 - Work collaboratively with the local Career and Technical Center
3. Design and implement data-informed student advisory services
 - Bolster the counselor role so that it becomes an integral part of the school's academic program
 - Provide coherent career and future planning opportunities for all students no later than ninth grade and lasting through transition to post-secondary education
 - Provide all students with opportunities for leadership, service, and connections to caring adults
4. Provide multiple pathways to prepare students for postsecondary success

- Establish work-based pathways that help students understand career options that are available and develop the skills needed for those jobs
- Enroll students in dual enrollment programs that enable them to earn college credit while still in high school
- Create research-based programs that reconnect out-of-school youth to high-quality educational programming

2.5 DESIGNING A PLAN TO IMPLEMENT PENNSYLVANIA’S PROJECT 720

High school reform begins with the planning phase. In order for school districts to implement high school reform related to Project 720 in Pennsylvania school districts, it is imperative the district create a project planning team. Therefore, it is important to understand a project planning team’s role in high school reform.

According to Wiggins and McTighe, planning begins with the end in mind (Wiggins & McTighe, 1998). In the Backwards Design Model, the desired result refers to the goals or standards identified in a front-end analysis. Through analyzing student performance, the organization derives curriculum.

The need for project planning in school reform was further examined in a 1998 Congressional Conference Report:

1. Effective, research-based methods and strategies
2. Comprehensive design with aligned components
3. Professional development
4. Measurable goals and benchmarks

5. Support within the school
6. Parental and community involvement
7. External technical support and assistance
8. Evaluation strategies
9. Coordination of resources

The steps identified above reinforce the need for planning time, professional development, high-quality data and accountability, and time for the reform process identified in Colorado Children's Campaign for school inform. The steps listed above also support Pennsylvania's Project 720 plan to design high school reform around professional development, measurable goals, and strong evaluation strategies.

Glennar in his article *Design-Based Assistance as a Cornerstone of a School Improvement Strategy* defined design planning as:

A comprehensive blueprint for a school is not simply unrelated pieces of theory and research. The blueprint is a thoughtful package of strategies, methods, and practice. A design articulates a school's mission and goals. It guides the instructional program and shapes the selection of the staff and the work environment. It establishes expectations for behavior, performance, and accountability among students, teachers, and even parents. It also provides the criteria for regular self-evaluation that is essential for continuing improvement. (Glennar, 1997)

An essential part of school reform is project planning. It is necessary for the school district to complete a self-study regarding the needs of the school community. This initial planning phase, self-study, allows the district to decide on a specific program. A study by

Stringfield, Millsap, and Herman (1997) of twelve school reform models involving eligible Title I programs, shows the critical importance of project planning.

The study concluded that a realistic perception of local strengths and areas in need of improvement are critical in the most successful schools in special strategies. What were the specific problems facing students at risk in the school? In the most successful schools, the answer was derived in advance of program selection and was much more detailed than just “low test scores”. Was the principal willing to lead the faculty through the challenges of successfully implementing a particular innovation? What percentage of the faculty was willing to consider various magnitudes of meaningful changes in their teaching and in the organization of their work? If a particular administrator or teacher was unwilling to consider any practical changes to a clearly less than optimal educational program, how willing was the district, the principal, or the faculty to provide further inducements for change? What community, district, and state supports could be counted on? (Stringfield, 1994)

Rebecca Herman and Sam Stringfield further clarified the need for self-study. “A clear understanding of a school’s strengths and weaknesses is essential to inform the decision about which reform program will be most successful.” (Herman, 1997, p.10) The challenge for school districts then, is to educate large numbers of students, each with unique needs. Through self-study, districts are able to group student needs into classifications/categories.

Given the assertion that project planning is essential to school reform, *Comprehensive Models for School Improvement*, published two school reform project-planning guides that districts may consider when they decide on a reform design. One reform plan was developed by New American Schools and the other by the U.S. Department of Education. The New American

Schools plan suggests the following questions for school leaders to consider when project planning:

1. How does this design fit with our own local vision, goals, needs, and objectives?
2. What is the district's role in helping us implement this design? What changes at the district and state levels will be necessary or helpful to implement this design successfully?
3. Does this design require significant changes in the way we teach and assess students (such as using interdisciplinary, project-based curriculum, multi-grade grouping, and performance assessment)? Are these changes consistent with the expressed values and needs of the community, the professional views of the faculty, and current data on school performance?
4. What sort of professional development does this Design Team provide? What changes would this design require in the way teachers work? Is this consistent with our plan for upgrading the teaching and learning program at this school?
5. Will working with this Design Team lead to formal or informal changes in school governance? Are we prepared to make these changes?
6. Does the Design Team provide student performance standards and curricula, or will we use locally developed standards and curricula? If the Design Team provides standards and curricula, are they compatible with those already established by the district and/or the state?
7. What role does the community play in schools working with the Design Team? Is there any emphasis on service to the community? Does the design involve integrating social and family services into the school in some way?

8. Are we willing to eliminate the programs and activities currently in place that are contradictory to this design or that duplicate elements of this design? Are we willing to eliminate those that are not contributing to higher student achievement and focus our efforts on implementing a comprehensive design? (New American Schools 1998, p. 12-13)

The U.S. Department of Education plan suggests the following questions for school leaders when project planning:

1. How do our students perform in relation to the state and local standards?
2. What does research tell us about designing instruction to support all students' attainment of rigorous state and local standards?
3. How does our program address the educational needs of children who have difficulty reading, learning math, and performing well in other content areas?
4. How well are we serving students with unique abilities or disabilities?
5. What specialized services do students need if they are limited English speakers, temporarily without homes, or live in families that move frequently?
6. What is a challenging but realistic target for student achievement?
7. What resources are available to carry out new programs schoolwide?
8. What timelines set an ambitious pace for accomplishing change? (U.S. Department of Education, 1996)

In addition to the New American Schools and U.S. Department of Education criteria, Pechman and Fiester (1994) developed the following list of steps a district should incorporate in the planning process:

1. Establish a planning team.
2. Conduct comprehensive needs assessment.
3. Organize the needs assessment into a school profile.
4. Investigate the research base.
5. Draft comprehensive goals and specific objectives.
6. Incorporate research into the plan.
7. Review and modify the draft plan.
8. Complete the final plan.

Assuming schools take reform seriously, they must be both willing and able to make a significant investment in resources, including money, personnel, and time. Examining the outline of each program in section 2.5 reveals some overarching themes to each reform model.

Table 2.10. Project Planning/School Reform Model Matrix

Project Planning/School Reform Model Matrix

Theme	Congressional Conference Report	New American Schools	U.S. Department of Education	Pechman
Research Based	X	X	X	X
Professional Development	X	X	X	X
Internal Support	X	X	X	X
Goals and Objectives	X	X	X	X
Parental and Community Support	X	X	X	X
External Support and Resources	X	X	X	X
Evaluation	X	X	X	X

2.6 BUILDING CAPACITY TO SUSTAIN PENNSYLVANIA'S PROJECT 720

According to King and Newmann (2001), both structural and cultural conditions contribute to building school capacity for improvement. King and Newmann (2001) discuss commitment to high expectations, support for inquiry, and caring relationships as cultural characteristics that build capacity. Necessary structural factors include providing time for professional development and relieving organizational constraints that inhibit freedom from change to build capacity for improvement.

Most of the research on school improvement, with the exception of King, focuses on school reform as a function of school improvement. King and Newmann discuss school capacity for improvement. School capacity, or more general capacity building, is vague. Most references to school capacity examine the characteristics necessary to support and sustain a learning community. Characteristics fall into three classifications: school structure, staff perception, and teacher practices (King & Newmann, 2001). While little data is available regarding why some schools are more successful with improvement efforts than others, there is data to support the characteristics associated with school capacity building. There are case studies, organizational surveys, classroom observations, and policy studies that address school reform.

It is equally important to examine school structure. School structure, as described by King and Newmann (2001), refers to the alignment of programs with curriculum, availability of professional and technical resources, and adequate time for staff development. The alignment of school structures exists through district and school policies. King and Newmann describe the success of program integration as a measure of program coherence. If district and school policies are unfocused, an environment of unfocused, disorganized programs emerges. This lack of focus weakens the school's organizational focus and leads to multiple ineffective

improvement programs. Through careful coherent programs, purposeful implementation, and careful monitoring, school capacity will not detract from the students' education.

Another guiding characteristic in school structure is curriculum alignment. A comprehensive analysis of curricular alignment dictates the organization's instructional pace. An aligned curriculum encourages collaboration between teachers to reduce repetition within the curriculum. Alignment of instruction with goals and assessment can improve student achievement (Mitchell, 1999). While not directly related to school capacity, another suggested benefit of curriculum alignment suggests diminishing indicators such as socioeconomic status, gender, and race on student achievement (Elmore, 2000; Mitchell, 1999).

Much like a coherent, comprehensive aligned curriculum, it is necessary to evaluate resources available to teachers. Instructional materials, computer equipment, and adequate space represent necessary material resources (King & Newmann, 2001). Like a lack of program coherence, a lack of material resources places a burden on teachers.

Program coherence and material resources absence and a poor staff perception have a negative effect on reform and school capacity. A school's culture reflects the staff's perception. If teachers are not afforded sufficient time to implement programs, plan, or evaluate reform programs, a culture which resists change develops (Desimone, 2000). Desimone found that teachers who are given enough time to plan reform implementation are more likely to accept professional development than their counterparts who are not afforded the necessary time.

Teacher buy-in and best practices are critical. For successful school reform, school capacity depends upon teacher practices. Research by Louis and Marks (1996) along with Cuban (1988) indicates a single practice that seems promising for school capacity building for reform. A teacher practice that encourages teachers observing other teachers and providing

feedback encourages a culture where school capacity building is possible. When teachers are comfortable with a professional culture in which constructive feedback occurs between teachers and no negative stigma occurs, meaningful reform takes place (Louis, 1996). The practice of peer observation allows teachers to move from an autonomous classroom to one in which a collaborative culture leads reform. Teachers that work as mentors or coaches provide development opportunity of a professional community. Cuban (1984), as discussed earlier, researched this phenomenon as he described education from a historical perspective. Cuban found teachers traditionally work in an autonomous environment where professional isolationism prevails over professional communities. Cuban's work sheds light on why reform efforts and school capacity develops slowly. Teachers, working in an isolated environment, lack incentive to change. This lack of incentive, often viewed as resistance, renders improvement efforts useless and ultimately results in few teacher practice changes. Schools that provide time and support a professional community in which teacher coaches are utilized encourage an improvement model that builds school capacity (Corallo & McDonald, 2001). To build capacity for comprehensive school improvement, it is important schools create a balance in school structure, teacher perception, and teaching practices when they develop new projects.

3.0 RESEARCH METHODOLOGY

The purpose of this study is to investigate the development, implementation, and sustainability of Pennsylvania's Project 720 high school reform policy. This researcher will collect data in two waves. Wave one will involve document review, and wave two will involve conducting semi-structured interviews. This approach will allow the researcher to discover the origin, implementation, and evidence of sustainability of Project 720. A review of critical documents, along with interviewing educational leaders, government representatives, and local education agencies, allows for a comprehensive policy review of Project 720. This chapter outlines the methods used and data analysis procedures for this study.

3.1 STATEMENT OF THE PROBLEM

This dissertation examines the factors affecting the Commonwealth of Pennsylvania's government policy regarding high school reform. Specifically, the research examines high school reform efforts in the Commonwealth of Pennsylvania through Pennsylvania's Project 720.

High school reform policy is of interest to several groups or individuals. State high school reform policy may or may not affect community and civic groups, Parent Teacher Organizations (PTO), local elected officials, district staff, and students. Although the insight of these groups or individuals to high school reform is important, the researcher focused only on

contextual factors surrounding Pennsylvania's state government development of Project 720 high school reform policy.

3.2 RESEARCH QUESTIONS

To review the development, implementation, and sustainability of Project 720, this researcher asks the following research questions:

- (1) What events led to the development of Project 720?
- (2) How was Project 720 implemented?
- (3) What is the status of Project 720?

Appendix A provides a detailed review of the questions the researcher will use to answer these questions.

3.3 DATA COLLECTION PROCEDURES

Yin (1984) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context. Case study research allows the reader to understand a complex issue and can extend or add to what is already known in the field (Soy, 1997). Researchers such as Yin (1984) and Stake (1995) have written extensively about case study research. The research methodology used by this author draws on their work and uses a procedure similar to that used by Levy's (1988) study examining informational technologies in universities.

Levy conducted an in-depth case study of the University of Arizona's instructional technology using the case study methodology. Levy used a single-case design for the study at the University of Arizona (Tellis, 1997). Single-case studies may be used to represent a unique or extreme case (Yin, 1994). Single-case studies can be holistic or embedded. Embedded case studies are those when the same case involves more than one unit of analysis (Tellis, 1997). Individual case study consists of a "whole" study in which facts are gathered from various sources and conclusions drawn from those facts. Generalization is a frequent criticism of case study research. Yin discussed analytical and statistical generalization. "In analytical generalization, previously developed theory is used as a template against which to compare the empirical results of the case study" (Yin, 1984, P.23).

Yin (1994) presented four applications for a case study model:

1. Design the case study
2. Conduct the case study
3. Analyze the case study evidence
4. Develop the conclusions, recommendations and implications

Yin developed an explanation of the difference between analytical and statistical generalization. Robert Stake expanded the topic of generalization. Stake (1995) discussed a more intuitive, empirically grounded generalization to the case study. Stake used the term "naturalistic generalization." Stake based this "naturalistic generalization" on the relationship between the reader's experiences and the case study itself. The data generated by this case study will resonate with a broad audience, thereby expanding the reader's understanding of the topic.

3.3.1 The Case Study Design

The first stage in the case study methodology recommended by Yin (1994) is the design of the case study protocol. This researcher will collect documents from a variety of sources. Other evidence collected includes notes from interviews, meetings with Pennsylvania state government officials, and other stakeholders who influenced the development of policies affecting Project 720 high school reform. For this case review, the researcher will first conduct an extensive review of the literature. By reviewing the literature on Project 720, the researcher will determine if Pennsylvania established a policy for high school reform. Next, the researcher will review documents describing Pennsylvania state government policy regarding Project 720 high school reform. These documents might include Pennsylvania Department of Education (PDE) documents, Pennsylvania state government documents, Pennsylvania State Education Association (PSEA) documents, and other available documents containing Project 720 information. Finally, this researcher will conduct interviews with school leaders to help answer lingering questions not answered in the document review. Appendix A outlines a suggested interview protocol.

3.3.2 Procedure

Many of the examined documents are available in the public domain; however, the documents are limited in circulation with many being in draft form. Using a technique described by Merriam (1988), this researcher will “mine documents.” Documents will be collected from a variety of sources, to include but not be limited to, the Pennsylvania Department of Education, Pennsylvania state government, and Pennsylvania School Districts. Other information includes

notes from conversations and meetings with stakeholders' influential in the development of Pennsylvania policy regarding Project 720. Documents to select for this case study include those making direct reference to Project 720. This case study also examined archival records. Archival records are useful as they include records, charts, lists, names, survey data, and even personal records to be analyzed. A detailed table representing Information Sources for document review is provided in Appendix B.

In wave two of data collection, this researcher will conduct interviews with school leadership to help answer lingering questions not answered within the document review. According to Yin (1994), interviews are one of the most important sources of information for a case study. There are several forms of the interview: (1) open-ended, (2) focused, and (3) structured. This researcher will utilize an open-ended and focused approach to interviews. According to Yin (1994), an open-ended interview requires that the researcher ask for the informant's opinion on events or facts. This open-ended interview approach serves to corroborate gathered data. The focused interview is structured such that the respondent is interviewed for a short time. The questions asked come from the case study protocol.

This qualitative case study relies on structured interview questions with government and school leaders to determine the origin, funding, and sustainability of Project 720. The interview questions will be sent to the identified individuals to prepare the participant for the content of the interview. This researcher will conduct interviews based on the sequence of questions illustrated in Appendix C. Interviews will be recorded using audio tapes, and the interviewer will keep detailed researcher memos.

Interviews were audio taped then transcribed, verbatim, by the researcher. The researcher then conducted a line-by-line analysis of each transcribed interview. The researcher

reviewed audio tapes to complete inaudible sections and confirmed the accuracy of each transcribed interview. All transcripts were read through twice. The researcher identified emerging themes in the document review and interviews to clarify and confirm interpretation as related to the research questions. In order to identify themes in the research, the author coded all data as it related to the research questions. Since preexisting codes did not exist regarding this research study of Project 720, comparative analyses seemed appropriate. The coding of data was done by highlighting data for research question 1 with a yellow highlighter. Data related to research question 2 was highlighted with an orange highlighter. Data related to research question 3 was highlighted with a pink highlighter.

3.3.3 Data Analysis

“Data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence, to address the initial propositions of a study” (Yin, 1994, p.23). The researcher will attempt to discover connections between the research questions and the research findings as they relate to Project 720. Case studies require the researcher to rely on experience and the literature to present evidence in various ways (Tellis, 1997). In fact, Tellis states “not all case studies lend themselves to statistical analysis, and in fact the attempt to make the study conducive to such analysis could inhibit the development of other aspects of the study” (p.12). Miles and Huberman (1984) suggest using several alternatives to analytic techniques such as arrays to display data, creating displays, tabulating frequency of events, ordering the information, and other methods.

