

LSS Laboratory for Student Success Field Notes

Capturing Conversations of Procedural Knowledge

**LSS Field Notes document experiences
in context in education, capturing
conversations of procedural knowledge.**

Academic Success for All Students: Narratives From Schools National Principals' Forum October 3–4, 2002 Washington, DC

The National Principals' Forum—held October 3–4, 2002, in Washington, DC—invited members of the U.S. Department of Education, state departments of education, school-level and district-level educators, and aspiring and career principals from across the country to participate. The forum—sponsored by the Laboratory for Student Success (LSS), the Mid-Atlantic Regional Educational Laboratory; the Northeast and Islands Regional Educational Laboratory (LAB) at Brown University; and the Northwest Regional Educational Laboratory (NWREL)—was titled “School Leadership and the New Accountability: No One Left Behind.” It was designed to support principals in their efforts to build their own leadership capacity—and that of their teachers and staff—to improve instruction and student success.

Representatives from successful school districts, the three sponsoring educational labs, and the U.S. Department of Education led plenary sessions in which participants discussed possible paths to follow to achieve successful school leadership. On both days of the forum, break-out sessions were conducted in which three groups of principals—representing either elementary, middle school and junior high, or high schools—could address the plenary session topics with their school-level peers. The three groups of principals discussed problems particular to their schools' grade level, possible solutions, and next steps.

The National Principals' Forum offered three models of school leadership for principals to investigate: Velasco Elementary School, Freeport Intermediate School, and Brazosport High School, which are all part of the Brazosport, Texas, Independent School District. Principals and teachers at these three schools have met the challenge of the No Child Left

Behind Act by having over 90% of all their student groups attain proficiency on state achievement standards and state assessments in reading and math.



Brazosport Independent School District—which is located about 50 miles southwest of Houston in Brazoria County—enrolls 13,500 students in 11

elementary schools, three intermediate schools, two junior high schools, and two high schools. And despite many of its students' economic disadvantages and limited English proficiency, the school district has become an example of a system in which schools can be changed into high-performing learning communities when teachers and school leaders commit themselves to making sure that each student is achieving.

These Texas schools and their methods are profiled here for instructional leaders to consider on their path to successful school leadership.

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Brazosport High School

by *Doug Boone*

In 1993–1994, Brazosport High School was given an “accredited, warned” rating by the Texas Education Agency as a result of poor scores for all groups on the Texas Assessment of Academic Skills (TAAS), low attendance, and a high dropout rate.

District Superintendent Gerald Anderson appointed me principal of Brazosport High School the following year. The goal of Dr. Anderson and the board of education was very clear: Develop a plan, implement the plan, and move the school to a state “recognized” rating within 3 years. The administration, faculty, and staff exceeded the mandate and reached the goal in 1 year. Now, at Brazosport High School, the philosophy of “continuous improvement” is taken seriously. We know that accountability is here to stay. We embrace it, meet it head on, and accept the challenge. The following is our story.

I was a teacher and coach at Brazosport High School for 21 years. In the fall of 1990, I left Brazosport High School to assume an assistant principalship at a district middle school. A year and half later, I was transferred to another middle school that feeds into Brazosport High School. When I returned to Brazosport High School, it was not the school that I had left 5 years before. There was no discipline at the school. The teacher morale was very low. The school climate was horrible, and the school pride was gone. After the first

week, I told my wife that I had maybe bitten off more than I could chew. Much work needed to be done.

The first thing that I knew had to be done was to change the culture of the school. Using the philosophy of W. Edwards Deming and his famous plan-do-check-act cycle of improvement, we started the process, which is very simple. Develop a *plan*, *do* your plan by implementing it, *check* your plan by assessing it at short intervals, and *act* upon your plan on the basis of the data from your assessment.

I believe that in order for a school to have a good school climate, it first must have discipline. At Brazosport High School, the students were very undisciplined, the teachers could not teach, and gangs were running rampant through the school. We had developed an effective discipline plan at one of the middle schools. We adopted the plan, based upon Canter’s Assertive Discipline, which is built on levels of actions and a hierarchy of consequences. We tweaked it for high-school students and implemented it at Brazosport High School. The plan’s philosophy is very simple: If you do this, this is what happens. The plan gave the students boundaries of appropriate behavior at school and gave the teachers procedures for discipline. This also brought consistency to the school concerning discipline. Everyone was on the same page. If the teachers spent all of their time correcting student behavior, they couldn’t teach. This plan put responsibility for self-discipline on the students so that the teachers could teach.

Next we developed a “no excuses” attitude. The first time I met with the faculty, I told them we could fill up the

Principal Doug Boone

After graduating from Lamar University, Doug Boone was a teacher and a coach for 21 years. In 1990, he became an assistant principal for Grades 6, 7, and 8. In 1995, Doug became the principal of Brazosport High School.

During Doug’s first year, every ethnic group’s achievement rose to at least 70%, and the school received a “recognized” rating from the state. Attendance improved to 94.4%, and the dropout rate was reduced from nearly 7% to less than 1%. Brazosport High School has received a “recognized” rating for 4 years (1996–1999) and an “exemplary” rating for 3 years (2000–2002).

Grade Levels:

9 through 12

Enrollment:

1,063

Student Characteristics:

Caucasian:	38%	Mobility:	26%
African American:	14%	LEP:	3%
Hispanic:	47%	Economically Disadvantaged:	51%
Other:	1%	Special Education:	14%

High-School Student Achievement in the Brazosport Independent School District

- In recent award ceremonies, graduating seniors received over \$1,300,000 in scholarships.
- 21 students were recently honored in the National Merit Scholar competition.
- Over 25% of the combined graduating classes are members of the National Honor Society.

