CROSSWINDS SCHOOL

EVALUATION REPORT
Fall 2000

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Section I: Introduction

Background

In response to interest expressed by parents and students at two year-round elementary schools in the east metro area—Tri-District and Four Seasons—planning began for the creation of a year-round magnet middle school in November of 1997. The following fall, the Interdistrict Arts and Science Middle School, later renamed Crosswinds, opened in temporary facilities at Arlington High School with a total enrollment of 60 students in grades six and seven. In its second year (1999-2000) approximately 120 students were enrolled in grades six through eight. As the school enters its third year in the fall of 2000, Crosswinds continues to have a maximum enrollment of 120 students, a limit that will remain in place until the school moves to its permanent site.

The primary goals of Crosswinds school are to:

- bring together urban and suburban children and families in a year-round education environment that supports and celebrates diversity,
- offer a new, innovative, and challenging educational opportunity to middle school age students and their families,
- build upon the success of innovative year-round elementary arts and science programs and use the MN Graduation Standards as the foundation upon which curriculum will be designed, and
- incorporate strong parent and community involvement in the planning and operation of the school.

Evaluation Focus and Methods

Given the school's purpose of promoting voluntary desegregation, the questions guiding this evaluation included:

1. To what extent does the school culture and climate support the formation of intercultural relationships among students?
2. To what extent are teachers, students, and parents satisfied with the various features of Crosswinds?
3. What are student and parent perceptions of the nature and effectiveness of Crosswinds' curriculum and instruction?

To address these questions, several data collection methods were employed. These included surveys of teachers, students and parents; focus groups with students; and review of program materials. All of the surveys and focus groups were completed at the end of the school year, in July 2000. See Appendix A for copies of the instruments used.

Section I

Response Rates

The majority of Crosswinds students (88%) completed the student survey. However, only 47% of parents and 67% of teachers completed surveys. In addition, just over one-quarter (27%) of students participated in the focus groups. Therefore, caution should be used in interpreting the results from parent and teacher surveys as well as those from student focus groups. The exact numbers of respondents were as follows:

1. Student surveys: 95 of 112 enrolled students responded
2. Parent surveys: 53 of 112 parents responded
3. Teacher surveys: 6 of 9 permanent, full-time teachers responded
4. Student focus groups: 30 of 112 students (in four separate groups)

Organization of Report

This report summarizes the results of the Crosswinds School evaluation that began in June and ended in July 2000. It is organized by the major topics generated from the evaluation questions:

- Section II describes key features of the school and characteristics of the feeder districts and enrolled students;
- Section III examines parent, teacher, and student perceptions of the school's effectiveness;
- Section IV describes the impact of the school on students' academic, social, and emotional development;
- Section V draws from the previous sections to summarize the lessons learned from the school's first and second years;
- Appendix A contains the instruments used for data collection.

Section II:
School Features

This section describes key features of Crosswinds School. Information was drawn from the Department of Children, Families & Learning school district database; surveys of participating students and their parents; and a review of program materials.

School Goals

The purpose of Crosswinds School is to:

- bring together urban and suburban children and families in a year-round education environment that supports and celebrates diversity;
- offer a new, innovative, and challenging educational opportunity to middle school age students and their families;
- build upon the success of innovative year-round elementary arts and science programs and use the MN Graduation Standards as the foundation upon which curriculum will be designed; and
- incorporate strong parent and community involvement in the planning and operation of the school.

Organization

Year-Round Schedule

Crosswinds operates on a 45/15 year-round schedule. This means that students attend school for approximately nine weeks and then have three weeks off, with this cycle repeating three times throughout the year. As the area's only year-round middle school, Crosswind's schedule is aligned with the two year-round elementary schools: Tri-District and Four Seasons. During the intersessions (i.e., the three-week breaks), enrichment and extended learning opportunities are available on most days for interested students.

Connected Curriculum with Arts and Science Focus

The Crosswinds staff developed a magnet school curriculum that is theme-based, interdisciplinary, multicultural, and team-taught. Focusing on the arts and sciences, the curriculum is based upon the Minnesota Graduation Standards, including the Minnesota Basic Skills and the Profile of Learning. It also reflects the many cultures of the learners in the school community. Finally, professional artists and scientists from the community assisted both with the curriculum design and with instruction.

Section II

Classroom Environment and Instructional Strategies

Classes at Crosswinds are offered on a flexible, four-period day. Classrooms are multiage, meaning that all of the homerooms are made up of sixth, seventh, and eighth grade students. Teachers work together to plan and teach classes that employ a variety of innovative instructional strategies with an emphasis on promoting inquiry, letting students generate ideas and activities, and meeting the needs of individual students. Teachers act more as a "guide on the side" in these hands-on, student-centered classrooms.

Parent and Community Involvement

Parent involvement at Crosswinds was high during both the first and second years. Roughly 9 out of 10 parents attended a parent-teacher conference and nearly as many attended school events in which their child participated (see Table 1). Many parents visited their child's classroom or attended a school event with their child.

Table 1: Parent involvement at Crosswinds.

	Percent	
	Year 1 1998-99	**Year 2 1999-00**
Attended a parent-teacher conference	88.4	88.7
Attended a school event in which child(ren) participated	88.1	84.9
Attended a school event with child(ren)	75.0	66.0
Visited child(ren)'s classrooms	74.4	72.5
Had an informal talk with a teacher or principal	64.3	64.2
Served as a volunteer for a school project or trip	37.5	29.4
Assisted in child(ren)'s classroom	15.0	1.9

Source: 1999 Parent Survey (n=42); 2000 Parent Survey (n=53).

Members of the community were also very involved in the school. Artists and scientists from the community took part in residency programs at the school. Compass and Young Audiences worked with the students on poetry, movement, Latin American music, Theater of the Oppressed, scene painting, and puppetry. The Science Museum and 3M provided science residencies for the school. Wilder Forest offered intersession and extended year activities that built upon the theme of environmental education at Crosswinds. These activities engaged students in experientially-based group and individual projects that fostered teamwork, exercised their problem-solving skills, built leadership skills and self-esteem, enhanced their basic academic skills, and provided time to connect with other students and reflect upon their experiences at Crosswinds.

Staffing

During the school's second year, the student population doubled (from 60 to 120) and was divided among eight homeroom teachers into classrooms of approximately 15 students. Other staff during the school's second year included: a principal, 2 FTE secretaries, .5 curriculum coordinator, 1.0 FTE Special Education teacher, .2 FTE School Psychologist, .5 FTE music and band teacher, .5 FTE Spanish teacher (first half of year), and .5 FTE German teacher (second

half of year). Being co-located in the same facility as Arlington High School, Crosswinds also had access to the on-duty school nurse.

Transportation

Transportation for students attending this interdistrict school was provided by the ten participating school districts.

District Characteristics

One urban and nine suburban school districts make up the interdistrict Crosswinds School (see Table 2). Total enrollment in the urban district was three times greater than the largest of the other nine districts with minority students enrolling a rate at least three times that of the suburban districts. Students in the urban district were also nearly three times more likely to be eligible for financial assistance.

Table 2: Characteristics of districts participating in Crosswinds School.

District	% Students of Color	% of Students Eligible for Free or Reduced Price Lunch	Total K-12 Enrollment
Urban			
Saint Paul	64.7	62.0	44,777
Suburban			
Inver Grove Heights	11.7	15.0	4,046
Mahtomedi	3.9	4.2	3,060
North Saint Paul/ Maplewood/Oakdale	12.0	17.3	11,367
Roseville	18.5	15.2	6,645
South Saint Paul	10.1	22.6	3,576
South Washington County	8.9	8.8	14,609
Stillwater	3.6	7.1	9,026
West Saint Paul/Mendota Heights/Eagan	16.7	19.8	5,020
White Bear Lake	6.8	13.4	9,430

Source: Department of Children, Families & Learning (fall 1999 district data).

Student Characteristics

During the 1999-00 school year, the typical Crosswinds student was female, a seventh grader, Caucasian, and from Saint Paul (see Table 3). About half of the students were eligible for free or reduced price lunch. Eighty percent of students who attended Crosswinds in its first year (1998-99) returned for a second year, although just over half (59%) of this year's students at Crosswinds were new to the school. Three out of five survey respondents said they enjoy learning most or all of the time and half reported earning A's and B's at Crosswinds.

Table 3: Characteristics of students attending Crosswinds.

	Percent	
	Year 1 1998-99	Year 2 1999-00
Percent from urban district (Saint Paul)[1]	69.0	55.9
Percent female[1]	67.2	56.8
Percent of color[1]	55.2	45.0
Percent eligible for free/reduced lunch[2]	51.0	53.8
Percent in grade[1]		
6	25.9	20.7
7	74.1	41.4
8	--	37.8
Percent of first year students returning in 1999-00[1]	--	79.3
Percent first year students at Crosswinds[1]	--	58.9
Percent who enjoy learning most or all of the time[2]	62.8	59.2
Typical grades in school[2]		
A's	10.4	10.8
A's and B's	37.5	36.6
B's and C's	47.9	37.6

Sources: [1]School enrollment records and [2]1999 Student Survey (n=51) and 2000 Student Survey (n=95).

Recruitment, Eligibility and Reasons for Attending

All sixth, seventh, and eighth grade students from the ten participating districts were eligible to attend the interdistrict Crosswinds School. Efforts to recruit students included sharing information by word-of-mouth and specifically targeting:

- students participating in other interdistrict programs (e.g., Project Common Ground or the Five District Integration Partnership),
- students attending one of the year-round elementary schools (e.g., Tri-District, Four Seasons, Valley Crossing), and
- families attending the Parent Information Fairs in Saint Paul and at the Tri-District School.

During the focus groups, students gave the following as their reasons for attending Crosswinds (in order from most often to least often mentioned):

- came from Tri-District, Four Seasons, or Valley Crossing,
- signed up by parents,
- wanted to try a year-round school,
- interested in trying something new, and
- wanted to meet different types of students.

Asked on the parent survey about the main reason they wanted their child to attend Crosswinds, many parents offered more than one answer. The most common reason that parents gave for enrolling their child in Crosswinds was the year-round schedule (25 out of 53 parents). Some of

the parents noted that they preferred the continuity of learning in a year-round calendar and/or that they had had a good experience at a year-round elementary school.