3.3.4 Summary

This study intends to identify the nature of Pennsylvania state government's policy development related to Project 720 high school reform. Findings from this study may provide useful knowledge for persons concerned with high school reform. This case study is not intended as a technical "blueprint" for policy makers. Rather, this case analysis serves to identify the events that led to the development of Project 720, the implementation of Project 720, and the status of Project 720.

4.0 RESULTS

This chapter presents the results found through document review, interview coding, and other primary data analysis. The documents reviewed were from the Pennsylvania Department of Education (PDE), Pennsylvania State Education Association (PSEA), and also included other public domain documents. The documents reviewed included:

- *PDE Addresses High School Improvement, April 2004*
- *Transforming Pennsylvania's High Schools, Summer 2005*
- *Emerging Issues in Education, October 2005*
- *High School Reform, April 2006*
- *Regional Career Education Partnership Program for Youth Guidelines, July 2006*
- *American Diploma Network Pennsylvania's State Plan, August 2005-January 2007*
- *Commonwealth of Pennsylvania (PDE) remarks to the House Education Committee – Public Hearing on House Bill 932, April 2007*
- *Project 720 2007-2008 Welcome Old and New Cohorts, 2007-2008*
- *Project 720 Overview*
- *Project 720 – Paving the Road to High School Success*
- *Project 720 – Success Stories, November 2007*
- *Project 720 Program Guidelines, 2008-09*
- *Project 720 2007-08 Site Visit Report, September 2008*

- *Project 720 2008-09 Mid-Year Report, May 2009*
- *Prepared Remarks by Vicki Phillips; Director, Education, United States Program, May 2009*
- *Project 720 Program Guidelines, Summer 2009.*

A complete list of the documents can be found in Appendix B.

Potential interview subjects were contacted by telephone and through e-mail using the message shown in Appendix D. Those interviewed included:

- (1) Dr. Amy Hodges-Slamp, former Chief, Division of Middle and Secondary Education Bureau of Teaching and Learning Support, PDE;
- (2) Dr. Ed Vollbrecht, Bureau Director, Division of Elementary and Secondary Education, PDE;
- (3) Mr. Robert Staver, Chief, Division of Planning, PDE.

These persons interviewed possessed extensive firsthand knowledge of the development and implementation of Project 720. Dr. Slamp was an original planner for the development of Project 720. Dr. Vollbrecht and Mr. Staver worked with approving school district grant applications and the sustainability of high school reform in Pennsylvania. Altogether, they were able to supply the researcher the necessary information to answer the research questions. The researcher also met with a central office administrator from North Eastern Pennsylvania and a building level principal for a small central Pennsylvania high school. Each of these individuals declined to participate in the interview. They did provide some comments regarding Project 720 and indicated to the author their wish to remain anonymous in any research study. In addition, the author attempted, but was unable, to interview Mr. Ronald Cowell, President of the

Education Policy and Leadership Center and Dr. Gerald Zahorchak, Superintendent, Allentown School District.

The documents and interview transcripts were coded and analyzed by determining common threads of data that referenced the three research questions. Accordingly, the results are presented in three sections that detail the findings related to the three research questions: (1) What events led to the development of Project 720? (2) How was Project 720 implemented? (3) What is the status of Project 720?

4.1 RESEARCH QUESTION ONE: WHAT EVENTS LED TO THE DEVELOPMENT OF PROJECT 720?

This investigation clearly showed that the focus for Pennsylvania's high school reform began during the 2005 National Governors' Association Conference. The National Governors Association (NGA) is a bipartisan organization that includes the nation's governors. According to the NGA website, its mission is to promote visionary state leadership, share best practices, and speak with a unified voice on national policy (National Governors' Association, 2005). Virginia Governor, Mark Warner, was the chairman for the National Governors' Association in 2005. The agenda for the 2005 NGA conference was an agenda for reform. According to the NGA, the reform agenda for the 2005 conference was to:

1. Raise national awareness on the need for improving America's high schools and the consequences for inaction.

2. Hold learning institutes for governors' senior advisors in education that will focus on ways states are successfully supporting new high school options and helping students at risk to graduate.
3. Develop a series of best practices and a "Top 10" list of policy actions governors can take to achieve system-wide high school reform in their states.
4. Convene town hall meetings around the country where students, teachers, administrators, and parents can talk about high school, the senior year and impediments to greater success.
5. Create a set of common definitions for graduation and dropout rates that governors can use to compare their progress relative to other states.

(National Governors' Association, 2005)

To support this study's findings on the need to address high school reform, the NGA characterized high schools as an institution where little has changed over the past century (National Governors' Association, 2005). The NGA identified high schools as a place where students, especially seniors, report they are bored, disengaged, and waiting to begin the next phase of their life. The NGA stated, "Senioritis should no longer be considered a benign rite of passage by parents, teachers, and the community at large; instead it should be recognized as a waste of time and resources, and a lost opportunity for learning" (National Governors' Association, 2005). At a time when high schools are viewed as failing to meet student needs, the global economy is demanding so much more of high school graduates. The National Business Roundtable and Bill Gates also discussed the need for high school reform.

During this conference, Bill Gates delivered an address regarding high schools. Calling high schools obsolete, Gates lamented, "Elected officials should be ashamed of a system that

leaves millions of students unprepared for college and for technical jobs” (Gates, February 2005). During personal interviews with Dr. Slamp, Dr. Vollbrecht, and Mr. Staver, all identified the 2005 National Governors’ Association Conference as one organization that began a push for high school reform. Dr. Vollbrecht emphatically stated, “What precipitated high school reform was the National Governors’ Council on Education” (Vollbrecht, personal communication, March 3, 2011).

Featured in discussions at the National Governors’ Association meeting were reports from the National Business Roundtable and the Bill & Melinda Gates Foundation, according to documents released by PSEA in 2005 (PSEA, 2005). According to The Business Roundtable (BRT) website, the BRT is an association of chief executive officers of leading U.S. companies with nearly \$6 trillion in annual revenue and some 13 million employees (BRT, 2011). The companies that comprise the BRT make up nearly a third of the U.S. stock market and invest more than \$114 billion annually in research and development. One of the BRT founding beliefs is that businesses should play an active and effective role in the formation of public policy.

The review of documents, along with data from personal interviews, revealed several other key factors that led to the development of Project 720. The following section will focus on those contributing factors: (1) poor performance on standardized tests, (2) lack of rigor in the high school curriculum, (3) lack of career preparation, and (4) concern regarding the rate of students not completing high school in four years.

4.1.1 Poor Performance on Standardized Tests

According to Dr. Amy Hodges-Slamp, a key factor regarding high school reform is the lack of student achievement at the high school level. In an interview with Dr. Slamp, she identified the

federal No Child Left Behind (NCLB) legislation as a response to the lack of accountability on the part of high schools regarding student performance. Dr. Slamp discussed key factors that led to high school reform:

First, was the accountability that came from No Child Left Behind. As they [state/federal government] began to measure high schools [whatever measures or however valid anyone feels they are] on achievement, graduation rate, dropout rate and students connectedness to school, they found that high schools were not as effective as they felt they could be. (A.H. Slamp, personal communication, February 23, 2011)

Dr. Slamp's comments echo several factors identified in the document review as to the pressure for high school reform.

Affirming Dr. Slamp's analysis, Dr. Ed Vollbrecht, stated, "the perceived decline in test scores on international tests was a basis for the need of high school reform" (Vollbrecht, personal communication, March 3, 2011). Specifically, both Dr. Slamp and Dr. Vollbrecht identified a lack of student achievement as a key factor in Pennsylvania high school reform. The Pennsylvania Department of Education (PDE) in 2005 found more than half of 11th graders were not proficient in math according to the state testing system. Additionally, PDE found that nearly 40% of 11th grade students were not proficient in reading according to the state testing system (PDE, 2005).

According to the data, a lack of student achievement is directly related to a high school curriculum that lacks the necessary rigor to adequately prepare students to demonstrate proficiency on assessments (PDE, 2005).

4.1.2 Lack of Rigor in High School Curriculum

According to PDE, fewer than half of Pennsylvania school districts require students take four (4) years of math as a requirement for graduation. Additionally, 52% of Pennsylvania school districts require algebra I for a student to graduate (PDE, 2005). Additional data revealed that only 39% of Pennsylvania school districts required geometry and only 20% required algebra II for graduation. PDE also identified that only 25% of school districts required students to take four years of science to graduate. Regarding the science curriculum, only 77% of Pennsylvania school districts require biology, 24% require chemistry, and only 12% require physics to graduate (PDE, 2005).

A review of documents identified that almost half of all high school graduates who go on to college need to take at least one remedial course (PSEA, 2005). According to one source only one-third of all high school students were adequately prepared for college (Greene and Winters, 2005). High schools are not the only culprit in this lack of rigor. At least one report identified that nearly 40% of graduates reported gaps in their preparation. However, an overwhelming number of these graduates noted that if they could repeat high school, they would work harder and take courses that were more challenging (National Center for Education, 2003). When asked about factors that led to Pennsylvania's development of Project 720, Dr. Slamp expressed her conviction that education is now accountable for how students perform. Dr. Slamp stressed,

I think No Child Left Behind (NCLB), while it did not specifically spell out how high schools should look, NCLB did set expectations for student achievement at various levels. I always say to people no matter whether you like the measures of Annual Yearly Progress (AYP) or the Pennsylvania System of Student Assessment (PSSA) or things like

that, the idea now is we have to be held accountable to all students, which in the past we did not. (A.H. Slamp, personal communication, February 23, 2011)

Dr. Vollbrecht concurred, “A factor that led to high school reform was the need to increase rigor in courses offered at the high school level” (Vollbrech, personal communication, March 3, 2011). In summary, failure to prepare students for college was one factor contributing to the push for Pennsylvania high school reform Project 720. A related factor was the perceived lack of preparedness in the area of career preparation (PSEA, 2005).

4.1.3 Lack of Career Preparation

According to Dr. Slamp another factor in high school reform in the past ten years was in the area of student career preparation. She observed:

I think the work force. When I worked with PDE on high school reform, one of the groups we worked with was labor and industry. Both the manufacturing people and the general work force population had expectations of what kids can do when they come out and enter jobs. (A.H. Slamp, personal communication, February 23, 2011)

Elaborating further, Dr. Slamp stated that labor and industry noted that high school graduates lacked entry-level job skills. Dr. Slamp identified Career and Technical Education, therefore, as an area for high school reform focus to on for Project 720.

According to the National Association of Manufacturers, a high number of high school students were entering the workforce unable to learn appropriate skills or function in a modern work system (National Association of Manufacturers, 2001). Pennsylvania began to address this concern in August 2005. At that time, former Pennsylvania Governor Ed Rendell convened a group of educators, representatives of labor and industry, and educational advocates in a group

named the Governor's Commission of College and Career Success. The Commission was charged to review research and make recommendations to ensure high school graduates were prepared to be productive citizens. The National Association of Manufacturers identified three (3) specific charges for the Commission: (1) Create clear and consistent signals and policies for Pennsylvania's expectations for high school success; (2) conduct qualitative and quantitative research, which includes Pennsylvania, national, and international studies; and, (3) create incentives for school district to raise academic achievement in high school and incentives for higher education to increase retention through the first two years of postsecondary education (PDE, 2005).

4.1.4 Student Dropout Rates

According to Dr. Slamp, another factor contributing to high school reform and the development of Project 720 was the dropout rate. The review of documents identified that some 20% of Pennsylvania high school students failed to graduate in four years. This rate is doubled in urban areas, where 40% of students were not graduating in four years (PSEA, 2005). The dropout rate in rural and suburban Pennsylvania schools was significant. This dropout rate was not limited to high schools. In addition to the problem occurring in high schools, the dropout rates after the freshman year of college were 26% for four-year colleges and 45% for two-year colleges (Haycock, Jerald, and Huang, 2001). This dropout factor was not limited to Pennsylvania. Nationwide, only 71% of students graduate from high school (Green & Winters, 2005). Internationally, the United States has one of the lowest high school graduation rates among industrialized nations (Organization for Economic Cooperation and Development, 2004).

In a joint presentation given in 2006, former Pennsylvania Governor Ed Rendell and Former Secretary of Education, Dr. Gerald Zahorchak concluded, “Dropping out is better conceptualized as an evolving process rather than an event. It is a process that starts prior to the child entering school (Journal of School Psychology, 2000) ¹.” The presentation noted *The Silent Epidemic* report (March, 2006) commissioned by the Bill and Melinda Gates Foundation. In the report, 467 high school dropouts noted the following reasons for dropping out: (1) 47% said classes weren’t interesting; (2) 43% missed too many days of school and couldn’t catch up; (3) 38% said they had too much freedom and not enough rules in their life; (4) 35% said they quit because they were failing in school; and (5) 32% said they had to get a job and make money. When these students were asked what might have prevented them from dropping out, the data showed: (1) 81% noted the need for more real-world learning; (2) 75% wanted smaller classes with more individual instruction; and (3) 71% yearned for better communication between parents and schools and more parental involvement.

4.1.5 Summary

The October 2005 issue of the Pennsylvania State Education Association document entitled “Emerging Issues in Education” summarized the emerging trend of high school reform both nationally and in Pennsylvania. “Over the last five years, more than \$1 billion of public and private funds have been invested in efforts to transform American high schools” (p.3). The article also noted “Pennsylvania, as in most other states, efforts to “reform high schools” are gaining momentum and support from lawmakers, policymakers, and the general public.

¹ Jimerson, S., Egeland, B., Sroufe, A.L., & Carlson, B. (2000). A prospective longitudinal study of high school dropouts: Examining multiple predictors across development. *Journal of School Psychology, 38*(6), 525-49.

Recently, the Pennsylvania Legislature has approved several million dollars for preliminary efforts at high school reform" (p.5).

This account revealed that high school reform had become a source of national concern not unique to Pennsylvania. With such a heightened national focus on high school reform, Pennsylvania found it necessary to implement Project 720. Project 720, according to Dr. Slamp, began with the Secretary of Education, Dr. Vicki Phillips (Slamp, personal communication, February 23, 2011). According to Dr. Slamp and Dr. Vollbrecht, a committee consisting of Dr. Vicki Phillips, Dr. Slamp, Dr. Vollbrecht, Dr. Francis Barnes, Dr. Gerald Zahorchak (all staff of PDE) along with Donna Cooper, Policy Secretary to the Governor, were some key participants in the planning of project 720. (Interestingly, Dr. Francis Barnes, who originally served as special superintendent for Project 720, followed Dr. Vicki Phillips as Secretary of Education. Dr. Gerald Zahorchak followed Dr. Barnes as Secretary of Education.) Dr. Slamp observed, "I think the Governor had a real sense of what was occurring at the national level. If you look at what the Governor did, the areas he really keyed in on in education were early childhood education and high school reform" (Slamp, personal communication, February 23, 2011).

In 2004, PDE introduced Project 720, which would be a \$4.7 million state grant program, supporting projects in public high school reform. Project 720 received the support of both the Governor's office and the state Legislature. Eligible school districts were chosen through a competitive grant process.

4.2 RESEARCH QUESTION TWO: HOW WAS PROJECT 720 IMPLEMENTED?

4.2.1 Application and Review Process

The sources informing this study indicate that Project 720 was a competitive grant for high school reform in Pennsylvania public schools. According to Dr. Vollbrecht, Project 720 was a competitive grant funded for a three-year period (Vollbrech, personal communication, March 3, 2011). According to Dr. Slamp, PDE held informational sessions open to all school districts in 2004 (Slamp, personal communication, February 23, 2011). Following these informational sessions, all public high schools were invited to apply for a Project 720 grant. During the initial year of Project 720, 2005, over 150 school districts responded with interest. Of the 150 interested school districts, 22 were selected for cohort one, following a process reviewed in the next section. According to the Pennsylvania Department of Education (2004), these districts received technical assistance and grants ranging from \$50,000 to \$150,000. Based on student enrollment at the high school level, the grants were to be used to develop and implement plans to meet the goals of Project 720 (PDE, 2004). To review, those goals were:

1. Implement a rigorous college and career preparation curriculum for all students.
2. Evaluate school district policies and systems to strengthen the academic infrastructure and increase student achievement.
3. Design and implement data-informed student advisory services.
4. Provide multiple pathways to prepare students for postsecondary success.

Dr. Slamp indicated that a rubric was used to evaluate all Project 720 grant applications. Mr. Staver provided the researcher with samples of the 2007 and 2008 scoring rubrics. These rubrics can be found in Appendix E. According to Dr. Slamp, a variety of individuals scored the

rubric². School districts were awarded grants based on their application, rubric score, and best fit with the criteria of Project 720. Mr. Staver also provided the researcher the Project 720 funding formula, found in Appendix F.

4.2.2 Grantees

The reviewed documents uncovered much interest in the initial year (2004) of Project 720. With so many school districts interested, PDE awarded 19 other school districts grants for \$10,000 to purchase expert assistance, materials, and/or professional development related activities (PDE, 2004). *Forty-one* districts were funded in the inaugural year of Project 720, according to PDE documents.

On the other hand, Mr. Staver provided the researcher his own list attesting to the total funding amounts. The data provided by Mr. Staver identified 68 school districts granted Project 720 funds in the inaugural year, as shown in Appendix G. In summary, PDE documents identified 41 funded school districts in cohort one but information provided by Mr. Staver identified 68 school districts that actually received funding. Mr. Staver's list appears to be more comprehensive and therefore more accurate.

4.2.3 Project 720 Funding

It is difficult to report the specific allocations of Project 720 funds because of conflicting or incomplete information. In an earlier section, Section 2.3, we listed Project 720 school district

² The names and affiliations of the reviewers were not shared.

allocations as identified in available PDE documents. To recapitulate, those documents reported \$7,154,071 in Project 720 funds distributed to Pennsylvania high schools.

