

Site Protocol Questions	Responses/Evidence of Compliance
<u>Collection of data and evaluation strategies</u>	
<p>1. What criteria does your project use to define a high performing school (State Grade and AYP, Stat grade only or AYP only)? A low-performing school?</p> <ol style="list-style-type: none"> <li>a. How many low-performing schools are participating in the grant?</li> <li>b. How many high-performing schools are participating in the grant?</li> </ol> <p>What is the number of seats in these high-performing schools available for choice?</p>	<p>YKSD Handbook – Enrollment YKSD Meta Analysis Table</p>
<p>2. How does your project assess participation in school choice programs?</p> <ol style="list-style-type: none"> <li>a. Number of students that transfer from a low-performing school to a high-performing school?<sup>1</sup></li> <li>b. Number of students that transfer to a school performing at the same level (e.g., from one high performing school to another)?<sup>2</sup></li> <li>c. Number of students who attend a school of choice as a boundary student, rather than a transfer?</li> </ol> <p>What are the characteristics of the students who participate in choice (e.g., gender, ethnicity, special education, LEP, prior achievement levels)?</p>	<p>YKSD Meta Analysis Table</p>
<p>3. How do you know your grant project is working to address the statutory priorities of the grant program?</p> <ol style="list-style-type: none"> <li>a. How do you establish baseline on project and GPRA measures?</li> <li>b. What project objectives and measures are in place to track progress?</li> <li>c. What are some of the tools your project uses to maintain data that clearly demonstrates your public school choice program is working?</li> <li>d. Follow-up question: Please describe the student information system and capacity for obtaining and tracking student level information over the life of the grant</li> </ol> <p>What evidence is there that progress is being made on these project measures?</p>	<p>YKSD Handbook – Enrollment YKSD Handbook – Evaluation YKSD Handbook – Addendum: APR Year 1, APR Year 2</p>
<p>4. What strategies does your project use to determine the academic benefits of Choice for students transferring from low to high performing schools?</p> <ol style="list-style-type: none"> <li>a. When reporting the number of students</li> </ol>	<p>YKSD Meta Analysis Table <a href="http://www.eed.state.ak.us/AYP/ayp.html">http://www.eed.state.ak.us/AYP/ayp.html</a> YKSD Handbook – Evaluation</p>

<sup>1</sup> Follow-up question: What is the number of students at low-performing schools eligible for school choice options under your grant? Provides denominator for percentage of LPS students participating in choice.

<sup>2</sup> Follow-up question: What is the total number of students (high and low performing schools combined) eligible for school choice options under your grant? Provides denominator for percentage of HPS and LPS students participating in choice.

<p>that passed or increased their performance on the Math/Reading State Assessments in your project, what score is used—NCE, Scaled score, developmental scaled score or level score?</p> <p>b. How are these scores obtained for the specific populations of students for whom you must report (under #2 above)?</p> <p>c. What are the overall graduation rates, transfer student graduation rates (from both low and high performing schools)?</p> <p>What comparisons are made with these scores?</p>	
<b><u>Basic strategies for promoting public school choice</u></b>	
<p>1. How are seats identified for choice, and “held” for incoming transfers in your project?</p> <p>a. What are some of the challenges around this? How are those challenges met?</p>	<p>YKSD Handbook – Enrollment</p> <p>The largest challenges for our program revolves around our large geographic area. The distance between our schools can be hundreds of miles and the only transportation available is plane, boat, or snow machine. These logistical issues are met by our the grant funded Local Liaison. The Local Liaison was raised and schooled within the district and provides cultural and community connections that result in each student receiving travel, board, and support.</p>
<p>2. What targeted outreach strategies have your receiving schools used for recruiting new students from lower performing schools?</p> <p>a. Which are successful or less successful in your project?</p> <p>What projections do you have for expanding the participation in the program over the life of the grant?</p>	<p>YKSD Handbook – Marketing</p> <p>The most successful recruitment comes from the combination of community celebration and informational meetings, brochures-flyers, and personal testimonies. In addition our program utilizes the web, community meetings, brochures-flyers, and personal testimonies to communicate the choice options provided by this program.</p> <p>YKSD Table</p>
<p>3. How are charter and parochial schools involved in choice processes? What strategies does your project use to include these schools?</p>	<p>YKSD Handbook – Partnerships</p> <p>All schools are treated equally by our program.</p>
<p>4. What aspects of your program, if any, will be phased in over the life of the grant?</p>	<p>YKSD Handbook – Objectives</p>
<b><u>Issues in coordinating inter-district choice options</u></b>	
<p>1. What is the largest challenge in communicating inter-district choice under your project? What strategies are used for communicating with parents, schools (sending and receiving) and districts?</p>	<p>The largest challenges for our program revolves around our large geographic area. The distance between our schools can be hundreds of miles and the only transportation available is plane, boat, or snow machine. These logistical issues are met by the grant-funded Local Liaison. The Local Liaison was raised and schooled within the district and provides cultural and community connections that result in each student receiving travel, board, and support. In addition our program utilizes the web,</p>

	community meetings, brochures/flyers , and personal testimonies to communicate the choice options provided by this program.
What best practices does your district use to facilitate Inter-district and Intra-district transfers? In you project, what initial steps were used to lead to the formation of this program?	YKSD Handbook – Objectives
What support do other districts give to the students that are able to transfer in your project?	YKSD Handbook – Objectives, Partnerships YKSD Handbook – Addendums: Agreements
<u>Support and participation of higher-performing schools</u>	
1. In your project, what type of support is provided to higher performing schools when students transfer? What other support would be useful?	YKSD Handbook – Objectives, Personnel
2. Based on project implementation, what would help increase participation of higher performing schools? (do we know there is resistance?)	YKSD Handbook – Addendum: Evaluation Report Year 1
<u>Parents and students</u>	
Based on your project, what are common misconceptions that students/parents/schools have about transferring from a low to a high performing schools?	Greatest misconception is that changing geographic location will solve all problems. That is why our program took a comprehensive approach to student choice and support. YKSD Handbook – Objectives
What are the contributing factors that determine whether or not a student will transfer into a new school once a transfer offer is extended under you project?	YKSD Handbook – Addendum: Evaluation Report Year 1
What parent engagement strategies are found to be most effective in your project?	YKSD Handbook – Marketing
What would encourage parents and students to change schools, once they have received a transfer offer as a result of your project? Does this happen at the school level or district level?	YKSD Handbook – Addendum: Evaluation Report Year 1
What are some common complaints from parents before, during, or after transferring? In your project, what strategies are used to ameliorate these complaints?	YKSD Handbook – Addendum: Evaluation Report Year 1 YKSD Handbook – Personnel
<u>Impacts of public school choice programs</u>	
Are there any unintended negative consequences of transferring, either on the incoming students or receiving schools participating in your project?	N/A
What overall impacts do you see your public school choice program having on (1) students; (2) families; (3) schools, and (4) communities?	YKSD Handbook – Addendum: Evaluation Report Year 1, Evaluation Report Year 2