Twenty parents said they enrolled their child in Crosswinds because, as a small school with smaller class sizes, the staff would be able to provide more individualized attention for their child. One parent liked "the fact that my child would be more than just a face or number to the teachers."

Crosswinds' integrated, hands-on curriculum was mentioned by 16 parents, while the focus on arts and science was noted by 10 of these adults. One parent was interested in "a challenging and interesting science curriculum," while another wanted their child to have "greater exposure to the arts."

Eleven parents said it was the "social, racial, geographic" diversity of the student body that held the greatest appeal. Finally, five parents chose Crosswinds because of the teachers, who were described by one parent as "talented and well-prepared."

Section III: School Effectiveness

This section examines teacher, student, and parent perceptions of the effectiveness of Crosswinds School. Information was drawn from surveys of teachers, students and their parents; focus groups with students; and a review of program materials. It is important to keep in mind the especially low response rate of parents (47%) when examining these results.

School Features

At the conclusion of the school's second year, parents were somewhat less satisfied with key features of Crosswinds than they had been the first year (see Table 4). Still, four out of five parents expressed satisfaction with the year-round calendar, the smaller class sizes, and the team teaching. Teachers, on the other hand, were *least* satisfied with the year-round schedule and team teaching. However, all six teachers responding expressed satisfaction with the classes offered, the small class sizes, and the multi-age classrooms. Students' reported levels of satisfaction were much lower than those of the two adult groups. What they liked the most were the multi-age classrooms, the daily schedule, the transportation, and the class sizes.

Table 4: Parent, student, and teacher satisfaction with Crosswinds features.

	Percent Satisfied or Very Satisfied			
	Parents		Students[1]	Teachers[1]
	Year 1 1998-99	Year 2 1999-00	Year 2 1999-00	Year 2 1999-00
Arts and science focus	88.1	66.7	41.5	50.0
Artists and scientists in residence	85.7	78.0	51.6	80.0
Connected curriculum	85.4	66.7	44.6	50.0
Classes offered	83.7	65.3	39.8	100.0
Class sizes	88.1	84.6	51.6	100.0
Multi-age classrooms	81.4	66.0	62.8	100.0
Team teaching	85.4	80.4	51.1	33.3
Daily schedule	90.9	70.6	53.2	50.0
Year-round schedule	100.0	80.4	46.8	33.3
Transportation	85.7	73.1	54.8	--

Note: [1] Data is not available from students or teachers for the 1998-99 school year.
Source: 1999 Parent Survey (n=42); 2000 Parent Survey (n=53); 2000 Student Survey (n=95); 2000 Teacher Survey (n=6).

During the focus groups, students were asked to comment about certain school features. Additional insight into some parents' ratings of the school on the survey were obtained through open-ended survey questions. The paragraphs that follow explore students' and parents' views on the following features: the focus on arts and science, class offerings, multi-age classrooms, daily and year-round schedules, the teachers, school leadership, the overall school culture and climate, home-school communication, and opportunities for parent involvement.

Arts and Science Focus

Questioned during the focus groups about this feature of the school, many students had nothing to say about the arts and science focus. Others, who noted that they came to the school for the arts, felt that the focus on the arts was insufficient. One student commented, "Way more than half of the school doesn't even have art at all.... Science: we just have a science class. It's not like things get pulled into science. I'm not a science fan, so I don't care. They never really pulled things in like they were supposed to – like art and science."

Parents were not asked specifically about this aspect of Crosswinds. However, in responding to the survey item which asked to what extent their expectations for the school had been met, one parent wrote, "The arts focus was lacking." Another stated, "Science should have been taught in a more experimental/discovery-oriented, hands-on fashion, rather than so much from the book and worksheets."

Classes Offered

Students noted during the focus groups that they enjoyed being able to choose special classes on Fridays, such as astronomy, fencing, and beading. They also talked about doing challenge projects (for example, on careers or World War II), which some described as the first big project that they had done. What frustrated some students was the amount of school time that was devoted to putting on a play during the fourth quarter and having to switch from Spanish to German mid-way through the school year because the Spanish teacher left.

On their surveys, parents did not tend to comment on the types of classes that are offered. One parent did suggest that the school offer creative writing, while another stated, "The kids need some sports to keep them at the school."

Multi-age Classrooms

Students spoke mainly about the positive social aspects of being in multi-age classrooms. As one student remarked, "I don't really see the differences of the ages. I just make friends with who I can because they're nice." It was pointed out by a younger student that teachers have higher expectations due to the presence of eighth grade students in the class, but others appreciated that the older students can offer them help.

As is shown in Table 4, two out of three parents indicated their satisfaction with the multi-age classrooms. One parent, who was satisfied with most aspects of the school, expressed the following concern: "The only real problem has been the 8th grade curriculum. I'm much less convinced now that multi-age groups work."

Daily Schedule

The biggest issue that emerged during the student focus groups regarding the daily schedule was the change from a six-period to a four-period day, which occurred partway through the school year. One student believed this change had taken place "so we weren't getting all bored having the same schedule over and over again," but added, "I just thought it was confusing." Students were not clear that teachers had made any shifts in their teaching methods to accommodate the change to longer class periods.

Parents made few comments about the daily schedule, but did express concern generally about the number of changes that occurred during the school year. To address this issue, one parent would like to see "an overall plan for the whole year, not just the next quarter." One other concern raised by a parent was that "too many field trips and special options on Fridays don't leave enough time for regular curriculum."

Year-Round Schedule

As noted in Table 4, about half of the students were satisfied with the year-round schedule. Information from the focus groups reflected these mixed feelings. One student shared, "I like it because you don't have three months [of summer vacation] straight. If you have three months straight that are off, then you're really bored sometimes." On the other hand, another student pointed out, "I really don't like the summer because all my friends are off and they want me to play with them... and I can't play with them."

As noted in the previous section, the most common reason parents gave for sending their child to Crosswinds was the year-round schedule. Furthermore, 80% of parents were satisfied with this schedule, as is shown in Table 4. However, it is not clear why this number is down from 100% satisfaction in year one.

Teachers

Parents were somewhat less favorable in their responses to questions about the teachers at Crosswinds in year two (see Table 5). Overall, 25% were "very" and 40% "somewhat" satisfied with the teachers at the school. There were no significant differences between the responses of parents of color and white parents in their opinions about their child's teachers.

Table 5: Parent views of Crosswinds teachers.

	Percent agree or strongly agree	
	Year 1 1998-99	Year 2 1999-00
Teachers inform me of ways I can help my child(ren) succeed in school.	97.7	66.0
Teachers provide for all levels of student ability.	90.2	74.5
Teachers are accessible to students who want or need help.	92.9	68.6
Teachers provide effective instruction in the classroom.	95.1	74.5
Teachers have high expectations of all students.	95.2	70.0
Teachers maintain student discipline in the classroom.	95.1	58.8
I feel the teachers know my child(ren) well.	97.7	81.1
Teachers respect the cultural, racial, and ethnic differences of their students.	97.6	92.3

Source: 1999 Parent Survey (n=42); 2000 Parent Survey (n=53).

The item that generated the least parent agreement concerned teachers maintaining student discipline in the classroom. Several parents brought up this issue on the surveys. For example, one parent indicated, "The kids seem somewhat out of control when I have been at school."

Another reflected, "I believe that the teachers and staff have been so involved in getting a handle on student management that they have not had time or energy to put into practice the philosophy that attracted us to Crosswinds."

Another survey item that had 30% less agreement than last year was in regards to teachers informing parents of ways they can help their children succeed in school. Lack of teacher-parent communication was mentioned by several parents, who felt that teachers "need to be more responsive" to them. One parent shared, "On two occasions I have sent letters directly to teachers with specific questions and never received a reply either by phone or written."

Other concerns raised by parents included teacher turnover and the need for "more support" and "mentoring" for staff.

Table 5 also reflects that 81% of parents feel the teachers know their child well and that 92% agree that teachers respect student differences. One parent remarked, "I believe that the teachers show an interest in the students and accept diversity." Another stated, "My son is a challenge to any learning situation, but the teachers were consistently available to set and maintain high expectations for him."

Students' responses to survey questions about their teachers reflect some differences based on whether they were first or second year students at Crosswinds. While students were generally positive overall (see Table 6), first year students were less likely to agree with the three statements regarding teachers than were second year students. For example, only 58% of first year students agreed that their teachers are interested in them, compared to 87% of second year students.

Table 6: Student views of Crosswinds teachers.

	Percent agree or strongly agree	
	Year 1 1998-99	**Year 2 1999-00**
The teaching is good.	84.3	61.7
Teachers are interested in students.	84.4	70.3
Most of my teachers really listen to what I have to say.	72.0	63.8

Source: 1999 Student Survey (n=51); 2000 Student Survey (n=95).

Information obtained during the focus groups revealed mixed feelings about the teachers and their relationships with students. While some of the teachers were viewed as caring about, and listening to, their students, others were said to "just brush you off or walk away." Second year students were very clear in stating that the increased number of both teachers and students has had a detrimental effect on these relationships. "Last year, you knew that the teachers were your friends," reflected one student. Other concerns included teachers "bringing their personal issues" to class and ineffective student teachers. Students' comments about their teachers included:

"Last year, it was easier to relate to the teachers, because there was the least amount of kids. There were only four teachers and it was really nice."

"Last year, you could talk to [the teachers] and tell them your problems."

"I think teachers are overly stressed. I mean, they have a right to be stressed, but I don't think it should ever be taken out on the students. There was so much yelling this year, like out of control."

"Some teachers, they help you if you don't have your homework done. They'll give more help and more time sometimes."

"There's some teachers who get more involved with what you're saying or actually care what you're saying.... I think they all kind of care. It's just that some of them don't show it."

School Leadership

When questioned about school leadership, parents were asked to reflect on that provided by Dr. Juanita Hoskins, the individual who had served as principal of the school for the first three quarters of the year. Overall, only 9% of parents described themselves as "very" and 38% as "somewhat" satisfied with that leadership. Table 7 shows that these respondents were much less satisfied with specific aspects of the leadership than they were in year one. However, it should be noted that parents of color were somewhat more likely to agree with these statements than were white parents.

Overall, 28% of parents described themselves as "very" and 32% as "somewhat" satisfied with the transitional team that had been in place since the departure of Dr. Hoskins. While one parent expressed disappointment "with how things were handled (e.g., schedule of classes, communication) when there was a change of administration," another was satisfied in this regard: "I really liked being informed about the school and the changes that took place." Finally, one parent shared, "The transitional team has done an incredible job."