On the other hand, Pennsylvania State Budget reports gave an account of state budget allocations of \$40 million over a six-year period from 2005 to 2011 for Project 720. Table 4.1 depicts these figures.

Table 4.11. Project Planning/School Reform Model Matrix

Budget Year	Allocated Funds	Increase/Decrease
2005 – 06	\$4.7 million	
2006 – 07	\$8 million	70% increase from 2005 – 06
2007 – 08	\$11 million	38% increase from 2006 – 07
2008 – 09	\$10.9 million	0.9% increase from 2007 – 08
2009 – 10	\$3.7 million	66% decrease from 2008 – 09
2010 – 11	\$1.7 million	54% decrease from 2009 – 10
TOTAL FUNDING	\$40 million	

(Source: Pennsylvania State Budgets 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11: http://www.budget.state.pa.us/portal/server.pt/community/office_of_the_budget_home/4408)

A third source of data, as provided by Mr. Staver in Appendix G, identified a total allocation in the amount of \$30,500,479. The researcher was unable to reconcile these three sources regarding the total amount of funding granted through the state budgets to Project 720.

In a possibly related matter, Dr. Slamp indicated that she believed some school districts *lost* funding for a variety of reasons, including a cessation of funding in years two and three

through mutual agreement between the school district and PDE (Slamp, personal communication, February 23, 2011). She observed that in some cases, payments for years two and three were withheld because the particular school districts did not implement Project 720 according to the terms of the grant award.

To pursue the termination of funding issue further, the researcher considered the list of funded school districts provided by Mr. Staver. The researcher could identify only one Project 720 grantee not funded for the full three years: *School District of Philadelphia II* See Appendix G.

On the other hand, the list provided by Mr. Staver identified two districts that received funding for *more than three years*. Recall that three years was the funding time period for each cohort according to the Project 720 grant guidelines (PDE, 2004). The data in Appendix G support the fact that the *School District of Philadelphia II* grant award was funded for *one year*. In contrast, the *Philadelphia City School District* was funded in Cohorts 1, 2, and 3 (or *nine years*) for a total amount of \$1,114,974. According to Appendix G, the *Philadelphia City School District* was one of two districts funded for more than a three year period, the other being Gettysburg School District. The list provided by Mr. Staver indicated that the Gettysburg School District received Project 720 funds for four years. The data contained in Appendix G show that Gettysburg School District received funding in years 2005, 2006, 2007, and 2009 for a total of \$325,000.

To disseminate *how* the Project 720 funds were spent during the inaugural year, PDE provided information in a document, *Welcome Old and New Cohorts* (2008). According to this report and during the 2006-07 funding year of Project 720, Pennsylvania committed \$8 million

in state funds for high school reform. According to PDE, this \$8 million reached 113,616 students in 118 schools. Below is a snapshot of the 2006-07 Project 720 data:

- 2,800 more 9th grade students took Algebra than the previous year.
- 4,600 more 9th and 10th grade students were offered tutoring or extra help.
- 6,120 more students were given individual career counseling and guidance.
- 1,250 more students took college courses while still in high school.
- Project 720 schools offered 15% more Advanced Placement courses than other high schools. (Welcome Old and New Cohorts, 2007-08)

As indicated earlier, school districts receiving funding were required annually to implement a plan to meet the goals of Project 720. The next sections outline those reporting requirements.

4.2.4 Reporting Requirements of Project 720 Grants

The Project 720 guidelines called for funded school districts to implement the six core components of Project 720 (Project 720 guidelines, 2005). According to these guidelines, the six components included:

1. Creation of a rigorous college and career preparatory program for all students
2. Strengthening the academic infrastructure with a focus on increasing achievement for all students
3. Creation of personalized learning environments with a focus on small learning communities and school counseling

4. Providing teachers with up to date professional development in 21st Century skills, specifically targeting data driven instructional practices and meeting the needs of diverse learners
5. Participation in Dual Enrollment (districts are strongly encouraged)
6. Participation in Classrooms for the Future (districts are strongly encouraged)

As part of the documented implementation guidelines of Project 720, school districts were required to submit mid-year and end-of-year progress reports. Dr. Slamp confirmed this when she noted that school districts were required to complete and submit mid-year and end-of-year progress reports. According to her, these reports, along with the school district's annual grant applications, were used to determine continued funding for Project 720. Dr. Vollbrecht supported Dr. Slamp's assessment of this requirement. Dr. Vollbrecht stated that participating schools were required to report annual participation and progress with Project 720 to PDE. In addition to submitting mid-year and end-of-year report, each approved grantee was required to resubmit an application and plan annually to PDE for continued funding (E. Vollbrecht, personal communication, March 3, 2011). The researcher was unable to locate any instructions to grantees regarding the content of this application and plan; therefore, we do not know what the specific reporting requirements were. However, the published guidelines shed some light on what was expected in the reports. For example, PDE expected the first report to serve as baseline data for each measure and was to be collected during the initial year the school began Project 720 (Project 720 Guidelines, 2004). According to the published guidelines, renewal of Project 720 funds was annual and contingent upon progress toward meeting the six goals. The next section describes the status of these submitted mid-term and end-of-year reports.

4.2.5 Mid-Term and End-of-Year Grantee Reports

The researcher was not able to obtain any individual school district's mid-term or end-of-year reports. To address this deficiency, the researcher inquired of each interview participant whether they were aware of the existence of other mid-term or end-of-year reports. Dr. Slamp explained that while all grantees indeed were required to submit the reports, she did not know what if any review of the reports took place. Dr. Vollbrecht could not add any additional information to enable the researcher to locate the reports.

The only available report for analysis was a 2008 comprehensive summary presumably based on a compilation of the individual district submissions of mid-term and end-of-year reports. This summary was commissioned by PDE and prepared by Next Step Associates (2008). All data were reported as a total number, by grade and school-wide, broken down by gender, ethnicity, and special populations. Initial reports required school districts to report on the following information:

- Student retention – number of students retained in each grade level
- Attendance – attendance rates for students and teachers
- Number of students involved in Dual Enrollment
- Number of students participating in advisories, i.e., home groups or student mentoring programs
- Number of students participating in work-based learning, internships or other workplace experiences, including the number of hours per student
- Student career exploration opportunities
- Number of students who took Algebra before entering 9th grade

- Number of out-of-school youth re-enrolled in regular classrooms or alternative schools that offer comparably rigorous coursework
- Student culminating project rates
- Core curriculum section/teacher certification data
- Student extended learning opportunities
- Number of students taking advanced placement courses
- Number of students scoring three or higher on Advanced Placement tests

Apparently there were others who encountered obstacles in securing information about the implementation of Project 720. At least some legislators called for more transparent reporting and accountability for Project 720. At its meeting in April of 2007, the Pennsylvania Senate Education Committee considered a bill (SB 808) titled: *An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, providing for an annual report on the high school curriculum enhancement grant programs* (www.legis.state.pa.us/cfdocs/billinfo). The bill would have required PDE to evaluate Project 720 annually, (Education Update, 2007). Pennsylvania State Senator, Wayne D. Fontana, co-sponsored Senate Bill 808 intended to amend the Pennsylvania School Code. According to Senator Fontana's website, Bill 808 regarding the Annual Report of Project 720 High School Reform:

Amends the Public School Code to require the Department of Education to produce annual reports on the operation of the Project 720 High School Reform Program. Senate Bill 808 implies that the required mid-year progress reports and annual reports outlined in Pennsylvania Department of Education's program guidelines for participating schools are not readily

available.

(www.senatorfontana.com/Legislative/fontana_legislation/legislation_cosponsored_print.htm, 2008).

A copy of the Proposed SB 808 is included in Appendix I. SB 808 demanded annual reports to include the following:

- Listing of each school entity that received grant funds, the amount received and information if the grant funds established, maintained, or expanded a program
- The criteria used to determine the eligibility of a school entity
- The criteria used to determine the amount of grant funds received by a school entity
- The process used to apply for grant funds
- Each school entity lists the college and career preparatory program's enhancements, academic achievement improvements, school based counseling programs, and professional development opportunities purchased with grant funds
- The number of students impacted by the college and career preparatory program enhancements, academic achievement improvements, school based counseling programs, and professional development opportunities purchased with grant funds
- List of any providers with whom PDE or the Commonwealth holds a contract agreement where such contract or agreement is used to provide a school entity that receives grant funds

- An assessment of any impact the program has had on student achievement and success

(www.legis.state.pa.us/cfdocs/billinfo)

According to SB 808, no later than February 1, 2008, and February 1 of each year thereafter, PDE should submit the report required under this section. In addition to submitting the annual report, PDE should include the report on its website (proposed SB 808, Appendix I).

SB 808 was referred to the Senate Education Committee on April 27, 2007. On May 2, 2007, SB 808 was re-referred to the Senate Appropriations Committee. According to the history of the bill provided on the Pennsylvania General Assembly web site (www.legis.state.pa.us/cfdocs/billinfo), on Oct. 23, 2007 SB 808 was tabled and never become law.

Returning to the only available data, Next-Step Association Project 720 report is the topic of the next section.

4.2.6 The Next-Step Association Project 720 Report

For 2008-09, the Next Step Association prepared a mid-year progress report dated May 7, 2009 (Next Step Association, Mid-Year Report, May 7, 2009, p. 3). The data in this mid-year report revealed that during the 2007-08 school year, approximately 166,000 students in 140 school districts participated in Project 720 and its \$11 million budget. At the end of the 2007-08 school year, Cohort 1 (i.e., the initial group of schools that began Project 720 in 2005) completed their three-year grant commitment.

During the final year of cohort 2 funding in 2008-09, a total of \$5.3 million was allocated to sustain grant funding for 75 school districts in cohorts 2 and 3 (Next Step Association, Mid-

Year Report, May 7, 2009, p. 4). The funds enabled the districts to continue implementation of planned reforms according to the specific strategies outlined in each district's grant proposal. In funding year 2009-10, a total of \$2.8 million was allocated for the third and final year of grant funding for the remaining 43 school districts in cohort 3.

Data contained in this mid-year report revealed that participating schools were required to implement the core components of Project 720 (Next Step Association, Mid-Year Report, May 7, 2009, p. 4). The 2008-09 mid-year report outlined six specific strategies that participating schools implemented to meet the core components.

- Using literacy coaches – Master teachers on staff who provide professional development to other staff and intensive individualized instruction to students
- Flexible teaching schedules – to match allotment of instructional time and effort to learning objectives/requirements, to allow for meeting time for staff to integrate plans thematically across curriculum content, and to address individual student needs
- Small learning communities – restructuring groupings of students and staff
- Acquiring and implementing technology as an instructional tool
- Assigning staff to serve as “family advocates” – for a specific set of students to facilitate communication and cooperation
- Hiring outside expert consultants – for professional development or to support implementation of new instructional models/curriculums

Interestingly, the 2008-09 mid-year report identified a need for the Pennsylvania Department of Education to *shift the emphasis* of the four goals of Project 720. In calling for this change, the report cited emerging best practices, No Child Left Behind (NCLB) Adequate Yearly Progress

(AYP), standards, and school improvement strategies that were deemed to have changed the educational system. PDE outlined each goal change:

Goal One: Implement a rigorous college and career preparation curriculum for all students. Goal One remained the focus of this reform initiative. School districts were to ensure every student graduated prepared for college and career by providing a rigorous academic pathway. A notable program change for goal one is that LEAs were to participate in the Classrooms for the Future (CFF) program. CFF is a state-wide program to enhance instructional methods through the use of technology.

Goal Two: Evaluate school district policies and systems to strengthen the academic infrastructure and increase student achievement. The specific wording of Goal Two did not change. However, the focus of Goal Two is now on building and redesigning structures that academically support students across all subgroups. Originally, Goal Two focused on professional development for the staff.

Goal Three: Implement a highly personalized environment that provides consistent advising, mentoring, and the development of individual plans to guide the high school experience. Goal Three initially read, “Design and implement data-informed student advisory services.” Goal Three continues to use student data to develop individual learning plans. The new goal expands and defines advisory, mentoring, and counseling.

Goal Four: Provide continuous professional development to build a learning community for staff and partners. Goal Four initially read, “Provide multiple pathways to prepare students for postsecondary success” (Next Step Association, Mid-Year Report, May 7, 2009, pp. 5-6). Goal Four’s original focus was professional development. With the newly structured goals, PDE

has shifted professional development as its own goal and re-directed Goal Four to focus on supporting students across all subgroups.

The 2008-09 grantees responded to PDE's request for data on progress toward Project 720 goals. The data in the report were broken out by cohort groups. There were 32 school districts in Cohort 2; each district was half-way through their final year of Project 720 funding. There were 43 school districts in Cohort 3; each district had completed one and one half years of their three year Project 720 grant funding. According to the 2008-09 mid-year report, Goal Four which discusses continuous professional development, revealed the highest level of implementation as compared with other Project 720 goals (Next Step Association, Mid-Year Report, May 7, 2009, p. 14). The mid-year report also noted other areas of high implementation, in no particular order:

- All students completing rigorous science and math courses
- District participation in Classrooms for the Future
- Implementing validated instructional programs and tutoring for students achieving below grade level in reading and math
- Innovative dual enrollment opportunities for at-risk youth
- Educational opportunities for out-of-school and other disconnected youth
- Counseling programs developed in collaboration with counselor, parents, and mentor
- Counselors work with students who would not normally take pre-college assessments to get them to take the exams
- Faculty advisors meet with students to monitor progress on culminating projects

According to the 2008-09 mid-year report Goal Two, which was to evaluate school district policies and systems, proved the most challenging to implement (Next Step Association, Mid-

Year Report, May 7, 2009, p. 15). The report went on to cite that implementation was not complete in several areas, again presented in no particular order:

- All students completing two (2) years of a world language
- Postsecondary institutions that graduates frequently attend have been identified and follow-along data on their success has been collected
- Individual learning plans have been developed for all students
- Develop a structure that ensures multi-year relationships between students and adults

These data give us a better understanding of how Project 720 funds were utilized. For example, an examination of these data sheds some light on why Goal Four was implemented at a higher rate than Goal Two. According to PDE, the largest expenditures reported for Project 720 funds were on personnel hired to staff new programs and on purchases most frequently associated with professional development or consultants (2008-09 Mid-Year report, p. 8). With school districts spending Project 720 funds on personnel and programs, it seems logical to conclude that concentrated professional development was necessary to train personnel on how to implement and apply these new programs. In addition to hiring personnel for new programs, school districts also used Project 720 funds to hire staff as Academic Coaches to support faculty in adapting new instructional methods and curriculum. These Academic Coaches also use student assessment data to develop targeted instructional plans to increase student proficiency (2008-09 Mid-Year Report, p. 8). With the majority of Project 720 funds being spent on Goal Four, one can see how Goal Four would have been implemented more consistently than other goals.

Data from the Mid-Year Report (2009) revealed that with support from then Governor Ed Rendell, PDE and the Middle State Commission on Secondary Schools (MSCSS) have collaborated to permit districts in Pennsylvania to receive an accreditation entitled the

“PROJECT 720 CREDENTIAL”. This credential would be awarded to graduating students signifying the students ready for career and college without the need for remediation (2008-09 Mid-Year Report, p. 10). In order for students to receive the credential, they must successfully meet the following requirements:

- Score proficient or higher on the PSSA
- Pass end-of-course assessments in English, math, science, and social studies in grades 11 and 12
- Score at a certain level on career approved assessments
- Maintain a GPA of 2.75 or higher throughout high school (2008-09 Mid-Year Report, p. 11)

In order to assist school districts, PDE created a Division of Middle and Secondary Education. The Division of Middle and Secondary Education was developed to:

- Provide ongoing leadership and support for participating districts
- Seek needed statutory, regulatory and/or policy changes that inhibit local high school reform efforts
- To broker access to state and national experts and to provide up-to-date research, analysis, and technical assistance in high school reform, particularly in the areas of adolescent literacy, use of time and infrastructure, transforming counseling, youth development and multiple pathways
- To help convene local partners interested in participation, including employers, postsecondary institutions and other key stakeholders
- To recognize and tout participating districts publicity as state leaders in adopting and implementing high school reform

- To provide grants that partially support costs of planning and early implementation
(Project 720 Overview, p. 4)

PDE planned to work cooperatively with school districts to meet the goals of Project 720. With Project 720 being only a three year funding commitment, it was necessary for school districts to build capacity to sustain Project 720 reform efforts.

Data in the Mid-Year Report further supported this collaboration between PDE and school districts. As of February 23, 2009, a focus group of college and K – 12 educators met to discuss the feasibility of a Project 720 Credential. According to the 2008-09 Mid-Year Report, participants left that meeting agreeing that the Project 720 Credential was the right concept (Next Step Association, 2009). This Project 720 Credential identifies what school districts, PDE, and students will take from this high school reform effort.

Interestingly, the 2008-09 mid-year report also included an analysis of 17 Cohort 1 school district *site visits* conducted in the spring of 2008. The following sections offer information on what we know about those monitoring visits to grantee districts.

4.2.7 Site Visits

Each site visit team consisted of members of PDE staff and outside educational consultants. Each site visit consisted of a one-day visit and followed a standard agenda and protocol for classroom observation, and interviews of staff and students. The site visit focused on three objectives, (1) identifying accomplishments, (2) instructional programs, and (3) professional development strategies adopted with Project 720 funds (Next Step Association, Mid-Year Report, May 7, 2009, p. 8). The 2008-09 mid-year site visit reported three major themes:

- “Safety Net” Programs and services that support and intensify learning and skill development for struggling students
- Increasing Rigor – raising the bar of graduation requirements and providing increased opportunities for more intellectually and socially challenging educational experiences
- Enhanced future-oriented counseling and information services that support and timely information from high school entry through senior year to scaffold students’ progress in choosing and following a path toward preparation for adult career and citizenship

Grantees were required to submit reports regarding the ongoing use of Project 720 funds.

The next section outlines the sustainability and status of Project 720.

4.3 RESEARCH QUESTION THREE: WHAT IS THE STATUS OF PROJECT 720?

“Project 720’s ultimate success depends on assuring both the effectiveness and the sustainability of reforms the grantee districts have implemented” (Site Visit Report, 2008, p.4). It is crucial for school districts to build capacity to sustain high school reform after the grant funds are no longer available. The value of \$40 million of Pennsylvania State grants depends on how well Project 720 districts implemented activities that improved education and how well districts ensured funding to sustain those implemented activities.

Dr. Slamp noted that school districts must implement curriculum that exposes students to a common core of graduation requirements taught at a rigorous level for districts to show implementation of high school reform (Slamp, personal communication, February 23, 2011). In a testimonial that affirms his belief, the Mohawk School District stated: “One of our goals for Project 720 was to create rigorous programs for students of all abilities, enabling them to

complete challenging coursework” (See

Appendix H). Another testimonial echoed the same theme:

Many of our Project 720 goals focus on strengthening our academic infrastructure while continuing to differentiate instruction for all students. During the 2007-08 school year, the math department was realigned to allow all students the opportunity to take algebra I. No lower math courses were offered to students (Spring Grove High School, York County, Appendix H)

In addition to increasing academic rigor, school districts participating in Project 720 were to implement a career preparedness program. In a testimonial, the Apollo-Ridge School District wrote: “Thanks to our Project 720 grant, we were able to create a part-time Post-Secondary Planning Coordinator (PSPC) position. The PSPC serves as the district’s representative to the monthly meetings of the Armstrong County Forum for Workforce Excellence Steering Committee, which consists of representatives from the four Armstrong school districts and the local AVTS, as well as business and industry leaders and the county commissioners” (Apollo-Ridge School District, Appendix H). The Northgate School District used their Project 720 funds in the following manner: “By means of our Project 720 funding, our students have been given a unique and valuable opportunity to participate in the ACE Mentor Program. ACE Mentor, an after school nationally recognized program, enables high school students to meet with and work directly with professionals from the fields of architecture, construction, and engineering” (Northgate High School, Appendix H).

Other than such testimonials from grantee districts, there are no formal reports available regarding the sustained efforts of Project 720 schools. When asked if school districts and PDE shared in the responsibility to continue to report the status of implemented high school reform,

Dr. Slamp felt it would be difficult to ask high schools to report on a program that was no longer funded. Dr. Slamp did state that a shared responsibility would be a good idea, but that at this time there is no mechanism or incentive to do so.

Dr. Vollbrecht and Mr. Staver both referred to a program that a “very small portion” of participating Project 720 schools has sustained. This program is associated with Middle States Accreditation. Dr. Vollbrecht explained that students attending participating schools completing the core curriculum identified in Project 720 would receive a “PROJECT 720 CREDENTIAL” on their diploma. As discussed in section 4.2.6, The Middle States Commission on Secondary Schools Accreditation is linked to a partnership between the school district and participating colleges. The researcher’s attempts to contact participating school districts to discuss the Middle States Accreditation went unanswered.

Dr. Slamp does not believe there are any programs in place to continue Project 720. She did feel that some school districts implemented programs initially funded through Project 720 grant. Programs such as small learning communities, advisor/advisee programs career counseling, and a reform of Career and Technology Centers were implemented through Project 720; some local school district have continued to fund them. Testimonial from DuBois Area School District states, “As a result of our involvement in the 720 Project many positive changes have occurred at the DuBois Area High School. The development of small learning communities in grade nine, expansion of Dual Enrollment, and participation as a Classroom For the Future (CFF) school are among these changes.” (see Appendix H).

Dr. Vollbrecht noted that Project 720 funding would no longer be available. The concept of high school reform established through Project 720 initiatives continues to evolve. PDE has developed the Standards Aligned System (SAS) that allows participating schools to align district

curriculum with the common core and state standards. This is an outgrowth of high school reform. Dr. Vollbrecht noted that PDE is in the process of implementing a new statewide testing program, Keystone Exams that closely resemble the knowledge students should have acquired in core classes. These Keystone Exams are a type of end-of-course assessment. To assist districts, PDE has introduced a project titled “Classroom Diagnostic” in English/Language Arts and Mathematics. Dr. Vollbrecht felt that each of these initiatives is a result of recent high school reform efforts throughout Pennsylvania.

In addition, Pennsylvania is one of 12 states in the American Diploma Project Network. This is a national coalition working to align standards, assessments, curriculum, and accountability with the demands of higher education and labor and industry. This coalition advocates for all students to complete a “college-ready” curriculum and for aligning the state assessment to graduation and college admissions (PSEA, 2005, p. 3). This continues to be a driving force for high school reform and evidence of elements of Project 720 being sustained.

In March of 2011, Governor Tom Corbett released his preliminary Pennsylvania state budget. The preliminary budget indicated that all Project 720 funds have been cut for the next fiscal year. The status of Project 720 seems to lie in the hands of a small few who continue to work to establish accreditation for their high school reform efforts.

4.4 LIMITATIONS

Limitations occur in any research. These limitations include, but are not limited to, sample size, question structure, and bias. Because the interview questions were developed without responses to choose from, the corresponding answers may not reflect items strictly aligned with the

research questions. In an attempt to limit this bias, the researcher included the research questions in the invitation to participate as a means to focus the interview. On the other hand, by providing the interviewee with the research questions, corresponding answers may have been limited to responses relating to the research questions. This may have limited participants from providing additional information or their thoughts regarding Project 720.

The overall response rate to the interviews was a limitation. While the three respondents were involved substantially in the development and implementation of Project 720, additional interviews may have improved the study. One reason for the small number of persons interviewed may have been the timing of the study. Contact with potential interview candidates occurred following a transition of state government leadership in Pennsylvania. In November of 2010, Tom Corbett was elected to replace outgoing Governor Ed Rendell. In addition, many Pennsylvania senators and representatives were newly elected. During this change in state government, the Pennsylvania Department of Education also underwent a change because the Secretary of Education is appointed by the Governor. This change in leadership and the anticipation of Governor Corbett's state budget may have contributed to potential interviewees' reluctance to participate in the study.

Bias also plays a role in the responses to the interview questions. Each participant was involved in some aspect of Project 720 as an employee of PDE. Furthermore, a bias may occur based on the interviewee's relationship with school districts awarded Project 720 grants.

5.0 DISCUSSION AND IMPLICATIONS

5.1 DISCUSSION

At the National Governors' Conference in 2005, Bill Gates called high schools obsolete. Again, as recently as 2009, Dr. Vicki Phillips, former Pennsylvania Secretary of Education now serving as the Director of Education for U.S. Programs, Bill and Melinda Gates Foundation, testified before the United States House of Representatives Education and Labor Committee about the crisis in American high schools. Dr. Phillips stated that crisis is "brutally simple: too few students are making strong academic gains during the high school years" (Phillips, 2009). Dr. Phillips went on to say that "...too few students in high school are frozen; they are not making nearly the academic progress they need to make to be ready for the demands of college, work, and life" (Phillips, 2009). Pennsylvania identified the need for high school reform following the 2005 National Governors' Conference. Following that meeting, Governor Rendell, his Secretary of Planning and Policy, Donna Cooper, and a team of educators from PDE, gathered to design a \$40 million high school reform plan, Project 720.

Without question, the business leaders presenting at the Governors' conference had wielded the power to influence Pennsylvania's educational policy. The individuals who conceived of Project 720 no longer work in those positions. Governor Rendell's term in office ended in 2010, and was replaced by Governor Tom Corbett. Dr. Vicki Phillips left the

Pennsylvania Department of Education to assume the Superintendent position of Portland Public Schools in Portland, Oregon; she now directs the Bill and Melinda Gates Foundation. Dr. Francis Barnes, the superintendent of Palisades School District on special assignment to work with the Project 720 committee succeeded Dr. Phillips as the Secretary of Education. He has since returned to Palisades School District as the superintendent.

While serving as Secretary of Education, Dr. Vicki Phillip hired Dr. Gerald Zahorchak as the Deputy Secretary for Elementary and Secondary Education with PDE. Following Dr. Phillips' departure from PDE, Dr. Zahorchak was appointed the Acting Secretary of Education for one month until the appointment of Dr. Barnes. Following Dr. Barnes' departure from PDE, Dr. Zahorchak was appointed the Secretary of Education and served in that position until the election of Governor Corbett. Dr. Zahorchak is currently the Superintendent of Allentown School District.

According to a 2009 article in the *Philadelphia Inquirer*, Donna Cooper was one of the chief architects of state policy. Donna Cooper currently serves as a Senior Policy Fellow on the Economic Policy team for the Center for American Progress.

Dr. Amy Hodges Slamp served as the Director for the Bureau of Teaching and Learning Supports at PDE. Dr. Slamp now serves as the Superintendent at Elizabethtown School District.

Because of these changes in personnel, it was difficult to answer many of the research questions. Accordingly, this discussion encompasses not only what was answered but also what remains unanswered. Because the architects of high school reform no longer work in their original posts much information was not available for this discussion.

One thing is clear, in 2005; the Governor of Pennsylvania attempted to respond to a lack of academic progress in high schools and accordingly implemented Project 720 to address the

crisis raised by the national business leaders. To respond to this national crisis, Pennsylvania appears to have invested \$40 million in Project 720, yet only \$30,500,479 could be attributed to district grants. Available public documents only accounted for \$7,154,071 of the total \$40 million. Lacking available documents, there continues to be an ambiguity regarding how the funds were allocated. This confusing allocation of funds, coupled with a lack of information regarding an auditing procedure of grantee funds, left the researcher to speculate how allocated funds were used for Project 720. The researcher believes that future state funded grant initiatives should use more standard and transparent auditing procedures.

The reviewed documents and interviews identified a system to monitor grantees that required them to submit mid-year and end-of-year reports. As indicated in the findings grantees were required to submit these reports along with an annual application for continued funding. Despite these guidelines, Senator Fontana (D) found it necessary to co-sponsor SB 808 that required mid-year and end-of-year reports. He was not alone; the co-sponsors of SB 808 consisted of eight Republican and two Democratic senators. Nevertheless, SB 808 was tabled in committee. One is left to wonder why SB 808, questioning the availability of monitoring documents for a reform initiative initiated by a Democratic Governor (Ed Rendell) would be tabled in committee.

With no formal documentation of systemic changes, the researcher believes that high schools still “look” the same. Students attend high school for 180 days each year for four (4) years. In fact, Pennsylvania’s high school reform effort Project 720 is named for this (180 days multiplied by 4 years equals 720 days). Without question, some participating school districts identified increased rigor, career counseling, small learning groups, and additional staff as evidence of high school reform. Yet, with few exceptions, participating school districts did not

identify an increase in graduation rate, improved test scores, or equal access for all students. If school districts neglected to build systemic and financial capacity to continue Project 720 programs, high school reform efforts inevitably will be eliminated when the grant funds cease. This phenomenon is not unfamiliar in education, and a systemic change would be necessary to correct this situation. High school reforms stall possibly because stakeholders are complacent. Although they identify the problem, they are resistant to making and sustaining sweeping reform efforts. This is evident in Governor Tom Corbett's current proposed Pennsylvania state budget. Governor Corbett's proposed budget provides no funding for high school reform.

5.2 RECOMMENDATIONS FOR FUTURE RESEARCH

Public schools fall short of meeting the academic and career needs for many high school students. If high school reform does not occur, the situation is likely to worsen. Elected officials, business leaders, and policy makers should continue to work with educational leaders on high school reform. The task will not be easy. Policy makers and educational leaders face many challenges. New studies of both policy and practice must find ways to demonstrate improvement in student performance, increased rigor in curriculum, and career preparation.

Future research in Pennsylvania high school reform should expand the number of interviews to include elected officials, school district leaders, and teachers who were employed in Project 720 schools. Using more open-ended response questions in these interviews might shed light on the systemic issues that impede high school reform. For example, future research may benefit from asking school leaders and teachers what they feel are the barriers to high school reform in their district. Finally, it is suggested that future research explore the legacy of

Project 720 through interviews of the small number of school districts that continue to implement Project 720 by working to the “PROJECT 720 CREDENTIAL.”

It is hoped that this study will contribute to the growing body of knowledge on high school reform. With a \$40 million investment, the Pennsylvania Department of Education, the Governor’s office, and the Legislature made a bold statement about the need for high school reform for Pennsylvania’s youth. If well-informed and courageous educational and political leaders persevere, Pennsylvania can identify promising programs implemented in Project 720 high schools, sustain those efforts, and offer a brighter future to the deserving young people of this Commonwealth.

APPENDIX A

RESEARCH QUESTIONS AND RELATED DATA SOURCES

RESEARCH QUESTIONS	SUBQUESTION	SOURCE	INTERVIEW QUESTIONS
1. What events led to the development of Project 720?	Where and when did high school reform appear in federal legislation?	Pennsylvania Department of Education (PDE) Personnel, State Representatives, Local Education Agency (LEA) Personnel, Collection of Documentation Evidence	In your opinion, what are the key factors influencing high school reform in the past 10 years? In your opinion, did federal legislation play a major role in what we see today as high school reform?
2. What events led to the development of Project 720?	Where and when did high school reform appear in PA legislation?	Pennsylvania Department of Education (PDE) Personnel, State Representatives, Local Education Agency (LEA) Personnel, Collection of Documentation Evidence	In your opinion, what are the key factors influencing high school reform in Pennsylvania in the past 10 years? In your opinion, did state legislation play a major role in high school reform in Pennsylvania?
3. What events led to the development of Project 720? How was Project 720 implemented?	Who were those who testified about high school reform before the State Board of Education? Who were those named as authors of Project 720? Were there individuals identified as advisors or consultants on Project 720?	Pennsylvania Department of Education (PDE) Personnel, State Representatives, Local Education Agency (LEA) Personnel, Collection of Documentation Evidence	In your opinion, who were the influential individuals for Project 720? In your opinion, what events contributed to the implementation of Project 720?
4. How was Project 720 implemented?	What sources were used to develop the Project 720 framework?	Pennsylvania Department of Education (PDE) Personnel, State Representatives, Local Education Agency (LEA) Personnel, Collection of Documentation Evidence	In your opinion, what were the critical factors that influenced the start of Project 720?
5. What events led to the development of Project 720? How was Project 720 implemented? What is the status of Project 720?	What happened to those funding sources?	Pennsylvania Department of Education (PDE) Personnel, State Representatives, Local Education Agency (LEA) Personnel, Collection of Documentation Evidence	What were the original funding sources for Project 720? Are these original funding sources still available?
6. What events led to the development of Project 720?	Was Project 720 a response to federal/state legislation? What other factors appear in the testimony, presentations, and descriptions about Project 720?	Pennsylvania Department of Education (PDE) Personnel, State Representatives, Local Education Agency (LEA) Personnel, Collection of Documentation Evidence	In your opinion, what were the critical factors that influenced the start of Project 720?
7. What events led to the development of Project 720? How was Project 720 implemented?	Federal level? State level? Department of Education?	Pennsylvania Department of Education (PDE) Personnel, State Representatives, Local Education Agency (LEA) Personnel, Collection of Documentation Evidence	In your opinion, who were the primary persons involved in the design of Project 720?

8. How was Project 720 implemented?	Federal dollars? State dollars?	Pennsylvania Department of Education (PDE) Personnel, State Representatives, Local Education Agency (LEA) Personnel, Collection of Documentation Evidence	What were the original funding sources for Project 720?
9. How was Project 720 implemented?	How were high schools chosen to be part of Project 720? What were the selection criteria named in the Project 720 materials? How were high schools in each cohort evaluated annually to determine continuation of funding?	Pennsylvania Department of Education (PDE) Personnel, State Representatives, Local Education Agency (LEA) Personnel, Collection of Documentation Evidence	What instrument(s) were used to determine the high school's eligibility for funding? What instrument(s) were used to determine a high school's eligibility to continue to be funded?
10. What is the status of Project 720?	What elements or activities were essential to ensure long-term success of Project 720? How did the local school build capacity to implement and sustain high school reform efforts? What strategies help to align participating high schools in Project 720? Has anything been put in place for Project 720 to be sustained over time?	Pennsylvania Department of Education (PDE) Personnel, State Representatives, Local Education Agency (LEA) Personnel, Collection of Documentation Evidence	In your opinion, what has been established for Project 720 to be sustained over time? In your opinion, what was expected of each high school to sustain Project 720 over time? In your opinion, are there strategies in place to help align participating high school in Project 720?
11. What is the status of Project 720?		Pennsylvania Department of Education (PDE) Personnel, State Representatives, Local Education Agency (LEA) Personnel, Collection of Documentation Evidence	In your opinion, is there a shared responsibility to continue to report on Project 720 between the state and the local school district?
12. What is the status of Project 720?		Pennsylvania Department of Education (PDE) Personnel, State Representatives, Local Education Agency (LEA) Personnel, Collection of Documentation Evidence	In your opinion, what funding sources are in place to continue to support Project 720 or any current initiatives that are a result of the original Project 720 framework?
13. What is the status of Project 720?	To what extent were networks established to demonstrate current and future influences of Project 720 high school reform?	Pennsylvania Department of Education (PDE) Personnel, State Representatives, Local Education Agency (LEA) Personnel, Collection of Documentation Evidence	In your opinion, what has been put into place to continue Project 720? In your opinion, how will the involved high schools continue to build on high school reform efforts? Are you aware of any future plans for high school reform in Pennsylvania?