Table 7: Parent views of school leadership at Crosswinds. [1]

	Percent agree or strongly agree	
	Year 1 1998-99	**Year 2 1999-00**
I am pleased with the leadership provided by the principal at this school.	95.3	50.9
The school principal is available to meet with me.	95.1	65.3
I feel comfortable talking with the principal at the school.	97.7	65.4
The school principal seems to be planning for the needs of the school and its programs.	95.3	54.7

Note: [1]At the time the 1999 Parent Survey was administered, the principal of Crosswinds was Lee Bauer. The 2000 Parent Survey questioned parents about the leadership of Juanita Hoskins.
Source: 1999 Parent Survey (n=42); 2000 Parent Survey (n=53).

Crosswinds students were clearly unhappy with their former principal (Dr. Hoskins). Their major complaints were that this administrator "didn't really listen to students," "showed favoritism," "didn't act quickly to address issues," "held grudges against kids," and would speak with students by appointment only.

School Culture and Climate

Parents' perceptions of the culture and climate at Crosswinds were somewhat less positive in year two (see Table 8). Overall, 23% were "very" and 44% were "somewhat" satisfied with the school's culture and climate. Parents of color were more likely to agree that the school sets high standards for achievement than were white parents (86%, compared to 57% of white parents). The school climate issues parents raised in the open-ended questions mainly centered around discipline issues and the "many changes that have taken place over the course of only one year." Specifically, they noted teacher turnover, change in leadership, and the fact that the student population doubled. These types of changes caused one parent to express concern about the "stability of this school."

Teachers were asked many of the same questions as were parents regarding the school's culture and climate. While 67% of teachers were "somewhat" satisfied with the overall school climate, only two out of six teachers agreed that rules and expectations for student behavior are clear (see Table 8).

Table 8: Parent and teacher views of the culture and climate at Crosswinds.

	Percent agree or strongly agree		
	Parents		Teachers
	Year 1 1998-99	Year 2 1999-00	Year 2 1999-00
The school has a strong sense of community and pride.	95.5	69.8	66.7
The school sets high standards for achievement.	90.9	65.4	66.7
The rules and expectations for student behavior are clear.	90.9	63.5	33.3
The rules and expectations for student behavior are enforced.	90.7	51.9	50.0
The school promotes cultural diversity.	93.2	92.5	83.3
The school provides a physically safe learning environment.	95.5	82.7	66.7
I feel welcome at this school.	90.9	86.8	--
As a parent, I am treated with respect and courtesy by school staff.	95.5	90.6	--
Staff members seem to genuinely care about my child's well-being.	95.5	88.7	--

Source: 1999 Parent Survey (n=42); 2000 Parent Survey (n=53); 2000 Teacher Survey (n=6).

Students were also less positive about their school's culture and climate in year two, especially in their beliefs that there was real school spirit and that disruptions by other students get in the way of learning (see Table 9). As in year one, students' sentiments differed by subgroup. For example, only 29% of first year students agreed that there was school spirit, compared with 58% of second year students. Also, first year students were much more likely to say that they felt "put down" by other students (50%, compared to 23% of second year students).

Table 9: Student views of the culture and climate at Crosswinds.

	Percent agree or strongly agree	
	Year 1 1998-99	Year 2 1999-00
Students get along well with teachers.	58.8	47.9
There is real school spirit.	64.0	40.4
Discipline is fair.	55.1	54.9
In school I often feel 'put down' by other students.	16.0	38.5
I don't feel safe at this school.	10.0	22.3
Disruptions by other students get in the way of my learning.	36.0	58.7
My friends and I are treated fairly in this school.	76.5	63.4

Source: 1999 Student Survey (n=51); 2000 Student Survey (n=95).

During the focus groups held in the summer of 1999 (year one), students shared their belief that the small size of the school had a lot to do with the friendly climate. A student enrollment of 60 meant that "everybody knows everybody," as one youngster said last year. This sentiment was echoed by a student in year two: "When it was smaller, we knew everybody in the school."

Clearly, returning students who were interviewed in year two felt that doubling the student body had caused difficulties. Tensions between new and returning students were brought up in the focus groups, with comments such as: "Well, everybody kind of hated the new kids," and "A lot of new kids came... and they kind of messed up the school by their behavior."

Inconsistent discipline was an issue that was raised in the focus groups, as was the increase in discipline problems, such as "more arguments" and "more fights." One student noted, "Everybody was yelling and that just stresses out the whole school and changes the whole atmosphere."

Another problem in year two, according to these students, was the separation of homerooms between two different floors of the school. Explained one student, "Some people went upstairs and some people went downstairs, and for the first half of the year, we never saw each other." "It took two quarters for them to finally figure out a way that we could be together," added another student.

Home-School Communication

Asked how satisfied they were overall with the home-school communication, 21% of parents replied "very" and 42% answered "somewhat." The vast majority of parents agreed that communications from the school were informative and easy to understand (see Table 10). However, there was a significant decrease in year two in parents' belief that the school contacts them promptly regarding their child's needs and/or problems. Parents of color were somewhat more satisfied in this regard (73%, compared to only 42% of white parents).

Several parents raised specific concerns about home-school communication on the open-ended survey items. Comments in this regard included:

"When we get communication about an event occurring in a day or two, it is too late to make arrangements."

"[Teachers] are difficult to reach and don't always return messages left on voicemail."

"The report card each quarter should be a little more specific because I wasn't always able to understand some of my child's report."

Table 10: Parent views of home-school communication.

	Percent agree or strongly agree	
	Year 1 1998-99	**Year 2 1999-00**
The school promptly contacts me regarding my child's needs and/or problems.	90.9	51.9
Student report cards and other progress report are informative.	84.1	83.0
Communications from the school are easy to understand.	86.4	84.9

Source: 1999 Parent Survey (n=42); 2000 Parent Survey (n=53).

Parent Involvement

As the data in Table 11 illustrate, parents felt that Crosswinds encouraged their participation in school matters, although to a lesser extent than they had in year one. Overall, 27% reported being "very" and 37% "somewhat" satisfied with the opportunities for them to be involved at the school. Comments on the parent survey indicated that the school's distance from their home, as well as work schedules, made it difficult for parents to be as involved as they would have liked. One parent suggested, "Volunteer opportunities need to be clearly identified. Requests for help for special events made farther in advance." Another parent, who visited the school on African-American parent involvement day was "quite perturbed that [a teacher] gave a test. I did not take a day off work to watch my kid take a test."

Questioned about this topic on the teacher survey, only two out of six teachers indicated that they were satisfied with parent involvement. However, four out of six agreed that the school encourages parent participation.

Table 11: Parent views of opportunities for them to be involved at the Crosswinds school.

	Percent agree or strongly agree	
	Year 1 1998-99	**Year 2 1999-00**
The school encourages parent participation.	97.7	71.7
If I wish, it would be easy for me to become involved in the school.	97.7	76.9
The school provides opportunities for parents to be involved in making decisions.	97.6	81.1

Source: 1999 Parent Survey (n=42); 2000 Parent Survey (n=53).

Students' Intercultural Relationships

As a school that drew students from both urban and suburban school districts from across the east metropolitan area, we were curious about the relationships that developed among students.

Most of the students said they had a friend they could really talk to (see Table 12). These "best" friends tended to be of the same sex and about the same age. Second year students were somewhat more like to report that their best friend also attended Crosswinds (78%, compared to 60% of first year students).

Ninety percent of students agreed that, at Crosswinds, students made friends with students of other racial and ethnic groups. However, suburban white students were far more likely to say that their best friend was of the same race (94%, compared to 36%, 44%, and 50% of suburban students of color, urban students of color, and urban white students, respectively).

Table 12: The nature of students' friendships.

	Percent saying yes	
	Year 1 1998-99	**Year 2 1999-00**
When things get tough, do you feel you have a friend you can really talk to?	93.9	83.9
If yes, is the friend you can really talk to...		
about your age?	95.7	90.8
the same sex?	86.4	75.7
the same race?	41.0	56.5
from your school?	88.9	68.7

Source: 1999 Student Survey (n=51); 2000 Student Survey (n=95).

Crosswinds students spoke positively about their friendships at school. One factor that seemed to support the development of friendships at Crosswinds was thought to be the year-round aspect of the school. As one student explained, "I think friendships are closer because you see them all year." Other students appreciated the diversity of the student body:

> *"We get to meet people that aren't like [us] because in suburban schools, everybody's pretty much the same."*

> *"There's a lot of ethnic backgrounds, and at my school I would have gone to, there really isn't any – there's all kids that are white."*

One difficulty that was raised, however, was the distance between students' homes. "We live a long ways away from each other. You can't get together as much... outside of school," pointed out one student. Several students commented that in addition to making new friends at Crosswinds, they had also maintained friendships with former classmates who live nearby.

Teachers were questioned regarding the extent to which they believed certain features of Crosswinds had supported positive interactions among students of different social and cultural backgrounds. Their responses indicated they felt that the curriculum, the class schedule, and the way students are grouped had the most positive impact on students' interactions (see Table 13).

Asked what changes they had noticed in their students since the beginning of the school year, several teachers commented on the interactions between students. Teachers' remarks included:

"Students now feel more comfortable with the school climate. Students have done a good job learning about each other."

"Divisions between new & returning students have reduced. Many new positive relationships have been formed. Increased sense of belonging/purpose of new students."

"During 4th quarter, students appeared to gel more than throughout the year. We had a more cohesive group in general by the end of the year."

Table 13: Crosswinds' features that promote positive interactions among students.

	Number saying...		
	Not at all	**Somewhat**	**Quite a bit**
the curriculum	0	2	4
the instructional materials/resources	0	6	0
how students are grouped	0	1	5
the class schedule	0	2	4
characteristics of the staff	0	5	1
how staff interact with the students	0	4	2
the overall organization of the school	1	3	2

Source: 2000 Teacher Survey (n=6).

Teachers' Collegial Relationships

Teachers were questioned about the frequency with which they had met with colleagues and received useful suggestions and meaningful feedback from colleagues during the course of the school year. Table 14 indicates that teachers met with colleagues most frequently during the year to discuss lesson planning, curriculum development, guidance and counseling, evaluation of programs, or other collaborative work related to instruction.