APPENDIX B

INFORMATION SOURCES

Title of Document	Date	Author of Document	Subject of Document
Pennsylvania Department of Education (PDE) Addresses High School Improvement	April 2004	Contact Information: Brian Christopher (PDE) (717) 783-9802	"PDE selects 22 school districts to take part in round 1 of "Project 720," a high school initiative designed to improve curriculum and increase graduation rates."
Transforming Pennsylvania's High Schools	Summer 2005	PDE	"All Pennsylvania students must graduate from high school prepared to enter college and the high-skills workforce."
Emerging Issues in Education	October 2005	PSEA	"Over the last five years, more than \$1 billion of public and private funds have been invested in efforts to "transform American high schools." In Pennsylvania, as in most other states, efforts to "reform high schools" are gaining momentum and support from lawmakers, policymakers, and the general public. Recently, the Pennsylvania Legislature has approved several million dollars for preliminary efforts at high school reform."
High School Reform	April 24, 2006	Erica Barone, et. al.	"High Schools must reform to remain relevant as they prepare our youth for the 21 st century world."
Regional Career Education Partnership Program for Youth Guidelines	July 7, 2006	Commonwealth of Pennsylvania Department of Labor and Industry	"PDE has launched Project 720, a broad-based high school reform effort designed to improve the level of academic rigor for all high school students."
American Diploma Network Pennsylvania's State Plan	August 2005 – January 2007	Dr. Amy Hodges, PDE, lead implementer of Project 720	"The heart of Project 720 is increasing the rigor of the high school career and technical school curriculum by having participating districts commit to providing all their students with a college-and-career prep curriculum in order to graduate."
Commonwealth of Pennsylvania (PDE) Remarks to the House Education Committee – Public Hearing on House Bill 932	April, 11, 2007	Sharon Tucker – Research and Strategic Planning Specialist	"Project 720 is named for the number of days in a student's high school career and is designed to transform Pennsylvania's high schools by providing students with a more rigorous high school curriculum and a smaller school environment while enhancing their access to post-secondary education opportunities."
Project 720 2007-2008 Welcome Old and New Cohorts	2007 – 2008	None Listed	"Named for the number of days a Pennsylvania student spends in school from 9 th through 12 th grades, Project 720 <i>ensures that all students have access to</i> college-preparatory courses in core subject areas, additional Advanced Placement courses <i>and smaller learning environments</i> for better one-on-one teacher-to-student interaction."
Project 720 Overview	No Year Listed	Dr. Amy Hodges – Chief, Division of Middle and Secondary Education Bureau of Teaching and Learning Support	Overview of Round 1 of Project 720 funding.
Project 720 – Paving the Road to High School Success	November 5, 2007	None Listed	Information outlining the four goals of Project 720.
Project 720 – Success Stories	Summer 2008	Selected School District Administrators	Selected School District Administrators testimonials regarding Project 720.
Project 720 Program Guidelines	2008 – 2009	Charles Goulding – Education Administrative Associate (PDE)	"Project 720 schools have committed to implementing reform strategies over a three year period. Renewal is yearly contingent on progress toward meeting the goals and funding."
Project 720 2007-08 Site Visit Report	September 30, 2008	Prepared by: Next Step Associates for the Pennsylvania Department of Education	"To achieve that vision, a key part of the Governor's plan for improving educational outcomes has been implemented in the form of Project 720, a statewide program of competitive grants to encourage and support high schools' reform initiatives."

Project 720 2008-09 Mid-Year Report	May 7, 2009	Prepared by: Next Step Associates for the Pennsylvania Department of Education	“To achieve that vision, a key part of the Governor’s plan for improving educational outcomes has been implemented in the form of Project 720, a statewide program of competitive grants to encourage and support high schools’ reform initiatives.”
Prepared Remarks by Vicki Phillips: Director, Education, United States Program	May 12, 2009	Dr. Vicki Phillips	“When I was in the state secretary of education Pennsylvania, we chose to call our high school reform agenda, “Project 720.” Given there are roughly 180 instructional days in each school year, in four years of high school you have only 720 days to prepare students for the demands of college, work, and life.”
Project 720 Program Guidelines	Summer 2009	PDE	“The Pennsylvania Department of Education is in the process of redefining and broadening the Project 720 reform concept in order to make high school reform resources, expertise, and best practices accessible to a greater number of schools.”

APPENDIX C

INTERVIEW QUESTIONS

1. In your opinion, what are the key factors influencing high school reform in the past 10 years?
2. In your opinion, did federal legislation play a major role in what we see today as high school reform?
3. In your opinion, what are the key factors influencing high school reform in Pennsylvania in the past 10 years?
4. In your opinion, did state legislation play a major role in high school reform in Pennsylvania?
5. In your opinion, who were the influential individuals in Project 720?
6. In your opinion, what events contributed to the implementation of Project 720?
7. In your opinion, what were the critical factors that influenced the start of Project 720?
8. What were the original funding sources for Project 720?
9. Are these original funding sources still available?
10. In your opinion, what were the critical factors that influenced the start of Project 720?
11. In your opinion, who were the primary persons involved in the design of Project 720?
12. What instrument(s) were used to determine the high school's eligibility for funding?
13. What instrument(s) were used to determine a high school's eligibility to continue to be funded?
14. In your opinion, what has been established for Project 720 to be sustained over time?
15. In your opinion, what was expected of each high school to sustain Project 720 over time?
16. In your opinion, are there strategies in place to help align participating high schools in Project 720?
17. In your opinion, is there a shared responsibility to continue to report on Project 720 between the state and the local school district?
18. In your opinion, what funding sources are in place to continue to support Project 720 or any current initiatives that are a result of the original Project 720 framework?
19. In your opinion, what has been put into place to continue Project 720?
20. In your opinion, how will the involved high schools continue to build on high school reform efforts?
21. Are you aware of any future plans for high school reform in Pennsylvania?

APPENDIX D

LETTER OF INTRODUCTION TO INTERVIEW CANDIDATES

TO: Potential Interview Subjects
FROM: Robert H. Postupac, Doctoral Candidate
College of Education
University of Pittsburgh
DATE: February 1, 2011

You are being asked to participate in a graduate research study. The topic is a case study of high school reform in Pennsylvania: Project 720. During the review of documents, I found you were very instrumental with Project 720. This research consists of two phases; (1) mining available documents and (2) interviews of state leaders involved in Project 720. The research questions focus on the factors that influenced Project 720, the implementation, and the status of Project 720.

This research study was designed to complete the dissertation requirements for the doctoral degree in education. You were selected as a participant because of your involvement with Project 720.

There is no financial compensation for participating in this study. If you elect to participate in this study, you will be asked to participate in a one-time audio-taped phone interview. The data gathered from the phone interview will be kept confidential.

The researcher expects that it will take 30 minutes to complete the phone interview. The interview questions ask information regarding the factors that influenced the development of Project 720, how Project 720 was implemented, and the status of Project 720.

The information from this interview will be published in a dissertation.

Thank You,

Robert H. Postupac
rpostupac@westernbeaver.org

APPENDIX E

PROJECT 720 SCORING RUBRICS

2007 Project 720 Scoring Rubric

	Score Total Points Exceptional	Score Half Points Average	Score Low Points Below Average
SCHOOL AND DISTRICT BACKGROUND (20 pts)	<ul style="list-style-type: none"> • Provide all information requested for 17 out of 17 questions (8) • Provide answers and data for all questions in the way they are requested – number, counts, rather than percentages (3) • Demonstrate great need (3) • Show strong will and ability to do the work (3) • Provide complete analysis of data to support need (3) 	<ul style="list-style-type: none"> • Provide information requested for half of the questions (10-12 out of 17 questions) (4) • Provide answers and data for some questions in the way they are requested – number, counts, rather than percentages (2) • Demonstrate some need (2) • Show will and ability to do the work (2) • Provide limited analysis of data to support need (1) 	<ul style="list-style-type: none"> • Provide information requested for few of the questions (5-10 out of 17 questions) (1) • Does not provide answers in the way they are requested for most of the answers – numbers, counts, rather than percentages (1) • Don't demonstrate need (1) • Show limited will and ability to do the work (1) • Provide no analysis of data to support need (0)
PROJECT PROPOSAL (30 pts)	<ul style="list-style-type: none"> • Clearly provided all information and data requested for 9 out of 9 questions (10) • Provide a full and clear description of proposed activities and initiatives (10) • Thoroughly described district level benchmarking system (10) 	<ul style="list-style-type: none"> • Provide some of the information and data requested (5) • Provide some description of proposed activities and initiatives (5) • Partially described district level benchmarking system (5) 	<ul style="list-style-type: none"> • Provide little of the information and data requested (1) • Provide limited description of proposed activities and initiatives (1) • Weakly described district level benchmarking system (1)
TIMELINE, BUDGET PROPOSAL, AND PROGRAM EVALUATION (50 pts)	<ul style="list-style-type: none"> • Responded to goals for every item in each category for all years (6) • Proposed activities are clearly student focused (5) • Assessment plan provided for every goal in the plan (4) • Assessment uses only measurable goals (5) • Assessment uses multiple assessments (5) • Timeline shows continual development over three years(4) • Outcomes are measurable (4) • Goals are derived from the needs assessment (4) • Strongly and completely address the core curriculum (5) • Show detailed use of allotted funds (4) • Show good use of funds (4) 	<ul style="list-style-type: none"> • Have goals for many items in each category (3) • Moderately address the core curriculum (2) • Goals are somewhat student focused (3) • Assessment plan provided for most goals in the plan (3) • Assessment uses some measurable goals (2) • Assessment uses some multiple assessments (3) • Timeline shows some development over three years (2) • Outcomes are somewhat measurable (2) • Goals are partially derived from the needs assessment (2) • Show clear use of allotted funds (2) • Show moderate use of funds (2) 	<ul style="list-style-type: none"> • Have goals for few item in each category (1) • Weakly address the core curriculum and don't address all areas (1) • Goals are not student focused (1) • Assessment plan provided for some goals in the plan (1) • Assessment uses few measurable goals (1) • Assessment uses single assessments (1) • Timeline does not show development over three years/only addresses year 1 (1) • Outcomes are not measurable (1) • Goals are not derived from the needs assessment (1) • Show weak use of allotted funds (1) • Show poor use of funds (1)

2008 Project 720 Scoring Rubric

	Score Total Points Exceptional	Score Half Points Average	Score Low Points Below Average
SCHOOL AND DISTRICT BACKGROUND (20 pts)	<ul style="list-style-type: none"> • Provide all information requested for 17 out of 17 questions (8) • Provide answers and data for all questions in the way they are requested – number, counts, rather than percentages (3) • Demonstrate great need (3) • Show strong will and ability to do the work (3) • Provide complete analysis of data to support need (3) 	<ul style="list-style-type: none"> • Provide information requested for half of the questions (10-12 out of 17 questions) (4) • Provide answers and data for some questions in the way they are requested – number, counts, rather than percentages (2) • Demonstrate some need (2) • Show will and ability to do the work (2) • Provide limited analysis of data to support need (1) 	<ul style="list-style-type: none"> • Provide information requested for few of the questions (5-10 out of 17 questions) (1) • Does not provide answers in the way they are requested for most of the answers – numbers, counts, rather than percentages (1) • Don't demonstrate need (1) • Show limited will and ability to do the work (1) • Provide no analysis of data to support need (0)
PROJECT PROPOSAL (30 pts)	<ul style="list-style-type: none"> • Clearly provided all information and data requested for 9 out of 9 questions (10) • Provide a full and clear description of proposed activities and initiatives (10) • Thoroughly described district level benchmarking system (10) 	<ul style="list-style-type: none"> • Provide some of the information and data requested (5) • Provide some description of proposed activities and initiatives (5) • Partially described district level benchmarking system (5) 	<ul style="list-style-type: none"> • Provide little of the information and data requested (1) • Provide limited description of proposed activities and initiatives (1) • Weakly described district level benchmarking system (1)
TIMELINE, BUDGET PROPOSAL, AND PROGRAM EVALUATION (50 pts)	<ul style="list-style-type: none"> • Responded to goals for every item in each category for all years (6) • Proposed activities are clearly student focused (5) • Assessment plan provided for every goal in the plan (4) • Assessment uses only measurable goals (5) • Assessment uses multiple assessments (5) • Timeline shows well-planned logical sequence of effort and continual development over three years (4) • Outcomes are measurable (4) • Goals are derived from the needs assessment (4) • Strongly and completely address the core curriculum (5) • Budget summary and budget detail follow logically for proposed strategies with clear explanation of how allotted funds are to be used (8) 	<ul style="list-style-type: none"> • Have goals for many items in each category (3) • Moderately address the core curriculum (2) • Goals are somewhat student focused (3) • Assessment plan provided for most goals in the plan (3) • Assessment uses some measurable goals (2) • Assessment uses some multiple assessments (3) • Timeline shows some development over three years according to sequential scheme (2) • Outcomes are somewhat measurable (2) • Goals are partially derived from the needs assessment (2) • Budget summary and budget detail indicate a connection to proposed strategies with some explanation of how funds are to be used (4) 	<ul style="list-style-type: none"> • Have goals for few item in each category (1) • Weakly address the core curriculum and don't address all areas (1) • Goals are not student focused (1) • Assessment plan provided for some goals in the plan (1) • Assessment uses few measurable goals (1) • Assessment uses single assessments (1) • Timeline does not show development over three years/only addresses year 1; sequential effort is not described (1) • Outcomes are not measurable (1) • Goals are not derived from the needs assessment (1) • Show weak use of allotted funds (1) • Budget summary and budget detail do not indicate any logical connection to proposed strategies; no explanation provided for how funds are to be used (1)

APPENDIX F

PROJECT 720 FUNDING FORMULA

Applicants were asked to commit for a period of three years in order to provide sufficient time for full implementation of the reform initiatives. Funding for new participants was based on the following formula:

- Fewer than 1,000 students in high school(s)--\$100,000 times MV/PI Aid Ratio, but not less than \$30,000;
- 1,000-2,000 students in high school(s)--\$150,000 times MV/PI Aid Ratio, but not less than \$40,000;
- More than 2,000 students in high school(s)--\$200,000 times MV/PI Aid Ratio, but not less than \$50,000.

APPENDIX G

PROJECT 720 FUNDING: BY COHORTS

G.1 COHORT ONE: FUNDING YEARS 2005-07

AUN	Agency Name	Year	Program	Approved Amount
21390302	Allentown City SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$141,000
21390302	Allentown City SD	2006	Project 720 -- Second Year Renewal	\$141,000
21390302	Allentown City SD	2007	Project 720 - Third Year Renewal Application	\$141,000
1			TOTAL	\$423,000
08051003	Bedford Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$56,000
08051003	Bedford Area SD	2006	Project 720 -- Second Year Renewal	\$56,000
08051003	Bedford Area SD	2007	Project 720 - Third Year Renewal Application	\$56,000
2			TOTAL	\$168,000
16191004	Benton Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$61,000
16191004	Benton Area SD	2006	Project 720 -- Second Year Renewal	\$61,000
16191004	Benton Area SD	2007	Project 720 - Third Year Renewal Application	\$61,000
3			TOTAL	\$183,000
01630903	Bentworth SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$65,000
01630903	Bentworth SD	2006	Project 720 -- Second Year Renewal	\$65,000
01630903	Bentworth SD	2007	Project 720 - Third Year Renewal Application	\$65,000
4			TOTAL	\$195,000
28321103	Blairsville-Saltsburg SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$69,000
28321103	Blairsville-Saltsburg SD	2006	Project 720 -- Second Year Renewal	\$69,000
28321103	Blairsville-Saltsburg SD	2007	Project 720 - Third Year Renewal Application	\$69,000
5			TOTAL	\$207,000
01631203	Burgettstown Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$66,000
01631203	Burgettstown Area SD	2006	Project 720 -- Second Year Renewal	\$66,000
01631203	Burgettstown Area SD	2007	Project 720 - Third Year Renewal Application	\$66,000
6			TOTAL	\$198,000
17081003	Canton Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$74,000
17081003	Canton Area SD	2006	Project 720 -- Second Year Renewal	\$74,000
17081003	Canton Area SD	2007	Project 720 - Third Year Renewal Application	\$74,000
7			TOTAL	\$222,000
08111303	Central Cambria SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$59,000
08111303	Central Cambria SD	2006	Project 720 -- Second Year Renewal	\$59,000
08111303	Central Cambria SD	2007	Project 720 - Third Year Renewal Application	\$59,000
8			TOTAL	\$177,000
12281302	Chambersburg Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$69,000
12281302	Chambersburg Area SD	2006	Project 720 -- Second Year Renewal	\$69,000
12281302	Chambersburg Area SD	2007	Project 720 - Third Year Renewal Application	\$69,000
9			TOTAL	\$207,000
06161703	Clarion-Limestone Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$64,000
06161703	Clarion-Limestone Area SD	2006	Project 720 -- Second Year Renewal	\$64,000
06161703	Clarion-Limestone Area SD	2007	Project 720 - Third Year Renewal Application	\$64,000
10			TOTAL	\$192,000
06172003	Dubois Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$94,000
06172003	Dubois Area SD	2006	Project 720 -- Second Year Renewal	\$94,000
06172003	Dubois Area SD	2007	Project 720 - Third Year Renewal Application	\$94,000
11			TOTAL	\$282,000