Other information obtained from the teacher surveys provides a somewhat mixed picture of the relationships among staff members. For example, only three out of six teachers agreed that "there is a great deal of cooperative effort among staff members." Asked what were the most positive things about teaching at Crosswinds this year, one teacher responded, "Good staff relations," while another wrote, "Getting to know the teachers at Crosswinds." However, asked about the greatest challenge they faced during the year, "lack of staff cohesion and ability to address conflict" and "staff divisiveness – poor and/or negative communication," were cited by two other teachers. In terms of important changes that need to be made for next year, responses included: "Understand one another better among staff," and "Build a cohesive staff."

Table 14: Frequency of Crosswinds teachers' collegial interactions.

	Number saying...				
	Never	1-2 times	3-4 times	5-9 times	10+ times
received useful suggestions for curriculum materials from colleagues?	0	1	2	1	2
received useful suggestions for teaching techniques or student activities from colleagues?	0	2	0	1	3
received meaningful feedback on your performance from your colleagues?	0	1	1	1	3
met with colleagues to coordinate content across classes?	1	1	2	1	1
met with colleagues on lesson planning, curriculum development, guidance and counseling, evaluation of programs, or other collaborative work related to instruction?	0	0	1	3	2

Source: 2000 Teacher Survey (n=6).

Curriculum, Instruction, and Assessment

Curriculum

Students viewed the assignments they were given at Crosswinds in a less positive light in year two than they had in year one (see Table 15). The items that generated the most agreement were that the assignments at Crosswinds were more challenging and more likely to require them to consider different points of view than the assignments at their previous school had been. Several differences between new and returning students were noted, the most extreme being that only 36% of first year students found the assignments at Crosswinds to be more interesting, while 74% of returning students said this was the case. Urban students of color were far more likely to agree that the assignments help them to better understand the material (79%, compared to 36% of suburban white students) than did the assignments at their previous school.

Table 15: Student views of assignments at Crosswinds.

	Percent agree or strongly agree	
Compared to my previous school, the assignments at this school...	**Year 1 1998-99**	**Year 2 1999-00**
require me to think more.	68.6	50.0
are more challenging.	68.6	58.5
help me to better understand the material.	70.0	56.5
help me to better see connections to life outside of the classroom.	64.0	55.9
are more likely to require me to consider different points of view.	64.7	60.2
are more interesting.	64.0	51.6
make me more excited about coming to class.	58.0	44.1

Source: 1999 Student Survey (n=51); 2000 Student Survey (n=95).

Three out of five students felt that the amount and quality of work they are expected to complete at school and at home is "about right" (see Table 16). When analyzed by subgroups, first year students were more likely to report that they are expected to complete "too much" work at school (38%, compared to 19% of second year students). These same students were also more likely to indicate that the quality of work expected from teachers is "too low" (18%, compared to 3% of second year students).

Table 16: Student views of amount and quality of schoolwork assigned at Crosswinds.

How would you describe the...	Percent saying "about right"	
	Year 1 1998-99	Year 2 1999-00
amount of work you are expected to complete at school?	58.3	60.7
amount of work you are expected to complete at home?	61.2	60.9
quality of work your teachers expect from you?	62.7	62.9

Source: 1999 Student Survey (n=51); 2000 Student Survey (n=95).

Parents were less likely in year two to feel that the amount and quality of schoolwork expected of their child at Crosswinds was "about right" (see Table 17). Almost half (44%) of the parents indicated that there is "too little" homework assigned and nearly as many (40%) believed the quality of work expected is "too low." White parents were four times as likely to report that the quality of work expected of their children was too low – 53% as compared to 13% of parents of color.

These issues also arose on the open-ended parent survey questions. Some parents expressed "concerns about the expectations for work quality..." and called for "higher achievement for all students." One parent noted that their child "continually feels high achievement is not required or valued." Such concerns led a few parents to indicate their concern about their children being "prepared academically for high school."

Regarding homework, one parent explained that their child was, "More resistant to doing homework, especially assignments such as... packets and assignments that involve the same things they did in school. Frustrated with rote learning/repetitive homework," while another reported that their child, "Enjoyed going to school and did homework immediately!" Finally, one parent wrote, "Homework is about right but may be slightly light for the school my child will return to."

Table 17: Parent views of amount and quality of schoolwork assigned at Crosswinds.

How would you describe the...	Percent saying "about right"	
	Year 1 1998-99	Year 2 1999-00
amount of work your child is expected to complete at school?	76.9	67.3
amount of work your child is expected to complete at home?	69.2	46.2
quality of work that is expected of your child?	73.2	51.9

Source: 1999 Parent Survey (n=42); 2000 Parent Survey (n=53).

The majority of parents said they believed that the curriculum and instruction at Crosswinds was preparing their child to meet the requirements in the Profile of Learning and to be successful on the 8th grade Basic Skills Test (see Table 18). They also felt that the school's focus on the arts and science was preparing their child to participate in a diverse society and, in general, for the future, although the percent of parents in agreement was lower than in year one.

As is shown in Table 18, teachers were quite certain that students were being prepared for the future and to participate in a diverse society. However, only four out of six were certain that students were being prepared to meet the Profile of Learning requirements and to be successful on the 8th grade Basic Skills Test.

Table 18: Parent and teacher views of student preparation.

	Percent "somewhat" or "very" certain		
	Parents		Teachers
To what extent do you feel certain that the...	**Year 1 1998-99**	**Year 2 1999-00**	**Year 2 1999-00**
curriculum and instruction is preparing your child to...			
meet the requirements in the Profile of Learning?	90.5	71.1	66.7
be successful on the 8th grade Basic Skills Test?	83.3	71.1	66.7
focus on arts and science is preparing your child...			
for the future?	97.7	76.4	83.3
to participate in a diverse society?	97.7	88.7	100.0

Source: 1999 Parent Survey (n=42); 2000 Parent Survey (n=53); 2000 Teacher Survey (n=6).

Instruction

Sixty-five percent of students described the classes at Crosswinds as "discussing ideas with the teacher and other students" rather than "listening to the teacher talk and/or filling out worksheets." Students identified common classroom activities as a combination of discussing ideas about the subject with the teacher or students and learning facts, definitions, and rules (see Table 19). They were least likely to report having frequent opportunities to answer interesting questions or to apply subjects they were studying to problems and situations outside of school.

Table 19: Student reports of learning activities at Crosswinds.

	Percent saying frequently or always	
During your classes, how often do these things happen to you?	**Year 1 1998-99**	**Year 2 1999-00**
You are asked to solve new problems.	60.4	48.9
You work to learn facts, definitions, and rules.	61.7	55.4
You discuss your ideas about the subject with the teacher or students.	55.3	53.3
You apply the subject to problems and situations in life outside of school.	29.8	39.8
You are asked interesting questions.	34.0	33.7
You cover material quickly on many topics.	32.4	44.1
You dig deeply into understanding a single topic.	40.4	45.7

Source: 1999 Student Survey (n=51); 2000 Student Survey (n=95).

When asked how often various activities took place in a typical class, teachers reported that students are frequently enthusiastic about learning and are organizing, interpreting, evaluating, and using information, instead of trying to remember or to reproduce it (see Table 20). There was a clear divide between teachers who "rarely" (n=2) and those who "frequently" (n=4) need to interrupt instruction to deal with disruptive students.

Table 20: Teachers' classroom practices during the curriculum pilot.

How often would the following statements describe a typical class?	Number saying... Never/ Rarely	Sometimes	Frequently/ Always
I have conversations with individual students about the subject matter that last five minutes or more.	1	2	3
Students are explaining to me or to their peers how the subject relates to their personal experiences or to a problem in the contemporary world.	1	2	3
Students are really enthusiastic about learning, instead of just going through the motions.	0	2	4
Students are organizing, interpreting, evaluating, and using information, instead of trying to remember or to reproduce it.	0	1	5
I am struggling to cover a lot of material without enough time.	0	3	3
I must stop instruction to deal with disruptive students.	2	0	4

Source: 2000 Teacher Survey (n=6).

Assessment

When asked about the opportunities for demonstrating what they had learned, students listed projects as the most common format (see Table 21). They reported participating in oral reports less frequently than in year one, but were twice as likely to say that they "frequently" or "always" had their work displayed or read by others than in year one. Urban students of color were the most likely to report having frequently written a paper of at least three pages in length (55%, compared to 12% of suburban white students). Finally, most of the students (63%) described the tests they were given as placing more importance on "explaining what I know" rather than "remembering information."

Table 21: Student reports of assessment activities at Crosswinds.

Since the beginning of this school year, about how often have you done each of the following at this school?	Percent saying frequently or always: Year 1 1998-99	Year 2 1999-00
Prepared for and participated in an oral report or debate in front of the class.	44.7	19.1
Wrote a research paper, story or essay of at least 3 pages.	43.5	32.3
Produced a project (such as photographs, maps, graphs, videos, artistic mural, or a model).	61.7	60.2
Had your work displayed or read by other students or other teachers.	26.0	54.8

Source: 1999 Student Survey (n=51); 2000 Student Survey (n=95).

Section IV: Impact on Students

This section discusses the impact that attending Crosswinds has had on its students. The information that follows was drawn from focus groups with students and surveys of students, teachers, and parents. Both teachers and parents were questioned generally about any changes they had observed in their students/children over the course of the year. Their responses tended to focus on academic issues and social or emotional functioning. Students were asked specifically if and how their interest in learning and attitude toward school had changed since coming to Crosswinds.

Academic

Interest in Learning

Unlike at the end of year one, students did not indicate that their interest in learning had increased while attending Crosswinds. During the focus groups, they reported being unhappy with "doing worksheets all the time," completing worksheet packets that did not get graded, and their perception that the teachers were disorganized: "Their desks were messy… They weren't organized at all and they'd lose all our assignments."

In addition, some students raised the concern that they do not feel sufficiently prepared for high school due to unchallenging curriculum: "I like this place. It's fun and everything. I'm just not learning as much as I should. It's probably going to be hard for me in high school because I won't know a lot of the stuff I'm supposed to know."

Some students reported feeling prepared in math and English, but few did in science or social studies. Those taking algebra seemed to be the most satisfied with math, though they had a number of different teachers. "I think in math, the people who were in algebra class…got a good curriculum, but I think the other class wasn't that challenging," shared one student.