AUN	Agency Name	Year	Program	Approved Amount
03022803	East Allegheny SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$60,000
03022803	East Allegheny SD	2006	Project 720 -- Second Year Renewal	\$60,000
03022803	East Allegheny SD	2007	Project 720 - Third Year Renewal Application	\$60,000
12			TOTAL	\$180,000
17412003	East Lycoming SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$68,000
17412003	East Lycoming SD	2006	Project 720 -- Second Year Renewal	\$68,000
17412003	East Lycoming SD	2007	Project 720 - Third Year Renewal Application	\$68,000
13			TOTAL	\$204,000
13362403	Elizabethtown Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$68,000
13362403	Elizabethtown Area SD	2006	Project 720 -- Second Year Renewal	\$68,000
13362403	Elizabethtown Area SD	2007	Project 720 - Third Year Renewal Application	\$68,000
14			TOTAL	\$204,000
05252602	Erie City SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$135,000
05252602	Erie City SD	2006	Project 720 -- Second Year Renewal	\$135,000
05252602	Erie City SD	2007	Project 720 - Third Year Renewal Application	\$135,000
15			TOTAL	\$405,000
04432503	Farrell Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$79,000
04432503	Farrell Area SD	2006	Project 720 -- Second Year Renewal	\$79,000
04432503	Farrell Area SD	2007	Project 720 - Third Year Renewal Application	\$79,000
16			TOTAL	\$237,000
08112003	Ferndale Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$77,000
08112003	Ferndale Area SD	2006	Project 720 -- Second Year Renewal	\$77,000
08112003	Ferndale Area SD	2007	Project 720 - Third Year Renewal Application	\$77,000
17			TOTAL	\$231,000
14062503	Fleetwood Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$53,000
14062503	Fleetwood Area SD	2006	Project 720 -- Second Year Renewal	\$53,000
14062503	Fleetwood Area SD	2007	Project 720 - Third Year Renewal Application	\$53,000
18			TOTAL	\$159,000
19583003	Forest City Regional SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$61,000
19583003	Forest City Regional SD	2006	Project 720 -- Second Year Renewal	\$61,000
19583003	Forest City Regional SD	2007	Project 720 - Third Year Renewal Application	\$61,000
19			TOTAL	\$183,000
01632403	Fort Cherry SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$65,000
01632403	Fort Cherry SD	2006	Project 720 -- Second Year Renewal	\$65,000
01632403	Fort Cherry SD	2007	Project 720 - Third Year Renewal Application	\$65,000
20			TOTAL	\$195,000
27042853	Freedom Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$67,000
27042853	Freedom Area SD	2006	Project 720 -- Second Year Renewal	\$67,000
27042853	Freedom Area SD	2007	Project 720 - Third Year Renewal Application	\$67,000
21			TOTAL	\$201,000

AUN	Agency Name	Year	Program	Approved Amount
12013753	Gettysburg Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$100,000
12013753	Gettysburg Area SD	2006	Project 720 -- Second Year Renewal	\$100,000
12013753	Gettysburg Area SD	2007	Project 720 - Third Year Renewal Application	\$100,000
12013753	Gettysburg Area SD	2009	Project 720 - Third Year Renewal Application	25,000
22			TOTAL	\$325,000
08112502	Greater Johnstown SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$106,000
08112502	Greater Johnstown SD	2006	Project 720 -- Second Year Renewal	\$106,000
08112502	Greater Johnstown SD	2007	Project 720 - Third Year Renewal Application	\$106,000
23			TOTAL	\$318,000
12283003	Greencastle-Antrim SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$50,000
12283003	Greencastle-Antrim SD	2006	Project 720 -- Second Year Renewal	\$50,000
12283003	Greencastle-Antrim SD	2007	Project 720 - Third Year Renewal Application	\$50,000
24			TOTAL	\$150,000
05254353	Harbor Creek SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$100,000
05254353	Harbor Creek SD	2006	Project 720 -- Second Year Renewal	\$100,000
05254353	Harbor Creek SD	2007	Project 720 - Third Year Renewal Application	\$100,000
25			TOTAL	\$300,000
15222752	Harrisburg City SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$109,000
15222752	Harrisburg City SD	2006	Project 720 -- Second Year Renewal	\$109,000
15222752	Harrisburg City SD	2007	Project 720 - Third Year Renewal Application	\$109,000
26			TOTAL	\$327,000
03024753	Highlands SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$63,000
03024753	Highlands SD	2006	Project 720 -- Second Year Renewal	\$63,000
03024753	Highlands SD	2007	Project 720 - Third Year Renewal Application	\$63,000
27			TOTAL	\$189,000
11312503	Huntingdon Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$61,000
11312503	Huntingdon Area SD	2006	Project 720 -- Second Year Renewal	\$61,000
11312503	Huntingdon Area SD	2007	Project 720 - Third Year Renewal Application	\$61,000
28			TOTAL	\$183,000
19354603	Lakeland SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$57,000
19354603	Lakeland SD	2006	Project 720 -- Second Year Renewal	\$57,000
19354603	Lakeland SD	2007	Project 720 - Third Year Renewal Application	\$57,000
29			TOTAL	\$171,000
13364002	Lancaster SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$150,000
13364002	Lancaster SD	2006	Project 720 -- Second Year Renewal	\$150,000
13364002	Lancaster SD	2007	Project 720 - Third Year Renewal Application	\$150,000
30			TOTAL	\$450,000
01264003	Laurel Highlands SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$95,000
01264003	Laurel Highlands SD	2006	Project 720 -- Second Year Renewal	\$95,000
01264003	Laurel Highlands SD	2007	Project 720 - Third Year Renewal Application	\$95,000
31			TOTAL	\$285,000

AUN	Agency Name	Year	Program	Approved Amount
21393007	Lehigh Career and Technical Institute	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$95,000
21393007	Lehigh Career and Technical Institute	2006	Project 720 -- Second Year Renewal	\$95,000
21393007	Lehigh Career and Technical Institute	2007	Project 720 - Third Year Renewal Application	\$95,000
32			TOTAL	\$285,000
15226003	Middletown Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$52,000
15226003	Middletown Area SD	2006	Project 720 -- Second Year Renewal	\$52,000
15226003	Middletown Area SD	2007	Project 720 - Third Year Renewal Application	\$52,000
33			TOTAL	\$156,000
05257602	Millcreek Township SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$150,000
05257602	Millcreek Township SD	2006	Project 720 -- Second Year Renewal	\$150,000
05257602	Millcreek Township SD	2007	Project 720 - Third Year Renewal Application	\$150,000
34			TOTAL	\$450,000
29544703	Minersville Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$64,000
29544703	Minersville Area SD	2006	Project 720 -- Second Year Renewal	\$64,000
29544703	Minersville Area SD	2007	Project 720 - Third Year Renewal Application	\$64,000
35			TOTAL	\$192,000
17415004	Montgomery Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$67,000
17415004	Montgomery Area SD	2006	Project 720 -- Second Year Renewal	\$67,000
17415004	Montgomery Area SD	2007	Project 720 - Third Year Renewal Application	\$67,000
36			TOTAL	\$201,000
22097203	Morrisville Borough SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$40,000
22097203	Morrisville Borough SD	2006	Project 720 -- Second Year Renewal	\$40,000
22097203	Morrisville Borough SD	2007	Project 720 - Third Year Renewal Application	\$40,000
37			TOTAL	\$120,000
15504003	Newport SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$63,000
15504003	Newport SD	2006	Project 720 -- Second Year Renewal	\$63,000
15504003	Newport SD	2007	Project 720 - Third Year Renewal Application	\$63,000
38			TOTAL	\$189,000
23465602	Norristown Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$150,000
23465602	Norristown Area SD	2006	Project 720 -- Second Year Renewal	\$150,000
23465602	Norristown Area SD	2007	Project 720 - Third Year Renewal Application	\$150,000
39			TOTAL	\$450,000
06167504	North Clarion County SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$60,000
06167504	North Clarion County SD	2006	Project 720 -- Second Year Renewal	\$60,000
06167504	North Clarion County SD	2007	Project 720 - Third Year Renewal Application	\$60,000
40			TOTAL	\$180,000
13385003	Northern Lebanon SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$51,000
13385003	Northern Lebanon SD	2006	Project 720 -- Second Year Renewal	\$51,000
13385003	Northern Lebanon SD	2007	Project 720 - Third Year Renewal Application	\$51,000
41			TOTAL	\$153,000
03026873	Northgate SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$62,000
03026873	Northgate SD	2006	Project 720 -- Second Year Renewal	\$62,000
03026873	Northgate SD	2007	Project 720 - Third Year Renewal Application	\$62,000
42			TOTAL	\$186,000

AUN	Agency Name	Year	Program	Approved Amount
18406003	Northwest Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$67,000
18406003	Northwest Area SD	2006	Project 720 -- Second Year Renewal	\$67,000
18406003	Northwest Area SD	2007	Project 720 - Third Year Renewal Application	\$67,000
43			TOTAL	\$201,000
21394603	Northwestern Lehigh SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$45,000
21394603	Northwestern Lehigh SD	2006	Project 720 -- Second Year Renewal	\$45,000
21394603	Northwestern Lehigh SD	2007	Project 720 - Third Year Renewal Application	\$45,000
44			TOTAL	\$135,000
24156503	Octorara Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$50,000
24156503	Octorara Area SD	2006	Project 720 -- Second Year Renewal	\$50,000
24156503	Octorara Area SD	2007	Project 720 - Third Year Renewal Application	\$50,000
45			TOTAL	\$150,000
24156703	Oxford Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$100,000
24156703	Oxford Area SD	2006	Project 720 -- Second Year Renewal	\$100,000
24156703	Oxford Area SD	2007	Project 720 - Third Year Renewal Application	\$100,000
46			TOTAL	\$300,000
22098003	Palisades SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$50,000
22098003	Palisades SD	2006	Project 720 -- Second Year Renewal	\$50,000
22098003	Palisades SD	2007	Project 720 - Third Year Renewal Application	\$50,000
47			TOTAL	\$150,000
21136503	Palmerton Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$58,000
21136503	Palmerton Area SD	2006	Project 720 -- Second Year Renewal	\$58,000
21136503	Palmerton Area SD	2007	Project 720 - Third Year Renewal Application	\$58,000
48			TOTAL	\$174,000
23466103	Perkiomen Valley SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$100,000
23466103	Perkiomen Valley SD	2006	Project 720 -- Second Year Renewal	\$100,000
23466103	Perkiomen Valley SD	2007	Project 720 - Third Year Renewal Application	\$100,000
49			TOTAL	\$300,000
26515001	Philadelphia City SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$139,930
26515001	Philadelphia City SD	2006	Project 720 -- Second Year Renewal	\$139,930
26515001	Philadelphia City SD	2007	Project 720 - Third Year Renewal Application	\$139,930
50			TOTAL	\$419,790
02027451	Pittsburgh SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$159,000
02027451	Pittsburgh SD	2006	Project 720 -- Second Year Renewal	\$159,000
02027451	Pittsburgh SD	2007	Project 720 - Third Year Renewal Application	\$159,000
51			TOTAL	\$477,000
26512960	Preparatory CS	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$70,000
26512960	Preparatory CS	2006	Project 720 -- Second Year Renewal	\$70,000
26512960	Preparatory CS	2007	Project 720 - Third Year Renewal Application	\$70,000
52			TOTAL	\$210,000
28327303	Purchase Line SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$78,000
28327303	Purchase Line SD	2006	Project 720 -- Second Year Renewal	\$78,000
28327303	Purchase Line SD	2007	Project 720 - Third Year Renewal Application	\$78,000
53			TOTAL	\$234,000

AUN	Agency Name	Year	Program	Approved Amount
03027753	Quaker Valley SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$50,000
03027753	Quaker Valley SD	2006	Project 720 -- Second Year Renewal	\$50,000
03027753	Quaker Valley SD	2007	Project 720 - Third Year Renewal Application	\$50,000
54			TOTAL	\$150,000
14067002	Reading SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$168,000
14067002	Reading SD	2006	Project 720 -- Second Year Renewal	\$168,000
14067002	Reading SD	2007	Project 720 - Third Year Renewal Application	\$168,000
55			TOTAL	\$504,000
31934	School District of Philadelphia II	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$69,930
56			TOTAL	\$69,930
04435603	Sharon City SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$113,000
04435603	Sharon City SD	2006	Project 720 -- Second Year Renewal	\$113,000
04435603	Sharon City SD	2007	Project 720 - Third Year Renewal Application	\$113,000
57			TOTAL	\$339,000
03028703	South Fayette Township SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$50,000
03028703	South Fayette Township SD	2006	Project 720 -- Second Year Renewal	\$50,000
03028703	South Fayette Township SD	2007	Project 720 - Third Year Renewal Application	\$50,000
58			TOTAL	\$150,000
17597003	Southern Tioga SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$100,000
17597003	Southern Tioga SD	2006	Project 720 -- Second Year Renewal	\$100,000
17597003	Southern Tioga SD	2007	Project 720 - Third Year Renewal Application	\$100,000
59			TOTAL	\$300,000
25238502	Springfield SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$100,000
25238502	Springfield SD	2006	Project 720 -- Second Year Renewal	\$100,000
25238502	Springfield SD	2007	Project 720 - Third Year Renewal Application	\$100,000
60			TOTAL	\$300,000
03028853	Sto-Rox SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$69,000
03028853	Sto-Rox SD	2006	Project 720 -- Second Year Renewal	\$69,000
03028853	Sto-Rox SD	2007	Project 720 - Third Year Renewal Application	\$69,000
61			TOTAL	\$207,000
14068103	Twin Valley SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$61,000
14068103	Twin Valley SD	2006	Project 720 -- Second Year Renewal	\$61,000
14068103	Twin Valley SD	2007	Project 720 - Third Year Renewal Application	\$61,000
62			TOTAL	\$183,000
08078003	Tyrone Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$66,000
08078003	Tyrone Area SD	2006	Project 720 -- Second Year Renewal	\$66,000
08078003	Tyrone Area SD	2007	Project 720 - Third Year Renewal Application	\$66,000
63			TOTAL	\$198,000
25239452	Upper Darby SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$116,000
25239452	Upper Darby SD	2006	Project 720 -- Second Year Renewal	\$116,000
25239452	Upper Darby SD	2007	Project 720 - Third Year Renewal Application	\$116,000
64			TOTAL	\$348,000

AUN	Agency Name	Year	Program	Approved Amount
01638803	Washington SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$69,000
01638803	Washington SD	2006	Project 720 -- Second Year Renewal	\$69,000
01638803	Washington SD	2007	Project 720 - Third Year Renewal Application	\$69,000
65			TOTAL	\$207,000
25239652	William Penn SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$103,000
25239652	William Penn SD	2006	Project 720 -- Second Year Renewal	\$103,000
25239652	William Penn SD	2007	Project 720 - Third Year Renewal Application	\$103,000
66			TOTAL	\$309,000
17417202	Williamsport Area SD	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$100,000
17417202	Williamsport Area SD	2006	Project 720 -- Second Year Renewal	\$100,000
17417202	Williamsport Area SD	2007	Project 720 - Third Year Renewal Application	\$100,000
67			TOTAL	\$300,000
12679107	York County School of Technology	2005	Project 720 – Pennsylvania’s High School Reform Initiative	\$78,000
12679107	York County School of Technology	2006	Project 720 -- Second Year Renewal	\$78,000
12679107	York County School of Technology	2007	Project 720 - Third Year Renewal Application	\$78,000
68			TOTAL	\$234,000

COHORT ONE (I) TOTAL STATE FUNDING

\$16,462,720

G.2 COHORT TWO: FUNDING YEARS 2006-08

AUN	Agency Name	Year	Program	Approved Amount
28030852	Armstrong SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$101,000
28030852	Armstrong SD	2007	Project 720 - Second Year Renewal Application	\$101,000
28030852	Armstrong SD	2008	Project 720 - Third Year Renewal Application	\$101,000
1			TOTAL	\$303,000
24150503	Avon Grove SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$85,000
24150503	Avon Grove SD	2007	Project 720 - Second Year Renewal Application	\$85,000
24150503	Avon Grove SD	2008	Project 720 - Third Year Renewal Application	\$85,000
2			TOTAL	\$255,000
03021102	Baldwin-Whitehall SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$71,000
03021102	Baldwin-Whitehall SD	2007	Project 720 - Second Year Renewal Application	\$71,000
03021102	Baldwin-Whitehall SD	2008	Project 720 - Third Year Renewal Application	\$71,000
3			TOTAL	\$213,000
27041203	Beaver Area SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$49,000
27041203	Beaver Area SD	2007	Project 720 - Second Year Renewal Application	\$49,000
27041203	Beaver Area SD	2008	Project 720 - Third Year Renewal Application	\$49,000
4			TOTAL	\$147,000
06330803	Brookville Area SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$65,000
06330803	Brookville Area SD	2007	Project 720 - Second Year Renewal Application	\$65,000
06330803	Brookville Area SD	2008	Project 720 - Third Year Renewal Application	\$65,000
5			TOTAL	\$195,000
01260803	Brownsville Area SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$76,000
01260803	Brownsville Area SD	2007	Project 720 - Second Year Renewal Application	\$76,000
01260803	Brownsville Area SD	2008	Project 720 - Third Year Renewal Application	\$76,000
6			TOTAL	\$228,000
01631703	Canon-McMillan SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$68,000
01631703	Canon-McMillan SD	2007	Project 720 - Second Year Renewal Application	\$68,000
01631703	Canon-McMillan SD	2008	Project 720 - Third Year Renewal Application	\$68,000
7			TOTAL	\$204,000
21131507	Carbon Career & Technical Institute	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$57,000
21131507	Carbon Career & Technical Institute	2007	Project 720 - Second Year Renewal Application	\$57,000
21131507	Carbon Career & Technical Institute	2008	Project 720 - Third Year Renewal Application	\$57,000
8			TOTAL	\$171,000
21391303	Catasauqua Area SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$45,000
21391303	Catasauqua Area SD	2007	Project 720 - Second Year Renewal Application	\$45,000
21391303	Catasauqua Area SD	2008	Project 720 - Third Year Renewal Application	\$45,000
9			TOTAL	\$135,000
15221402	Central Dauphin SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$55,000
15221402	Central Dauphin SD	2007	Project 720 - Second Year Renewal Application	\$55,000
15221402	Central Dauphin SD	2008	Project 720 - Third Year Renewal Application	\$55,000
10			TOTAL	\$165,000
20452003	East Stroudsburg Area SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$122,000
20452003	East Stroudsburg Area SD	2007	Project 720 - Second Year Renewal Application	\$122,000
20452003	East Stroudsburg Area SD	2008	Project 720 - Third Year Renewal Application	\$122,000
11			TOTAL	\$366,000

AUN	Agency Name	Year	Program	Approved Amount
03023153	Elizabeth Forward SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$62,000
03023153	Elizabeth Forward SD	2007	Project 720 - Second Year Renewal Application	\$94,000
03023153	Elizabeth Forward SD	2008	Project 720 - Third Year Renewal Application	\$94,000
12			TOTAL	\$250,000
08053003	Everett Area SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$64,000
08053003	Everett Area SD	2007	Project 720 - Second Year Renewal Application	\$64,000
08053003	Everett Area SD	2008	Project 720 - Third Year Renewal Application	\$64,000
13			TOTAL	\$192,000
01262903	Frazier SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$67,000
01262903	Frazier SD	2007	Project 720 - Second Year Renewal Application	\$67,000
01262903	Frazier SD	2008	Project 720 - Third Year Renewal Application	\$67,000
14			TOTAL	\$201,000
13363103	Hempfield SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$83,000
13363103	Hempfield SD	2007	Project 720 - Second Year Renewal Application	\$83,000
13363103	Hempfield SD	2008	Project 720 - Third Year Renewal Application	\$83,000
15			TOTAL	\$249,000
04433903	Lakeview SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$54,000
04433903	Lakeview SD	2007	Project 720 - Second Year Renewal Application	\$54,000
04433903	Lakeview SD	2008	Project 720 - Third Year Renewal Application	\$54,000
16			TOTAL	\$162,000
29544503	Mahanoy Area SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$74,000
29544503	Mahanoy Area SD	2007	Project 720 - Second Year Renewal Application	\$74,000
29544503	Mahanoy Area SD	2008	Project 720 - Third Year Renewal Application	\$74,000
17			TOTAL	\$222,000
03026002	McKeesport Area SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$111,000
03026002	McKeesport Area SD	2007	Project 720 - Second Year Renewal Application	\$111,000
03026002	McKeesport Area SD	2008	Project 720 - Third Year Renewal Application	\$111,000
18			TOTAL	\$333,000
04375003	Mohawk Area SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$71,000
04375003	Mohawk Area SD	2007	Project 720 - Second Year Renewal Application	\$71,000
04375003	Mohawk Area SD	2008	Project 720 - Third Year Renewal Application	\$71,000
19			TOTAL	\$213,000
03026902	North Hills SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$47,000
03026902	North Hills SD	2007	Project 720 - Second Year Renewal Application	\$47,000
03026902	North Hills SD	2008	Project 720 - Third Year Renewal Application	\$47,000
20			TOTAL	\$141,000
14066503	Oley Valley SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$46,000
14066503	Oley Valley SD	2007	Project 720 - Second Year Renewal Application	\$46,000
14066503	Oley Valley SD	2008	Project 720 - Third Year Renewal Application	\$46,000
21			TOTAL	\$138,000
08116003	Penn Cambria SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$67,000
08116003	Penn Cambria SD	2007	Project 720 - Second Year Renewal Application	\$67,000
08116003	Penn Cambria SD	2008	Project 720 - Third Year Renewal Application	\$67,000
22			TOTAL	\$201,000

AUN	Agency Name	Year	Program	Approved Amount
26515001	Philadelphia City SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$139,000
26515001	Philadelphia City SD	2007	Project 720 - Second Year Renewal Application	\$139,000
26515001	Philadelphia City SD	2008	Project 720 - Third Year Renewal Application	\$139,000
23*			TOTAL	\$417,000
19357402	Scranton SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$135,000
19357402	Scranton SD	2007	Project 720 - Second Year Renewal Application	\$135,000
19357402	Scranton SD	2008	Project 720 - Third Year Renewal Application	\$135,000
24			TOTAL	\$405,000
03028302	Shaler Area SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$79,000
03028302	Shaler Area SD	2007	Project 720 - Second Year Renewal Application	\$79,000
03028302	Shaler Area SD	2008	Project 720 - Third Year Renewal Application	\$79,000
25			TOTAL	\$237,000
25238402	Southeast Delco SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$98,000
25238402	Southeast Delco SD	2007	Project 720 - Second Year Renewal Application	\$98,000
25238402	Southeast Delco SD	2008	Project 720 - Third Year Renewal Application	\$98,000
26			TOTAL	\$294,000
01306503	Southeastern Greene SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$73,000
01306503	Southeastern Greene SD	2007	Project 720 - Second Year Renewal Application	\$73,000
01306503	Southeastern Greene SD	2008	Project 720 - Third Year Renewal Application	\$73,000
27			TOTAL	\$219,000
08077503	Spring Cove SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$58,000
08077503	Spring Cove SD	2007	Project 720 - Second Year Renewal Application	\$58,000
08077503	Spring Cove SD	2008	Project 720 - Third Year Renewal Application	\$58,000
28			TOTAL	\$174,000
12676703	Spring Grove Area SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$81,000
12676703	Spring Grove Area SD	2007	Project 720 - Second Year Renewal Application	\$81,000
12676703	Spring Grove Area SD	2008	Project 720 - Third Year Renewal Application	\$81,000
29			TOTAL	\$243,000
21397803	Whitehall-Coplay SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$64,000
21397803	Whitehall-Coplay SD	2007	Project 720 - Second Year Renewal Application	\$64,000
21397803	Whitehall-Coplay SD	2008	Project 720 - Third Year Renewal Application	\$64,000
30			TOTAL	\$192,000
03029803	Wilkinsburg Borough SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$62,000
03029803	Wilkinsburg Borough SD	2007	Project 720 - Second Year Renewal Application	\$62,000
03029803	Wilkinsburg Borough SD	2008	Project 720 - Third Year Renewal Application	\$62,000
31			TOTAL	\$186,000
12679002	York City SD	2006	Project 720 – Pennsylvania’s High School Reform Initiative	\$121,000
12679002	York City SD	2007	Project 720 - Second Year Renewal Application	\$121,000
12679002	York City SD	2008	Project 720 - Third Year Renewal Application	\$121,000
32			TOTAL	\$363,000

COHORT TWO (2) TOTAL STATE FUNDING

\$7,414,000

G.3 COHORT THREE: FUNDING YEARS 2007-09

AUN	Agency Name	Year	Program	Approved Amount
28030603	Apollo-Ridge SD	2007	Project 720 - First Year Application	\$67,402
28030603	Apollo-Ridge SD	2008	Project 720 - Second Year Renewal	\$67,402
28030603	Apollo-Ridge SD	2009	Project 720 - Third Year Renewal Application	\$23,254
1			TOTAL	\$158,058
20480803	Bangor Area SD	2007	Project 720 - First Year Application	\$82,407
20480803	Bangor Area SD	2008	Project 720 - Second Year Renewal	\$82,407
20480803	Bangor Area SD	2009	Project 720 - Third Year Renewal Application	\$28,430
2			TOTAL	\$193,244
20481002	Bethlehem Area SD	2007	Project 720 - First Year Application	\$89,901
20481002	Bethlehem Area SD	2008	Project 720 - Second Year Renewal	\$89,901
20481002	Bethlehem Area SD	2009	Project 720 - Third Year Renewal Application	\$31,016
3			TOTAL	\$210,818
14060753	Boyertown Area SD	2007	Project 720 - First Year Application	\$83,136
14060753	Boyertown Area SD	2008	Project 720 - Second Year Renewal	\$83,136
14060753	Boyertown Area SD	2009	Project 720 - Third Year Renewal Application	\$28,682
4			TOTAL	\$194,954
09420803	Bradford Area SD	2007	Project 720 - First Year Application	\$99,814
09420803	Bradford Area SD	2008	Project 720 - Second Year Renewal	\$99,814
09420803	Bradford Area SD	2009	Project 720 - Third Year Renewal Application	\$34,436
5			TOTAL	\$234,064
22091303	Bristol Borough SD	2007	Project 720 - First Year Application	\$55,135
22091303	Bristol Borough SD	2008	Project 720 - Second Year Renewal	\$55,135
22091303	Bristol Borough SD	2009	Project 720 - Third Year Renewal Application	\$19,022
6			TOTAL	\$129,292
22091352	Bristol Township SD	2007	Project 720 - First Year Application	\$72,373
22091352	Bristol Township SD	2008	Project 720 - Second Year Renewal	\$72,373
22091352	Bristol Township SD	2009	Project 720 - Third Year Renewal Application	\$24,969
7			TOTAL	\$169,715
16191503	Central Columbia SD	2007	Project 720 - First Year Application	\$48,818
16191503	Central Columbia SD	2008	Project 720 - Second Year Renewal	\$48,818
16191503	Central Columbia SD	2009	Project 720 - Third Year Renewal Application	\$16,842
8			TOTAL	\$114,478
25231232	Chester-Upland SD	2007	Project 720 - First Year Application	\$118,664
25231232	Chester-Upland SD	2008	Project 720 - Second Year Renewal	\$118,664
25231232	Chester-Upland SD	2009	Project 720 - Third Year Renewal Application	\$40,939
9			TOTAL	\$278,267
08051503	Chestnut Ridge SD	2007	Project 720 - First Year Application	\$64,272
08051503	Chestnut Ridge SD	2008	Project 720 - Second Year Renewal	\$64,272
08051503	Chestnut Ridge SD	2009	Project 720 - Third Year Renewal Application	\$22,174
10			TOTAL	\$150,718
13361703	Conestoga Valley SD	2007	Project 720 - First Year Application	\$40,000
13361703	Conestoga Valley SD	2008	Project 720 - Second Year Renewal	\$40,000
13361703	Conestoga Valley SD	2009	Project 720 - Third Year Renewal Application	\$13,800
11			TOTAL	\$93,800

AUN	Agency Name	Year	Program	Approved Amount
04372003	Ellwood City Area SD	2007	Project 720 - First Year Application	\$63,945
04372003	Ellwood City Area SD	2008	Project 720 - Second Year Renewal	\$63,945
04372003	Ellwood City Area SD	2009	Project 720 - Third Year Renewal Application	\$22,061
12			TOTAL	\$149,951
14063503	Hamburg Area SD	2007	Project 720 - First Year Application	\$50,911
14063503	Hamburg Area SD	2008	Project 720 - Second Year Renewal	\$50,911
14063503	Hamburg Area SD	2009	Project 720 - Third Year Renewal Application	\$17,564
13			TOTAL	\$119,386
23463603	Hatboro-Horsham SD	2007	Project 720 - First Year Application	\$40,000
23463603	Hatboro-Horsham SD	2008	Project 720 - Second Year Renewal	\$40,000
23463603	Hatboro-Horsham SD	2009	Project 720 - Third Year Renewal Application	\$13,800
14			TOTAL	\$93,800
08073503	Hollidaysburg Area SD	2007	Project 720 - First Year Application	\$63,866
08073503	Hollidaysburg Area SD	2008	Project 720 - Second Year Renewal	\$63,866
08073503	Hollidaysburg Area SD	2009	Project 720 - Third Year Renewal Application	\$22,034
15			TOTAL	\$149,766
23464603	Lower Moreland Township SD	2007	Project 720 - First Year Application	\$30,000
23464603	Lower Moreland Township SD	2008	Project 720 - Second Year Renewal	\$30,000
23464603	Lower Moreland Township SD	2009	Project 720 - Third Year Renewal Application	\$10,350
16			TOTAL	\$70,350
16195004	Millville Area SD	2007	Project 720 - First Year Application	\$57,601
16195004	Millville Area SD	2008	Project 720 - Second Year Renewal	\$57,601
16195004	Millville Area SD	2009	Project 720 - Third Year Renewal Application	\$19,872
17			TOTAL	\$135,074
16495103	Mount Carmel Area SD	2007	Project 720 - First Year Application	\$69,944
16495103	Mount Carmel Area SD	2008	Project 720 - Second Year Renewal	\$69,944
16495103	Mount Carmel Area SD	2009	Project 720 - Third Year Renewal Application	\$24,131
18			TOTAL	\$164,019
23465702	North Penn SD	2007	Project 720 - First Year Application	\$50,000
23465702	North Penn SD	2008	Project 720 - Second Year Renewal	\$50,000
23465702	North Penn SD	2009	Project 720 - Third Year Renewal Application	\$17,250
19			TOTAL	\$117,250
21394503	Northern Lehigh SD	2007	Project 720 - First Year Application	\$57,994
21394503	Northern Lehigh SD	2008	Project 720 - Second Year Renewal	\$57,994
21394503	Northern Lehigh SD	2009	Project 720 - Third Year Renewal Application	\$20,008
20			TOTAL	\$135,996
06616203	Oil City Area SD	2007	Project 720 - First Year Application	\$72,532
06616203	Oil City Area SD	2008	Project 720 - Second Year Renewal	\$72,532
06616203	Oil City Area SD	2009	Project 720 - Third Year Renewal Application	\$25,024
21			TOTAL	\$170,088
13365203	Penn Manor SD	2007	Project 720 - First Year Application	\$65,562
13365203	Penn Manor SD	2008	Project 720 - Second Year Renewal	\$65,562
13365203	Penn Manor SD	2009	Project 720 - Third Year Renewal Application	\$22,619
22			TOTAL	\$153,743

AUN	Agency Name	Year	Program	Approved Amount
26515001	Philadelphia City SD	2007	Project 720 - First Year Application	\$131,421
26515001	Philadelphia City SD	2008	Project 720 - Second Year Renewal	\$131,422
26515001	Philadelphia City SD	2009	Project 720 - Third Year Renewal Application	\$45,341
23*			TOTAL	\$308,184
26510009	Philadelphia Electrical & Technology CHS	2007	Project 720 - First Year Application	\$65,711
26510009	Philadelphia Electrical & Technology CHS	2008	Project 720 - Second Year Renewal	\$65,711
26510009	Philadelphia Electrical & Technology CHS	2009	Project 720 - Third Year Renewal Application	\$22,670
24			TOTAL	\$154,092
03021003	Pine-Richland SD	2007	Project 720 - First Year Application	\$58,148
03021003	Pine-Richland SD	2008	Project 720 - Second Year Renewal	\$58,148
03021003	Pine-Richland SD	2009	Project 720 - Third Year Renewal Application	\$20,061
25			TOTAL	\$136,357
23466403	Pottstown SD	2007	Project 720 - First Year Application	\$58,582
23466403	Pottstown SD	2008	Project 720 - Second Year Renewal	\$58,582
23466403	Pottstown SD	2009	Project 720 - Third Year Renewal Application	\$20,211
26			TOTAL	\$137,375
24153350	Renaissance Acad-Edison CS	2007	Project 720 - First Year Application	\$30,000
24153350	Renaissance Acad-Edison CS	2008	Project 720 - Second Year Renewal	\$30,000
24153350	Renaissance Academy CS	2009	Project 720 - Third Year Renewal Application	\$10,350
27			TOTAL	\$70,350
27045853	Riverside Beaver County SD	2007	Project 720 - First Year Application	\$59,124
27045853	Riverside Beaver County SD	2008	Project 720 - Second Year Renewal	\$59,124
27045853	Riverside Beaver County SD	2009	Project 720 - Third Year Renewal Application	\$20,398
28			TOTAL	\$138,646
16557103	Selinsgrove Area SD	2007	Project 720 - First Year Application	\$48,454
16557103	Selinsgrove Area SD	2008	Project 720 - Second Year Renewal	\$48,454
16557103	Selinsgrove Area SD	2009	Project 720 - Third Year Renewal Application	\$16,717
29			TOTAL	\$113,625
16496503	Shamokin Area SD	2007	Project 720 - First Year Application	\$68,383
16496503	Shamokin Area SD	2008	Project 720 - Second Year Renewal	\$68,383
16496503	Shamokin Area SD	2009	Project 720 - Third Year Renewal Application	\$23,592
30			TOTAL	\$160,358
16496603	Shikellamy SD	2007	Project 720 - First Year Application	\$89,527
16496603	Shikellamy SD	2008	Project 720 - Second Year Renewal	\$89,527
16496603	Shikellamy SD	2009	Project 720 - Third Year Renewal Application	\$30,887
31			TOTAL	\$209,941
23467103	Souderton Area SD	2007	Project 720 - First Year Application	\$65,590
23467103	Souderton Area SD	2008	Project 720 - Second Year Renewal	\$65,590
23467103	Souderton Area SD	2009	Project 720 - Third Year Renewal Application	\$22,629
32			TOTAL	\$153,809
04107803	South Butler County SD	2007	Project 720 - First Year Application	\$70,859
04107803	South Butler County SD	2008	Project 720 - Second Year Renewal	\$70,859
04107803	South Butler County SD	2009	Project 720 - Third Year Renewal Application	\$24,446
33			TOTAL	\$166,164