Parents were more likely than their children to indicate that there was increased interest in learning. When asked to rate their child's interest in learning *before* and *since* attending Crosswinds, the average rating increased slightly, from 2.7 to 3.0 (on a scale of 1 = "poor" to 4 = "excellent"). On the survey, parents did not tend to remark specifically on any such changes. The few comments that were offered were both negative ("My child was bored in many classes because teachers could not control the kids") and positive ("My child is very interested in her school work").

Attitudes towards School

Asked in the focus groups about their attitudes towards school, students were mixed in their responses and overall were not as positive as they had been in year one. Their comments in this regard again centered on the school being disorganized, unchallenging, and "boring."

On the surveys, some parents reflected upon their child's improved attitude toward school since attending Crosswinds. Parents' specific remarks included:

"[My son's] attitude toward school has changed drastically for the best!"

"Cares more about school now."

"He looks forward to school and has accepted very well going to school during months he hasn't in the past."

Academic achievement

Overall, 78% of the students felt they had been successful academically at Crosswinds, compared to 96% in year one. However, more students reported trying hard, completing assignments, and paying attention in class than they did one year ago (see Table 22). Urban students of color were least likely to say they felt bored in class (24%, compared to 66% of urban white students).

Table 22: Crosswinds students' self-reports of motivation.

	Percent saying frequently or always	
Since the beginning of the year, how often were the following true for you?	**Year 1 1998-99**	**Year 2 1999-00**
I felt bored in class.	37.3	46.2
I tried as hard as I could.	66.7	75.3
I completed assignments.	68.6	70.7
I paid attention in class.	58.8	75.0

Source: 1999 Student Survey (n=51); 2000 Student Survey (n=95).

At the end of each focus group, students were asked to complete a short survey asking if they felt "very" successful at Crosswinds (20%), "somewhat" successful (67%), or "not very" successful (13%). In a follow-up question, students were asked to explain their response. Most of those who characterized themselves as "very" successful attributed their response to the fact that their grades had improved at Crosswinds. Many of the eighth grade focus group participants rated themselves as having been "somewhat" or "not very" successful—in part because the curriculum was insufficiently challenging: "I don't feel like I was challenged. I feel like the classes moved slow and the curriculum wasn't planned for eighth graders."

Asked to compare their academic success at Crosswinds with that at their previous school, nearly half (47%) characterized themselves as "less" successful at Crosswinds, 30% as "just as" successful, and 23% as "more" successful. Those who described themselves as "less" successful either noted that they had not learned as much as they had in their previous school or made generally negative comments about Crosswinds or the teachers.

Parents rated their children's study habits and academic achievement as being only slightly better since attending Crosswinds (see Table 23). Their comments on the survey reflected both positive and negative academic experiences at Crosswinds. Parents who were pleased with their child's progress wrote:

"He definitely has improved in reading and math due to small class sizes. He retains more when he does not have three months off."

"Her reading level has increased four grade levels."

"Doing more work and trying harder."

"Works independently!"

Other parents shared concerns regarding their child getting the help needed from teachers at school and whether students are being sufficiently prepared for high school:

"I feel she is not getting enough attention when she does not understand her homework or work at school."

"I believe her last school would have been the better choice academically."

"I still am concerned about [my son] being prepared academically for high school."

Table 23: Parent views of changes in their children's academics since attending Crosswinds.

	Mean rating[1]			
	Year 1 1998-99		Year 2 1999-00	
	Before attending	Since attending	Before attending	Since attending
Study habits	2.3	2.9	2.5	2.7
Academic achievement	2.6	3.3	2.8	2.9

Note: [1]Based on a scale where 1=poor, 2=fair, 3=good, 4=excellent
Source: 1999 Parent Survey (n=42); 2000 Parent Survey (n=53).

Improved Social Functioning and Emotional Development

An area in which Crosswinds parents noticed slight improvements in their child was social relationships. According to these parents, their children were now more willing to work with and listen to others and more accepting of people who are different from them (see Table 24).

Table 24: Parent views of changes in their children's social relationships.

	Mean rating[1]			
	Year 1 1998-99		Year 2 1999-00	
	Before attending	Since attending	Before attending	Since attending
Willingness to work with others	2.8	3.3	2.9	3.3
Willingness to listen to others	2.6	3.3	2.8	3.1
Acceptance of people who are different from them	3.5	3.7	3.4	3.6

Note: [1]Based on a scale where 1=poor, 2=fair, 3=good, 4=excellent
Source: 1999 Parent Survey (n=42); 2000 Parent Survey (n=53).

Parents were asked to identify any other ways in which their child had changed since attending Crosswinds. A few parents noted changes for the worse: "More self-conscious, more concerned about 'not fitting in'," "Low view of self and academics; unhappy feelings of things not being fair," "Very frustrated with peer group," and "has become very irresponsible."

However, most parents wrote about positive changes in their child's social and/or emotional adjustment. They saw their children as more responsible and confident:

> *"I think my child has had many chances to stretch his abilities.... I am sure my child is a more dimensional version of himself as a result of attending Crosswinds."*
>
> *"Learning how to take/accept more responsibility for deliverables."*
>
> *"My child has become more mature, responsible, and dependable."*
>
> *"Her leadership skills have developed greatly. Her cultural awareness is excellent now."*
>
> *"Increased confidence, strong interest in her cultural heritage, willingness to try new things in the arts."*
>
> *"My child has become more confident about school and about himself. He has made some small steps towards becoming more confident in social areas."*
>
> *"Self-confidence, self-assurance, increased sense of community, part of an interdependent unit, has real friends with whom he has things in common."*
>
> *"She has more friends and is always ready to help someone, even her brothers and sisters."*

Students were not questioned specifically in the focus groups about how they felt they had changed over the course of the school year, and none made any comments relevant to this topic.

Similar to parents, teachers were asked about changes they had noticed in their students since the beginning of the school year. Their comments on the topic of students' social and emotional development were:

> *"Increased willingness to take leadership roles to effect change. A general calming/ reduced anger in students since Juanita [former principal] left."*
>
> *"More organized and cooperative. [I] have more time for teaching than discipline."*

Final Comments

Some final remarks offered by parents on their surveys are worth reporting here:

"Although Crosswinds has not fully met our expectations, the results are much, MUCH closer to what we expect than the traditional school our daughter would have attended."

Section IV

"[My expectations] have been met beyond my wildest dreams.... The staff has melded the best of the elementary school setting with the best of high school – a totally wonderful middle school only in its infancy."

"I like the original vision of the school and would very much like to see it continue into a high school program as well."

"An interdistrict school is a wonderful concept. Build a senior high soon."

"The program is very good and I think will help a lot of students succeed in their life. Thanks very much for the opportunity!"

Section V: Conclusions

This final section summarizes the issues that arose during the evaluation of Crosswinds School's second year and reflects upon the findings related to the three evaluation questions:

1. To what extent does the school culture and climate support the formation of intercultural relationships among students?

2. To what extent are teachers, students, and parents satisfied with the various features of Crosswinds?

3. What are student and parent perceptions of the nature and effectiveness of Crosswinds' curriculum and instruction?

School Culture and Climate

During its first and second years, Crosswinds School was successful in fostering an environment in which strong intercultural relationships were formed among its students. At the end of the school's second year, over two-thirds of the students indicated that their "best" friend also attended Crosswinds. Overall, 44% of those identifying a best friend reported that this friend was of a different race, although only 6% of white suburban students indicated that their best friend was of a different race. Parents and students appreciated the school's promotion of cultural diversity, with suburban students reporting during the focus groups that they viewed their home districts as much less diverse than Crosswinds.

However, teachers, students, and parents raised several issues about the school's climate. All three of these groups made reference to an increase in discipline problems during the school's second year. Many teachers, students, and parents felt that the rules and expectations for student behavior need to be made clear, as well as enforced. Compared to year one, 25% fewer students believed that there was "real school spirit" at Crosswinds. In addition, nearly one-quarter of the students in year two indicated that they do not feel safe at the school (up from 10% in year one).

Survey and focus group respondents tended to attribute the difficulties with Crosswinds' climate during year two to the many changes that had occurred over the course of the year (such as a changes in teaching and administrative staff) and the departure of a highly effective founding principal (Lee Bauer) at the end of year one. Students were especially likely to suggest that the doubling of the student body (from 60 to 120 students) proved challenging. They described tensions between new and returning students, a division between classes located on two different floors, and the fact that their previously close relationships with teachers were adversely affected by the growth of the student population.

Features of Crosswinds School

Over three-quarters of parents reported being satisfied with the artists and scientists in residence, class sizes, team teaching, and year-round schedule. This did represent a drop from year one, where satisfaction rates ranged from 80 to 100 percent, depending on the school feature (see

Table 4). However, with just under half of the parents completing surveys, it is impossible to know whether these results are truly representative of all parents. In addition, the extremely high marks given by parents in year one made it that much more difficult to measure up in year two.

Parents were more satisfied than either teachers or students with the year-round schedule. For example, only two of six teachers and 47% of students surveyed were satisfied with the year-round schedule. Teacher survey responses also identified team teaching as an area of dissatisfaction.

More than 80% of parents felt that the teachers knew their child well and respected the cultural, racial, and ethnic differences of their students. Their overall satisfaction ratings with teachers were lower in year two than in year one. What concerned parents the most was teacher turnover, difficulty communicating with teachers who would not always respond to their telephone calls, and teachers' ability to maintain student discipline in the classroom.

While students were less positive in year two in their view of teachers, 70% did report that their teachers were interested in them. They did not describe their teachers as their friends, however, as they had in year one. As mentioned above, many of the returning students believed that this was due to the increase in school size.

Curriculum and Instruction

Of the ten school features about which students, teachers, and parents were questioned, students and parents were least satisfied with the classes offered at Crosswinds (this is in sharp contrast to the fact that 100% of teachers surveyed were satisfied with the classes offered). The factors that are contributing to student and parent dissatisfaction are not entirely clear at this point.

While nearly half of the parents described the amount of homework assigned to their child and the quality of work expected of their child as "about right," nearly as many believed that there was "too little" homework assigned and that the expectation of work quality was "too low." Several parents and eighth grade students expressed their concerns that the curriculum was not challenging enough to prepare them sufficiently for high school.