AUN	Agency Name	Year	Program	Approved Amount
21395703	Southern Lehigh SD	2007	Project 720 - First Year Application	\$40,000
21395703	Southern Lehigh SD	2008	Project 720 - Second Year Renewal	\$40,000
21395703	Southern Lehigh SD	2009	Project 720 - Third Year Renewal Application	\$13,800
34			TOTAL	\$93,800
12676503	Southern York County SD	2007	Project 720 - First Year Application	\$67,762
12676503	Southern York County SD	2008	Project 720 - Second Year Renewal	\$67,762
12676503	Southern York County SD	2009	Project 720 - Third Year Renewal Application	\$23,378
35			TOTAL	\$158,902
06617203	Titusville Area SD	2007	Project 720 - First Year Application	\$68,337
06617203	Titusville Area SD	2008	Project 720 - Second Year Renewal	\$68,337
06617203	Titusville Area SD	2009	Project 720 - Third Year Renewal Application	\$23,576
36			TOTAL	\$160,250
05259103	Union City Area SD	2007	Project 720 - First Year Application	\$72,139
05259103	Union City Area SD	2008	Project 720 - Second Year Renewal	\$72,139
05259103	Union City Area SD	2009	Project 720 - Third Year Renewal Application	\$24,888
37			TOTAL	\$169,166
19358403	Valley View SD	2007	Project 720 - First Year Application	\$56,368
19358403	Valley View SD	2008	Project 720 - Second Year Renewal	\$56,368
19358403	Valley View SD	2009	Project 720 - Third Year Renewal Application	\$19,447
38			TOTAL	\$132,183
19648303	Wallenpaupack Area SD	2007	Project 720 - First Year Application	\$50,075
19648303	Wallenpaupack Area SD	2008	Project 720 - Second Year Renewal	\$50,075
19648303	Wallenpaupack Area SD	2009	Project 720 - Third Year Renewal Application	\$17,276
39			TOTAL	\$117,426
05259703	Wattsburg Area SD	2007	Project 720 - First Year Application	\$58,022
05259703	Wattsburg Area SD	2008	Project 720 - Second Year Renewal	\$58,022
05259703	Wattsburg Area SD	2009	Project 720 - Third Year Renewal Application	\$20,018
40			TOTAL	\$136,062
03029603	West Mifflin Area SD	2007	Project 720 - First Year Application	\$81,048
03029603	West Mifflin Area SD	2008	Project 720 - Second Year Renewal	\$87,048
03029603	West Mifflin Area SD	2009	Project 720 - Third Year Renewal Application	\$27,962
41			TOTAL	\$196,058
14069103	Wilson SD	2007	Project 720 - First Year Application	\$49,529
14069103	Wilson SD	2008	Project 720 - Second Year Renewal	\$49,529
14069103	Wilson SD	2009	Project 720 - Third Year Renewal Application	\$17,088
42			TOTAL	\$116,146
18409302	Wyoming Valley West SD	2007	Project 720 - First Year Application	\$88,714
18409302	Wyoming Valley West SD	2008	Project 720 - Second Year Renewal	\$88,714
18409302	Wyoming Valley West SD	2009	Project 720 - Third Year Renewal Application	\$30,606
43			TOTAL	\$208,034

COHORT THREE (3) TOTAL STATE FUNDING

\$6,623,759

APPENDIX H

TESTIMONIALS

Testimonial 1:

Although we are “Newbie’s” here at South Philadelphia High School in the Project 720 Grant, we are already seeing positive results. The addition of a 2/3-day per week college counselor has been immeasurable. This gentleman, who is a retired school district counselor, has contacts and relationships, not only with the more familiar colleges and universities, but also with lesser-known entities such as Clarkson, Smith, Lehigh and Gettysburg, for example. Our students are being exposed to a much wider range of post-high school opportunities, giving them many more opportunities in school choice and possible scholarships.

This counselor has also been able to provide individual, personalized service to our seniors, and is now beginning to reach out to our juniors. This additional service also allows our three appointment counselors more opportunity to attend to their very challenging job of servicing almost 1,400 students.

(School District of Philadelphia, South Philadelphia High School, Alice Heller, Principal)

Testimonial 2:

One of our goals for Project 720 was to create rigorous programs for students of all abilities, enabling them to complete challenging coursework. Prior to the grant, our high school had one Advanced Placement course, completed by a few students in Chemistry. With the additional professional development and funding, we expanded the course offerings to include Honors’ classes in grades 9 & 10 for English and added AP English Language and AP English Literature. In the 2006-07 school year, 33 students took a total of 40 AP exams in the three Advanced Placement courses now offered.

(Mohawk Area School District, Lawrence County, Kathleen Kwolek, Principal/Coordinator)

Testimonial 3:

Thanks to our Project 720 grant, we were able to create a part-time Post-Secondary Planning Coordinator (PSPC) position at the Apollo-Ridge High School to support students in planning and preparation for post-secondary education and/or employment by increasing our partnership with business and post-secondary institutions.

The PSPC serves as the district's representative to the monthly meetings of the Armstrong County Forum for Workforce Excellence Steering Committee, which consists of representatives from the four Armstrong County school districts and the local AVTS, as well as business and industry leaders and the county commissioners.

Through involvement with this organization, Apollo-Ridge High School recently received a Regional Career Education Partnership grant from the Tri-County Workforce Investment Board, Inc. (TCWIB). Through this grant, along with additional funding provided by the Armstrong County Forum for Workforce Excellence, a Career Fair will be held at Apollo-Ridge High School for our sophomores and juniors in April, showcasing approximately 30 business/industry representatives. This Career Fair will provide our students with the opportunity not only to learn about types of employment opportunities available in our region, what training/education is required, potential salary ranges, etc., but also to meet and network with potential employers.

(Apollo-Ridge School District, Armstrong County, Christopher Clark, Principal)

Testimonial 4:

Many of our Project 720 goals focus on strengthening our academic infrastructure while continuing to differentiate instruction for all students. During the 2007-08 school year, the math

department was realigned to allow all students the opportunity to take Algebra I. No lower math courses were offered to students. This provided further opportunity for co-teaching inclusion classrooms to form.

In conjunction with providing more academic rigor, we looked to strengthen student skills in the area of math. Ninth graders who scored basic or below basic on Grade 8 PSSAs were scheduled for a PSSA Math Concepts Class. The purpose of this class is to remediate areas of weakness for individual students.

In January 2008, Spring Grove Area High School, York County, acquired licenses for Study Island. Study Island is a web-based, research based, state standards based, instructional and diagnostic program. Coupled with the existing curriculum, this has proven to be an invaluable asset.

(Spring Grove Area High School, York County)

Testimonial 5:

As a result of our involvement in the 720 Project many positive changes have occurred at the DuBois Area High School. The development of small learning communities in grade nine, expansion of Dual Enrollment and participation as a CFF school are among these changes. Additionally, the overall quality of instruction and the level of student engagement have gone from typical to very good and are moving to excellent. This was accomplished on many fronts such as sending teachers to various conferences and trainings and bringing in quality presenters on instructional practice. We also did several book clubs and sharing of best practice in teacher study groups. To establish the need for improved practice, an instructional audit was done by Dr. Toni Hollingsworth in affiliation with the College of William and Mary. In October 2005,

sixty of our core content teachers were assessed in light of student engagement and use of instructional strategies. Using those results, we designed professional development for our teachers that addressed the areas of concern cited in that audit. Over the past two summers, a total of 42 content area teachers and 3 administrators attended weeklong trainings on effective practice with Dr. Toni Hollingsworth. As a follow up to that weeklong training, classroom coaching with these same teachers was done throughout the school year by a teacher coach affiliated with Toni Hollingsworth. The trend data from PSSA indicates that improved instructional practice is making a positive impact, especially in the areas of reading and writing. More importantly, our teachers now view themselves as community of learners who are willing to grow in their professional practice.

(DuBois Area School District, Clearfield County, Roger Collins, Principal)

Testimonial 6:

As a result of our participation in Project 720, Fleetwood Area School District has increased the rigor of our curriculum. All students in Fleetwood Area High School's class of 2011 will have completed four years of math including Algebra I, Geometry, Algebra II, and a fourth math subject of their choice. Furthermore, students who are academically capable of taking Algebra I in 8th grade will have the opportunity to do so, fulfilling the Algebra I graduation requirement early, and thereby making it possible to take additional rigorous math classes during their high school education. The necessary four years of math mark a change from previous graduation requirements. The new graduation requirements in mathematics are more rigorous than those expected from previous graduating classes. In addition, students in the class of 2011 will have the opportunity to select Advanced Placement and Dual Enrollment classes including AP

Calculus. Both the rigorous academic requirements and the emphasis on Dual Enrollment and AP classes are a result of Fleetwood's participation in Project 720. Through the Project 720 initiative, we analyzed our curriculum, determined that our math requirements needed to be more rigorous, and made the necessary changes. Fleetwood Area School District is committed to excellence. Our participation in Project 720 has provided us with the tools and funding to implement a more rigorous college and career preparation curriculum for all students.

(Fleetwood Area School District, Berks County, Michael DeAntonio, Principal)

Testimonial 7:

By means of our Project 720 funding, our students have been given a unique and valuable opportunity to participate in the ACE Mentor Program. ACE Mentor, an after school nationally recognized program, enables high school students to meet with and work directly with professionals from the fields of architecture, construction, and engineering.

Through ACE Mentor, our students have been able to directly relate their interests in math, art, computers, and physics as well as concepts learned in the ACE sessions to the buildings and projects of everyday living. Most recently, our students were given the opportunity to design a virtual museum by means of technology and the use of tools. This project helped our students develop their interests and career choices, as well as sharpen lifelong skills such as time management, organization, team work, and communication, which they could ultimately use in a career.

Graduating seniors are eligible to apply for an ACE Scholarship, and ACE also presents networking opportunities for our students. ACE helped our students establish a direct link

between their academic classes at Northgate and future career success by means of first hand experiences with cutting edge technology and resources.

(Northgate High School, Allegheny County, Bryan J. Kyle, Principal)

Testimonial 8:

Under Goal Two, “evaluate school district policies and systems to strengthen the academic infrastructure and increase student achievement”, we chose to implement Advanced Placement courses using the resources from this grant. We decided that this would be the most visible method in which we could strengthen our academic infrastructure since our district has not offered AP courses in close to 20 years. To outsiders, we did not appear to have a rigorous curriculum due to our lack of AP courses. Therefore, beginning with the 2007-08 school year, we offered an AP English Literature & Composition course for the 12th grade. There are currently 10 students enrolled in this first class. The true measure of their success will be the results of the AP English exam, which will be given on May 8, 2008. We plan to use these results to compare them to future students who will be enrolled in this class. For the 2008-09 school year, our Board of Directors enthusiastically endorsed the addition of an AP U.S. History course for the 11th grade and a Pre-AP English course for the 11th grade. We are looking forward to enrolling students into these classes for next year once we begin scheduling next month. We believe that this foundation we are building with these three AP courses will lead to an increase in AP courses in the future, an increase in student enrollment in these courses, and an increase in their AP scores.

(East Allegheny High School, Allegheny County, Gary Peiffer, Principal)

Testimonial 9:

Here at Union City Area School District, Erie County, this is our first year as a Project 720 school. We have many new and exciting things taking place as we begin to implement the Career and Work Standards; particularly the Project 720 goal: Implementation of a rigorous college and career preparation curriculum for all students.

One of the most exciting things that we started was the implementation of an online portfolio with the 8th grade student body (approximately 115 students). We are using a program called Career Cruising to do this.

Career Cruising is an online web based career exploration computer program with a built in career interest survey and resume builder that allows students to learn about themselves along with exploring the world of work and how their interests relates to careers. Career Cruising provides career information for over 1,000 careers, along with post-secondary school information.

We implemented this program within our 8th grade social studies classes with the use of wireless laptop computers (mobile lab). To see the students using this program and to listen to them as they talk about the different careers is truly priceless. The goal is to not only begin an online portfolio, and to have the students learn about themselves and careers, but also to get them ready for high school by choosing a career pathway of interest and completing an Individualized Career Plan (ICP).

In June, the 8th grade students will have a “Career Exhibition Night,” where family and friends can come and learn about each student, their career interests and aspirations, and what their life/career goals are as they begin their journey to a happy and successful career.

(Union City Area School District, Erie County)

Testimonial 10:

Palisades High School, located in rural Upper Bucks County, created an innovative program to engage students in their learning while addressing the growing shortage of workers in the medical field. The high school created a partnership with Grand View Hospital and Bucks County Community College to develop a Medical Career Pathway Program. During a given week, students attend a college class offered through Bucks County Community College on Monday and Wednesdays, whereas on Tuesdays and Thursdays students attend medical seminars and participate in job shadow experiences at Grand View Hospital.

The college classes offered include Introduction to Psychology and Introduction to Nutrition. The medical seminars are developed and coordinated by Grand View Hospital CEO, Mr. Stuart Fine. He enlists professionals from the hospital to facilitate discussions on emerging, controversial, and ethical issues in medicine. The job shadow experiences allow students to mirror hospital professionals in multiple departments.

Throughout the first year of the pilot program, students have provided immediate feedback for on-going improvement. Overwhelmingly, students have found the program to support their career development and aspirations. Most students indicate the program has helped them define their career goals and will be pursuing post-secondary education for further study.

(Palisades High School, Bucks County)

APPENDIX I

SENATE BILL (SB 808)

THE GENERAL ASSEMBLY OF PENNSYLVANIA

SENATE BILL

No. 808 Session of 2007

INTRODUCED BY RHOADES, TARTAGLIONE, RAFFERTY, CORMAN, FONTANA,
ARMSTRONG, TOMLINSON, EARLL, M. WHITE AND FOLMER,
APRIL 27, 2007

SENATOR RHOADES, EDUCATION, AS AMENDED, MAY 1, 2007

AN ACT

1 Amending the act of March 10, 1949 (P.L.30, No.14), entitled
"An
2 act relating to the public school system, including certain
3 provisions applicable as well to private and parochial
4 schools; amending, revising, consolidating and changing the
5 laws relating thereto," providing for an annual report on the
6 high school curriculum enhancement grant programs.
7 The General Assembly of the Commonwealth of Pennsylvania
8 hereby enacts as follows:
9 Section 1. The act of March 10, 1949 (P.L.30, No.14), known
10 as the Public School Code of 1949, is amended by adding a
11 section to read:
12 Section 117. Annual Report on High School Curriculum
13 Enhancement Grant Programs.--(a) The Department of Education
14 shall annually review the operation of any State grant
program
15 designed to strengthen high school curricula in school
entities
16 in this Commonwealth by creating rigorous college and career
17 preparatory programs, increasing academic achievement,
providing
18 school-based counseling and providing professional
development
19 in this Commonwealth and shall compile an annual report.
1 (b) The annual report shall include the following
2 information for the fiscal year in which the report is issued:
3 (1) A listing of each school entity that received grant

4 funds, the amount of grant funds received and an
identification
5 of whether the grant funds were used to establish, maintain or
6 expand any program related to creating rigorous college and
7 career preparatory programs, increasing academic achievement,
8 providing school-based counseling and providing professional
9 development.

10 (2) The criteria used to determine the eligibility of a
11 school entity to receive grant funds.

12 (3) The criteria used to determine the amount of grant funds
13 a school entity received.

14 (4) The process a school entity utilized to apply for grant
15 funds, including sample copies of any and all application
forms,
16 instructions and deadlines.

17 (5) For each school entity that received grant funds, a
18 listing of the college and career preparatory program
19 enhancements, academic achievement improvements, school-based
20 counseling programs and professional development
opportunities
21 purchased with the grant funds.

22 (6) For each school entity that received grant funds, the
23 number of students impacted by the college and career
24 preparatory program enhancements, academic achievement
25 improvements, school-based counseling programs and
professional
26 development opportunities purchased with the grant funds.

27 (7) A listing of any provider of the college and career
28 preparatory program enhancements, academic achievement
29 improvements, school-based counseling programs and
professional
30 development opportunities with whom the Department of
Education
20070S0808B0937 - 2 -

1 or the Commonwealth holds a contract or agreement where such
2 contract or agreement is used to provide a school entity that
3 received grant funds with the college and career preparatory
4 program enhancements, academic achievement improvements,
school-
5 based counseling programs and professional development
6 opportunities resources.

7 (8) AN ASSESSMENT OF ANY IMPACT THE PROGRAM HAS HAD ON <
8 STUDENT ACHIEVEMENT AND SUCCESS.

9 (c) No later than June 30, 2007, FEBRUARY 1, 2008, and <
10 February 1 of each year thereafter, the Department of
Education
11 shall submit the report required under this section to the

12 chairmen and minority chairmen of the Appropriations
Committee
13 and the Education Committee of the Senate and to the chairmen
14 and minority chairmen of the Appropriations Committee and of
the
15 Education Committee of the House of Representatives. The
annual
16 report shall be included on the Department of Education's
17 Internet website.
18 Section 2. This act shall take effect immediately.
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