Next Steps

Crosswinds School has entered its third year with 110 enrolled students and a new principal. Evaluation results suggest that the school could benefit from examining how the curriculum and multi-age classrooms are meeting the needs of students of different ability and grade levels. As the school continues to grow and moves into its own building, it will be important to attend to issues of transition and climate to help re-strengthen the sense of community that was so successful in the first year.

Appendix A:
Data Collection Instruments

Crosswinds School
Student Focus Group Questions

1. What is it like to go to a school that has kids from several different districts?

2. How are your friendships with Crosswinds students different than friendships you've had with kids from your previous school or from your neighborhood? (If not, how are they similar?) Why do you think that is? (Probes: class size, multi-age, year-round, distance between homes)

3. How are your relationships with teachers at Crosswinds this year different from:
   a) your relationships with teachers at your last school? (Probes: class size, team teaching)
   b) your relationships with Crosswinds teachers last year?

   Most of this school year, Dr. Hoskins was your principal. In what ways did she make Crosswinds a good place to be? Was there anything you didn't like about how she led the school?

4. Now I'd like to ask you about some of the unique features of your school.

	What did you like?	What didn't you like?	Based on what you didn't like, what could the school do differently?
a. the focus on arts and science			
b. the kinds of classes offered			
c. size of school			

5. How has your attitude toward school changed since you came to Crosswinds? Why do you think your attitude toward school has changed?

6. How has your interest in learning changed? Why do you think your interest in learning has changed?

7. What, if anything, has been difficult for you about this past school year at Crosswinds?

8. [2nd year students] What's been different for you at Crosswinds this year compared to last year? (probe: school size, addition of 8th grade)

9. If you had a friend who was thinking about coming to Crosswinds, what are the most important things you would want them to know?

1. Thinking back over this school year, would you say you were: (*check one*)

   - ❑ Very successful academically
   - ❑ Somewhat successful academically
   - ❑ Not very successful academically

Why did you give yourself that rating?

2. Do you feel more successful academically at Crosswinds than at your last school?

   - ❑ More successful
   - ❑ Less successful
   - ❑ Just as successful

Please explain your answer.

July 20, 2000

Dear Student,

We have been asked to find out about your experiences at Crosswinds School. All of the information you share will be kept strictly confidential--no one other than the staff from the University of Minnesota will see this questionnaire. **You do not need to write your name on the survey.** None of the information we collect will be associated with any one individual--we will only report the answers by groups (e.g., males, females).

If you would like to participate in this project, simply complete the questionnaire and place it in the envelope that will be passed around the room. If you would prefer not to participate, place your blank questionnaire in the envelope.

Whether you participate or not will in no way affect your grade or your relationship with your teacher, your school, or the University of Minnesota. If you wish to skip any questions on the survey you may do so.

If you would like to ask questions about this project, or find out more about it, you may ask your teacher, or call us at the University of Minnesota.

Thank you very much for your help!

Amy Bemis
Project Director
612-626-7237

Center for Applied Research and Educational Improvement
College of Education and Human Development
University of Minnesota

2000 Student Survey

This survey asks about your experiences in this class. There are no "right" or "wrong" answers. We really want your honest opinions. Your answers will not be seen by anyone except the staff from the University of Minnesota.

This is not a test – you won't get a grade on it – and your participation is voluntary. We hope you will answer every question, but you may skip any question you do not wish to answer. If any of the questions are confusing or really hard to answer, please write notes on the survey. Please do not discuss your answers with other students.

When you complete the survey, place it in the envelope that will be passed around in class. If you prefer not to complete the survey, simply place the blank survey in the envelope. Thanks for your cooperation.

About You

1. Homeroom Teacher's Name: _____

2. Are you? (*check one*) ❑[1] male ❑[2] female

3. What grade are you in? (*circle one*) 6 7 8

4. Have you been a student at Crosswinds for (*check one*): ❑[1] one year ❑[2] two years

5. When were you born? Month ____ Day ____ Year ____

6. Which of these categories best describes you? (*check one*)

   - ❑ American Indian
   - ❑ Asian or Pacific Islander
   - ❑ Black/African American
   - ❑ Hispanic
   - ❑ White, non-Hispanic
   - ❑ Other (please describe) _____

7. What kind of grades to you *usually* get in school? (*check one*)

   - ❑ Mostly A's
   - ❑ Mostly A's and B's
   - ❑ Mostly B's and C's
   - ❑ Mostly C's and D's
   - ❑ Mostly D's and F's

8. Which of the following is true? (*check one*)

   - ❑ I am eligible for a reduced lunch fee at school.
   - ❑ I am eligible for a free lunch at school.
   - ❑ I am not eligible for a free or reduced lunch at school.

About the School

9. How much do you agree with each of the following statements about your school and teachers? (*check one response for each item*)

		Strongly Disagree					Strongly Agree
a.	Students get along well with teachers.	❑1	❑2	❑3	❑4	❑5	❑6
b.	There is real school spirit.	❑1	❑2	❑3	❑4	❑5	❑6
c.	Discipline is fair.	❑1	❑2	❑3	❑4	❑5	❑6
d.	Students make friends with students of other racial and ethnic groups.	❑1	❑2	❑3	❑4	❑5	❑6
e.	The teaching is good.	❑1	❑2	❑3	❑4	❑5	❑6
f.	Teachers are interested in students.	❑1	❑2	❑3	❑4	❑5	❑6
g.	In school I often feel "put down" by other students.	❑1	❑2	❑3	❑4	❑5	❑6
h.	Most of my teachers really listen to what I have to say.	❑1	❑2	❑3	❑4	❑5	❑6
i.	I don't feel safe at this school.	❑1	❑2	❑3	❑4	❑5	❑6
j.	Disruptions by other students get in the way of my learning.	❑1	❑2	❑3	❑4	❑5	❑6
k.	My friends and I are treated fairly in this school.	❑1	❑2	❑3	❑4	❑5	❑6
l.	I have time to be with the friends I choose during the school day.	❑1	❑2	❑3	❑4	❑5	❑6

10. How satisfied are you with the following features of Crosswinds School? (*check one response for each item*)

		Very Dissatisfied				Very Satisfied
a.	Arts and science focus	❑1	❑2	❑3	❑4	❑5
b.	Artists/scientists in residence	❑1	❑2	❑3	❑4	❑5
c.	Connected curriculum (language arts and social studies; art and science)	❑1	❑2	❑3	❑4	❑5
d.	Classes offered	❑1	❑2	❑3	❑4	❑5
e.	Class sizes	❑1	❑2	❑3	❑4	❑5
f.	Multi-age classrooms	❑1	❑2	❑3	❑4	❑5
g.	Team teaching	❑1	❑2	❑3	❑4	❑5
h.	Daily schedule	❑1	❑2	❑3	❑4	❑5
i.	Year-round schedule	❑1	❑2	❑3	❑4	❑5
j.	Transportation	❑1	❑2	❑3	❑4	❑5

About Your Friends

11. In a typical week (Monday-Sunday) how many days do you spend outside of school...

a.	getting together with friends from your school?	_____ days/wk
b.	getting together with friends <u>not</u> from your school?	_____ days/wk
c.	talking on the phone with friends from your school?	_____ days/wk
d.	talking on the phone with friends <u>not</u> from your school?	_____ days/wk

12. When things get tough, do you feel you have a friend you can really talk to? (*check one*)

❑[1] Yes
❑[2] No → **GO TO #14**

13. Is the friend you can really talk to... (*check one*)

		Yes	No
a.	about your age?	❑[1]	❑[2]
b.	the same sex?	❑[1]	❑[2]
c.	the same race?	❑[1]	❑[2]
d.	from your school?	❑[1]	❑[2]

About Your Classes

14. Which of the following best describes your attitude toward learning? (*check one*)

I enjoy learning...

- ❑ Always
- ❑ Most of the time
- ❑ Some of the time
- ❑ Rarely
- ❑ Never

15. To what extent do you agree or disagree with the following statements? *(check one response for each item)*

<u>Compared to my previous school</u>, the assignments at this school...

		Strongly Disagree					Strongly Agree
a.	require me to think more.	❑[1]	❑[2]	❑[3]	❑[4]	❑[5]	❑[6]
b.	are more challenging.	❑[1]	❑[2]	❑[3]	❑[4]	❑[5]	❑[6]
c.	make me more excited about coming to class.	❑[1]	❑[2]	❑[3]	❑[4]	❑[5]	❑[6]
d.	help me to better understand the material.	❑[1]	❑[2]	❑[3]	❑[4]	❑[5]	❑[6]
e.	are more interesting.	❑[1]	❑[2]	❑[3]	❑[4]	❑[5]	❑[6]
f.	help me to better see connections to life outside of the classroom.	❑[1]	❑[2]	❑[3]	❑[4]	❑[5]	❑[6]
g.	are more likely to require me to consider different points of view.	❑[1]	❑[2]	❑[3]	❑[4]	❑[5]	❑[6]

16. Which of the following best describes the classes at this school? (*check one*)

Discussing ideas with the teacher and other students	❑[1]
Listening to the teacher talk and/or filling out worksheets	❑[2]

17. Which of the following best describes the tests in this school? (*check one*)

The tests in this school put more importance on remembering information	❑[1]
The tests in this school put more importance on explaining what I know	❑[2]

18. How would you describe the amount of work you are expected to complete at school and at home (e.g., homework, studying)? (*check one response each for school and home*)

	At School	At Home
Too much	❑[1]	❑[1]
Too little	❑[2]	❑[2]
About right	❑[3]	❑[3]

19. How would you describe the quality of work your teachers expect from you? (*check one*)

Too high	❑[1]
Too low	❑[2]
About right	❑[3]

20. Since the beginning of this school year, about how often have you done each of the following at this school? (*check one response for each item*)

	Never or Rarely	Sometimes	Frequently	Always or almost always
a. Prepared for and participated in an oral report or debate in front of the class.	❑[1]	❑[2]	❑[3]	❑[4]
b. Wrote a research paper, story or essay of at least 3 pages.	❑[1]	❑[2]	❑[3]	❑[4]
c. Produced a project (such as photographs, maps, graphs, videos, artistic mural, or a model).	❑[1]	❑[2]	❑[3]	❑[4]
d. Had your work displayed or read by other students or other teachers.	❑[1]	❑[2]	❑[3]	❑[4]

21. During your classes, how often do these things happen to you? (*check one response for each item*)

	Never or Rarely	Sometimes	Frequently	Always or almost always
a. You are asked interesting questions	❑1	❑2	❑3	❑4
b. You are asked to solve new problems	❑1	❑2	❑3	❑4
c. You work to learn facts, definitions, and rules	❑1	❑2	❑3	❑4
d. You dig deeply into understanding a single topic	❑1	❑2	❑3	❑4
e. You cover material quickly on many topics	❑1	❑2	❑3	❑4
f. You apply the subject to problems and situations in life outside of school	❑1	❑2	❑3	❑4
g. You discuss your ideas about the subject with the teacher or students	❑1	❑2	❑3	❑4

22. Did you feel you were successful academically this year? (*check one*) ❑1 Yes ❑2 No

23. Since the beginning of the year, how often were the following true for you? (*check one response for each item*)

	Never or Rarely	Sometimes	Frequently	Always or almost always
a. I felt bored in class	❑1	❑2	❑3	❑4
b. I tried as hard as I could	❑1	❑2	❑3	❑4
c. I completed assignments	❑1	❑2	❑3	❑4
d. I paid attention in class	❑1	❑2	❑3	❑4

Thank you!!!

Teacher Survey

Thank you for assisting us in gathering information about Crosswinds' second year. This survey is designed to give us some background information on you and help us to better understand the context in which you teach. Your responses will be kept confidential--only the evaluation team will have access to your responses. No individual results will be reported. **Please complete and return this survey by Friday, July 28th.**

School Climate

1. To what extent do you agree or disagree with the following statements? (*check one box for each item*).

	Strongly Disagree					Strongly Agree
a. The goals and priorities for the school are clear.	❑1	❑2	❑3	❑4	❑5	❑6
b. The goals and priorities for the school are shared by most of my colleagues.	❑1	❑2	❑3	❑4	❑5	❑6
c. The school sets high standards for achievement.	❑1	❑2	❑3	❑4	❑5	❑6
d. The school has a strong sense of community and pride.	❑1	❑2	❑3	❑4	❑5	❑6
e. The school promotes cultural diversity.	❑1	❑2	❑3	❑4	❑5	❑6
f. The rules and expectations for student behavior are clear.	❑1	❑2	❑3	❑4	❑5	❑6
g. The rules and expectations for student behavior are enforced.	❑1	❑2	❑3	❑4	❑5	❑6
h. The school provides a physically safe learning environment.	❑1	❑2	❑3	❑4	❑5	❑6
i. There is a great deal of cooperative effort among staff members.	❑1	❑2	❑3	❑4	❑5	❑6
j. The school encourages parent participation.	❑1	❑2	❑3	❑4	❑5	❑6

2. How satisfied are you with the following features of Crosswinds? (*check one response for each item*)

	Very Dissatisfied				Very Satisfied
a. Arts and science focus	❑1	❑2	❑3	❑4	❑5
b. Artists/scientists in residence	❑1	❑2	❑3	❑4	❑5
c. Connected curriculum	❑1	❑2	❑3	❑4	❑5
d. Classes offered	❑1	❑2	❑3	❑4	❑5
e. Class sizes	❑1	❑2	❑3	❑4	❑5
f. Multi-age classrooms	❑1	❑2	❑3	❑4	❑5
g. Team teaching	❑1	❑2	❑3	❑4	❑5
h. Daily schedule	❑1	❑2	❑3	❑4	❑5
i. Year-round schedule	❑1	❑2	❑3	❑4	❑5
j. Parent involvement	❑1	❑2	❑3	❑4	❑5
k. Overall school climate	❑1	❑2	❑3	❑4	❑5

OVER PLEASE →

3. There are many ways to promote positive interactions among students of different social and cultural backgrounds. To what extent do you feel the following features of Crosswinds have supported such interactions? (*check one box for each item*).

		Not at all	Somewhat	Quite a bit
a.	the curriculum	❑1	❑2	❑3
b.	the instructional materials/resources	❑1	❑2	❑3
c.	how students are grouped	❑1	❑2	❑3
d.	the class schedule	❑1	❑2	❑3
e.	characteristics of the staff	❑1	❑2	❑3
f.	how staff interact with the students	❑1	❑2	❑3
g.	the overall organization of the school	❑1	❑2	❑3
h.	other (*please describe*)	❑1	❑2	❑3

General Instruction

4. Think about your typical class. How often would the following statements describe this class? (*check one box for each item*)

		Never	Rarely	Sometimes	Frequently	Always or almost always
a.	I have conversations with individual students about the subject matter that last five minutes or more.	❑1	❑2	❑3	❑4	❑5
b.	Students are explaining to me or to their peers how the subject relates to their personal experiences or to a problem in the contemporary world.	❑1	❑2	❑3	❑4	❑5
c.	Students are really enthusiastic about learning, instead of just going through the motions.	❑1	❑2	❑3	❑4	❑5
d.	Students are organizing, interpreting, evaluating, and using information, instead of trying to remember or to reproduce it.	❑1	❑2	❑3	❑4	❑5
e.	I am struggling to cover a lot of material without enough time.	❑1	❑2	❑3	❑4	❑5
f.	I must stop instruction to deal with disruptive students.	❑1	❑2	❑3	❑4	❑5

5. To what extent do you agree or disagree with the following statements? (*check one box for each item*).

		Strongly Disagree					Strongly Agree
a.	The attitudes and habits many of my students bring to class greatly reduce their chances for academic success.	❑1	❑2	❑3	❑4	❑5	❑6
b.	Many of the students I teach are not capable of learning the material I am supposed to teach them.	❑1	❑2	❑3	❑4	❑5	❑6
c.	My success or failure in teaching students is due primarily to factors beyond my control rather than to my own efforts and ability.	❑1	❑2	❑3	❑4	❑5	❑6

Professional Activities

6. How often since the beginning of the current school year have you...(*check one box for each item*)

	Never	1-2 times	3-4 times	5-9 times	10+ times
a. received useful suggestions for curriculum materials from colleagues?	❑1	❑2	❑3	❑4	❑5
b. received useful suggestions for teaching techniques or student activities from colleagues?	❑1	❑2	❑3	❑4	❑5
c. received meaningful feedback on your performance from your colleagues?	❑1	❑2	❑3	❑4	❑5
d. met with colleagues to coordinate content across classes?	❑1	❑2	❑3	❑4	❑5
e. met with colleagues on lesson planning, curriculum development, guidance and counseling, evaluation of programs, or other collaborative work related to instruction?	❑1	❑2	❑3	❑4	❑5

Impact on the Students

7. What changes have you noticed in your students since the beginning of the school year?

8. To what extent do you feel certain that the curriculum and instruction at Crosswinds is preparing students to...(*check one*)

	Not at all certain	Not very certain	Somewhat certain	Very certain	Don't Know
a. meet the requirements in the Profile of Learning?	❑1	❑2	❑3	❑4	❑5
b. be successful on the 8th grade Basic Skills Test?	❑1	❑2	❑3	❑4	❑5

9. To what extent do you feel certain that the focus on arts and science is preparing Crosswinds students...(*check one*)

	Not at all certain	Not very certain	Somewhat certain	Very certain	Don't Know
a. for the future?	❑1	❑2	❑3	❑4	❑5
b. to participate in a diverse society?	❑1	❑2	❑3	❑4	❑5

OVER PLEASE →

Evaluating the Process

10. What were the most positive things about teaching at Crosswinds this year?

11. What was the greatest challenge you faced this year?

12. What do you think are the most important changes the school needs to make for next year?

About You

13. You are: ❑ Male ❑ Female

14. Which of these categories best describes you? (*check one*)

❑[1] American Indian
❑[2] Asian or Pacific Islander
❑[3] Black/African American
❑[4] Hispanic
❑[5] White, non-Hispanic
❑[6] Other (*please specify*) _____

15. How many years have you been teaching *at this school* (including this year)? _____ years

16. How many years have you been teaching *total* (including this year)? _____ years

THANK YOU!!!

Please place your completed survey in the attached envelope and return to the school office.

If you have any questions, please contact:
Amy Bemis, Evaluation Coordinator
Center for Applied Research and Educational Improvement (CAREI)
275 Peik Hall, 159 Pillsbury Drive S.E.
Minneapolis, MN 55455
612-626-7237 bemis003@tc.umn.edu

July 19, 2000

Dear Parent,

Crosswinds School is seeking your input as it reviews the activities and outcomes from its second year. *Your feedback is very important.* It will allow teachers and staff to continue providing a high quality education to your child.

All Crosswinds students and their parents are being asked to give their opinions about the school. **If your child turns in a completed survey by Friday, July 28th he or she will receive a free movie pass.** Please have the parent or other adult who is most familiar with the school fill out this questionnaire.

Your participation is completely voluntary and you may skip any question you do not care to answer. You and your child will never be identified individually. We will only report the opinions of groups of parents and students.

This fall, we will present a summary of the results to the principal and staff at Crosswinds. They will use this information to look at the effectiveness of the school's programs and guide them in making any necessary changes for the upcoming school year. The final results will also be available to the public at that time.

If you have any questions about this evaluation, please feel free to call me between the hours of 9 a.m. and 5 p.m. or write to me at the address above. Thank you again for your assistance.

Sincerely,

Amy Bemis
Project Director
(612) 626-7237

encl.

Crosswinds 2000 Parent Survey

Your child is enrolled in an interdistrict school called Crosswinds. This survey asks for your opinions about the school and your child's experiences there.

Part A. School Culture and Climate

A1. To what extent do you agree or disagree with each of the following statements about the school's culture and climate? (*circle one response for each statement*)

	Strongly Disagree					Strongly Agree
a. The school has a strong sense of community and pride.	❑1	❑2	❑3	❑4	❑5	❑6
b. The school sets high standards for achievement.	❑1	❑2	❑3	❑4	❑5	❑6
c. The rules and expectations for student behavior are clear.	❑1	❑2	❑3	❑4	❑5	❑6
d. The rules and expectations for student behavior are enforced.	❑1	❑2	❑3	❑4	❑5	❑6
e. The school promotes cultural diversity.	❑1	❑2	❑3	❑4	❑5	❑6
f. The school provides a physically safe learning environment.	❑1	❑2	❑3	❑4	❑5	❑6
g. I feel welcome at this school.	❑1	❑2	❑3	❑4	❑5	❑6
h. As a parent, I am treated with respect and courtesy by school staff.	❑1	❑2	❑3	❑4	❑5	❑6
i. Staff members seem to genuinely care about my child's well-being.	❑1	❑2	❑3	❑4	❑5	❑6

A2. Overall, how satisfied are you with the school's culture and climate? (*check one*)

❑1 Very dissatisfied
❑2 Somewhat dissatisfied
❑3 Neither satisfied nor dissatisfied
❑4 Satisfied
❑5 Very satisfied

Part B: Parent Involvement

B1. To what extent do you agree or disagree with each of the following statements about parent involvement at Crosswinds? (*check one response for each statement*)

	Strongly Disagree					Strongly Agree
a. The school encourages parent participation.	❑1	❑2	❑3	❑4	❑5	❑6
b. If I wish, it would be easy for me to become involved in the school.	❑1	❑2	❑3	❑4	❑5	❑6
c. The school provides opportunities for parents to be involved in making decisions.	❑1	❑2	❑3	❑4	❑5	❑6

B2. During this school year, did you go to the school for any of the following activities? (*check one answer for each activity*)

	Yes	No
a. A parent-teacher conference	❑1	❑2
b. An informal talk with a teacher or principal	❑1	❑2
c. To visit your child(ren)'s classrooms	❑1	❑2
d. To serve as a volunteer for a school project or trip	❑1	❑2
e. To attend a school event in which your child(ren) participated, such as a play, sporting event, or concert	❑1	❑2
f. To attend a school event with your child(ren)	❑1	❑2
g. To assist in your child(ren)'s classroom	❑1	❑2

B3. How satisfied are you with the opportunities to be involved in your child's school? *(check one*)

❑1 Very dissatisfied
❑2 Somewhat dissatisfied
❑3 Neither satisfied nor dissatisfied
❑4 Satisfied
❑5 Very satisfied

Part C. Teachers

C1. To what extent do you agree or disagree with each of the following statements about the teachers at Crosswinds? (*check one response for each statement*)

	Strongly Disagree					Strongly Agree
a. Teachers inform me of ways I can help my child(ren) succeed in school.	❑1	❑2	❑3	❑4	❑5	❑6
b. Teachers provide for all levels of student ability.	❑1	❑2	❑3	❑4	❑5	❑6
c. Teachers are accessible to students who want or need help.	❑1	❑2	❑3	❑4	❑5	❑6
d. Teachers provide effective instruction in the classroom.	❑1	❑2	❑3	❑4	❑5	❑6
e. Teachers have high expectations of all students.	❑1	❑2	❑3	❑4	❑5	❑6
f. Teachers maintain student discipline in the classroom.	❑1	❑2	❑3	❑4	❑5	❑6
g. I feel the teachers know my child(ren) well.	❑1	❑2	❑3	❑4	❑5	❑6
h. Teachers respect the cultural, racial, and ethnic differences of their students.	❑1	❑2	❑3	❑4	❑5	❑6

C2. Overall, how satisfied are you with the teachers at the school? (*check one*)

❑1 Very dissatisfied
❑2 Somewhat dissatisfied
❑3 Neither satisfied nor dissatisfied
❑4 Satisfied
❑5 Very satisfied

Part D. School Leadership

Questions D1 and D2 refer to the leadership provided by Dr. Juanita Hoskins.

D1. To what extent do you agree or disagree with each of the following statements regarding the former principal (Dr. Juanita Hoskins)? (*check one response for each statement*)

	Strongly Disagree					Strongly Agree
a. I was pleased with the leadership provided by the principal at this school.	❑1	❑2	❑3	❑4	❑5	❑6
b. The school principal was available to meet with me.	❑1	❑2	❑3	❑4	❑5	❑6
c. I felt comfortable talking with the principal at the school.	❑1	❑2	❑3	❑4	❑5	❑6
d. The school principal seemed to be planning for the needs of the school and its programs.	❑1	❑2	❑3	❑4	❑5	❑6

D2. Overall, how satisfied were you with the principal (Dr. Juanita Hoskins)? (*check one*)

❑1 Very dissatisfied
❑2 Somewhat dissatisfied
❑3 Neither satisfied nor dissatisfied
❑4 Satisfied
❑5 Very satisfied

D3. Overall, how satisfied are you with the transitional team that is in place as the school searches for a new principal? (*check one*)

❑1 Very dissatisfied
❑2 Somewhat dissatisfied
❑3 Neither satisfied nor dissatisfied
❑4 Satisfied
❑5 Very satisfied

Part E. Home-School Communication

E1. To what extent do you agree or disagree with each of the following statements regarding communication with Crosswinds? (*check one response for each statement*)

	Strongly Disagree					Strongly Agree
a. The school promptly contacts me regarding my child's needs and/or problems.	❑1	❑2	❑3	❑4	❑5	❑6
b. Student report cards and other progress reports are informative.	❑1	❑2	❑3	❑4	❑5	❑6
c. Communications from the school are easy to understand.	❑1	❑2	❑3	❑4	❑5	❑6

E2. Overall, how satisfied are you with the information you receive from the school? (*check one*)

❑1 Very dissatisfied
❑2 Somewhat dissatisfied
❑3 Neither satisfied nor dissatisfied
❑4 Satisfied
❑5 Very satisfied

Part F: Curriculum and Instruction

F1. How would you describe the <u>amount of work</u> your child is expected to complete at school and at home (e.g., homework, studying)? (*check one response each for school and home*)

	At School	At Home
Too much	❑1	❑1
Too little	❑2	❑2
About right	❑3	❑3

F2. How would you describe the <u>quality of work</u> that is expected of your child? (*check one*)

Too high ❑1
Too low ❑2
About right ❑3

F3. To what extent do you feel certain that the curriculum and instruction at Crosswinds is preparing your child to...(*check one response for each item*)

	Not at all certain	Not very certain	Somewhat certain	Very certain	Don't Know
a. meet the requirements in the Profile of Learning?	❑1	❑2	❑3	❑4	❑5
b. be successful on the 8th grade Basic Skills Test?	❑1	❑2	❑3	❑4	❑5

F4. To what extent do you feel certain that the focus on arts and science is preparing your child...(*check one response for each item*)

	Not at all certain	Not very certain	Somewhat certain	Very certain	Don't Know
a. for the future?	❑1	❑2	❑3	❑4	❑5
b. to participate in a diverse society?	❑1	❑2	❑3	❑4	❑5

F5. How satisfied are you with the following features of Crosswinds? (*check one response for each item*)

	Very Dissatisfied				Very Satisfied	Don't Know
a. Arts and science focus	❑1	❑2	❑3	❑4	❑5	❑6
b. Artists/scientists in residence	❑1	❑2	❑3	❑4	❑5	❑6
c. Connected curriculum (language arts and social studies; art and science)	❑1	❑2	❑3	❑4	❑5	❑6
d. Classes offered	❑1	❑2	❑3	❑4	❑5	❑6
e. Class sizes	❑1	❑2	❑3	❑4	❑5	❑6
f. Multi-age classrooms	❑1	❑2	❑3	❑4	❑5	❑6
g. Team teaching	❑1	❑2	❑3	❑4	❑5	❑6
h. Daily schedule	❑1	❑2	❑3	❑4	❑5	❑6
i. Year-round schedule	❑1	❑2	❑3	❑4	❑5	❑6
j. Transportation	❑1	❑2	❑3	❑4	❑5	❑6

G. Your Turn

G1. What was the main reason you wanted your child to attend Crosswinds?

G2. To what extent have your expectations been met?

G3. Other comments/suggestions:

H. Information About Your Child

H1. How would you rate your child on the following items **before** he/she began **attending** Crosswinds? (*check one response for each item*)

	Before Attending...			
	Poor	Fair	Good	Excellent
a. Interest in learning	❑1	❑2	❑3	❑4
b. Study habits	❑1	❑2	❑3	❑4
c. Academic achievement	❑1	❑2	❑3	❑4
d. Willingness to work with others	❑1	❑2	❑3	❑4
e. Willingness to listen to others	❑1	❑2	❑3	❑4
f. Acceptance of people who are different from them	❑1	❑2	❑3	❑4

H2. How would you rate your child on the following items **since** he/she began **attending** this school? (*check one response for each item*)

	Since Attending...			
	Poor	Fair	Good	Excellent
a. Interest in learning	❑1	❑2	❑3	❑4
b. Study habits	❑1	❑2	❑3	❑4
c. Academic achievement	❑1	❑2	❑3	❑4
d. Willingness to work with others	❑1	❑2	❑3	❑4
e. Willingness to listen to others	❑1	❑2	❑3	❑4
f. Acceptance of people who are different from them	❑1	❑2	❑3	❑4

H3. What other changes, if any, have you observed in your child since he/she began attending Crosswinds?

Part I. Information About You

The questions in this section will allow us to relate your answers to those of other parents. For each question, please check the response that best fits you.

I1. Are you male or female?

- ❑[1] Male
- ❑[2] Female

I2. What is your relationship to the child(ren) attending Crosswinds?

- ❑[1] Mother or female guardian (stepmother or foster mother)
- ❑[2] Father or male guardian (stepfather or foster father)
- ❑[3] Grandparent
- ❑[4] Other relative
- ❑[5] Other non-relative

I3. What is your race/ethnicity?

- ❑[1] African American or Black
- ❑[2] Asian or Pacific Islander
- ❑[3] Hispanic
- ❑[4] American Indian/Native American
- ❑[5] White (non-Hispanic)
- ❑[6] Other (please specify) _____

I4. What is the highest level of schooling you have completed?

- ❑[1] No formal education
- ❑[2] Did not complete high school
- ❑[3] Graduated from high school
- ❑[4] Completed less than four years of college
- ❑[5] Completed four or more years of college

I5. What language is spoken <u>most often</u> in your home?

- ❑[1] Cambodian
- ❑[2] English
- ❑[3] Hmong
- ❑[4] Spanish
- ❑[5] Other (please specify) _____

Please sign below to indicate that this survey was completed by the child's parent or guardian.

Parent or Guardian Name (please print) _____

Parent or Guardian Signature _____

THANK YOU!!!

PLEASE PLACE SURVEY IN ENVELOPE AND HAVE YOUR CHILD RETURN IT TO HIS OR HER HOMEROOM TEACHER.

If you have any questions, please contact:
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