From: <http://www.brazosport.isd.tenet.edu>

cafeteria walls with all of the excuses explaining why our children were not learning. What we needed was to use that energy and time to work on strategies to help the students be successful. The main complaint was that the school was not getting help from the children's parents. We cannot control what goes on with children after they leave school. We cannot go home with them. Children are definitely a product of their environment. We have them from 8:00 a.m. until 3:30 p.m. every day. We need to use this time wisely and develop programs and strategies for the short period of time that we have them to help them be successful.

We had to change our mindset at Brazosport High School. We took the philosophy that neither the color of a child's skin nor the amount of money that the parents earn has anything to do with the child's intelligence. It is easy to say, "All children can learn, given the time and resources," but you have to believe it with all of your heart. To develop the "no excuses" philosophy, we had to change the attitude of the teachers to believing that all the children of Brazosport High School could learn. And we had to change the attitude of the students to believing that "I am the best and the brightest, and I can learn."

As the principal, I could not say "no excuses" to the teachers and students without giving them a road map to success. It is my responsibility to make sure that teachers can teach and students can learn. We made it the goal of Brazosport High School "to meet the needs (both academic and extracurricular) of every student and to create and maintain a safe environment that is conducive to learning." The teachers were instructed to adhere to the following "Six Steps for Student Success for All Students." If Step 1 did not solve the problem, then the teacher was to go to Step 2, and so on.

1. Use teaching strategies to motivate the student to want to learn.
2. Refer the student to his or her counselor.
3. Contact his or her parent and contact the student's assistant principal to make a home visit.
4. If the student does not come to class, check with the attendance office to see what the problem is, and contact the student's assistant principal to make a home visit.
5. If the student is a discipline problem, then refer the student to his or her assistant principal.
6. The student may need to be placed in an alternative setting because he or she cannot function in a high-school setting.

Next, I developed Brazosport High School's Four Steps to Student Academic Success:

1. Come to school every day, and do not miss any classes.

2. Work hard in class, and do all of your work.
3. If you need help, ask your teacher.
4. Mind your manners, and do not get into trouble.

We take a "no excuses" attitude with the students. The steps are posted in every teacher's classroom. I use a computer slideshow presentation to emphasize these four steps to the students every day during the morning closed-circuit announcements. I believe that average to below-average and low-socioeconomic-status students need to hear this every day because they may not have anyone at home to support them. We have very high expectations for our children concerning discipline and academics, and we will never lower them. If you lower your expectations, you are cheating the children and not preparing them for the real world. We educators can make a difference but we must take a stand: "No excuses!"

One of our problems, one that many high schools face, is that we have students who enter the ninth grade who are not at grade level in reading, writing, and math. But a student who cannot read, write, or master math skills is destined to struggle or fail in courses in high school. When average to below-average students struggle, they have a tendency to give up quickly. To help alleviate this problem, we initiated an alternating-day, A/B block schedule. The schedule consisted of four 95-minute periods per day with three 40-minute lunch periods. All ninth-grade students had English I and Algebra I 95 minutes every day with the same teacher and the same class. This schedule reflected the philosophy that all children can learn given the time and resources. This strategy has been a powerful force in increasing student success, decreasing the dropout rate, and providing students with a better foundation for future success. [To see a sample of the Brazosport High School calendar and alternating block schedule, go to the Laboratory for Student Success (LSS) website at <http://www.temple.edu/lss/pdf/brazosport.pdf>]

Today, few students need to be scheduled in such a manner because of the better preparation of the students in middle school. The middle-school principal and I work hand-in-hand to prepare the students for the transition from middle school to high school through vertical teaming between teachers from both schools.

Once we developed the "no excuses" attitude with the teachers and the students, set our expectations, and established a positive school climate, the culture of the school started to change. Extracurricular activities played a very important role in this process. Increased student participation in extracurricular activities was encouraged so that campus clubs and organizations grew, and school pride resurfaced.

Next we implemented the Eight-Step Instructional Process developed at Velasco Elementary and continued to use Deming's plan-do-check-act cycle for this process. [Contact LSS to purchase a copy of the Eight-Step Instructional Process videocassette.] The Eight-Step Instructional Process is summarized below:

- 1. Disaggregation of Test Scores.** Each spring, the TAAS results are disaggregated according to student groups for teachers to identify objectives that require improvement. The school's goal is to show continuous yearly improvement in TAAS scores.
- 2. Development of Instructional Timeline.** Texas identifies essential learnings for all students. Using this as a base, teachers at Brazosport High School develop a timeline for teaching each of these skill areas. Time allocations are based on student needs and the weight of the objective. Effective instruction begins by knowing what students need to learn, what teachers need to teach, and how much time to devote to each objective.
- 3. Delivery of the Instructional Focus.** Using the timeline, teachers deliver a direct, instructional-focus lesson the first 10 to 15 minutes of class. The key to an effective instructional-focus lesson is that the teacher models the cognitive processes necessary for the students to be successful.
- 4. Assessment.** After each instructional unit has been taught, teachers administer a commercially prepared assessment. Eighty percent of students must master an objective before teachers move on to another target area. Shorter, more frequent assessments allow teachers to detect and correct problems early. If students do poorly on a particular objective, additional teacher resources are provided. An instructional specialist and the classroom teacher use flexible groups to support progress toward the objective.
- 5. Tutorials.** Students who fail an assessment attend small tutorial groups devoted to the reteaching of non-mastered target areas. A tutorial class (TAAS Math-TAAS Reading & Writing) is built into the schedule for 10th-grade students who score 80% or less on the TAAS pretest as ninth graders. These classes have no more than 10 students, so that the teacher has time to give each student the needed individual instruction. Students who score 80% or less in the eighth grade are "double-dipped" in English and Algebra I to give more time to work on reading, writing, and math skills. The extra time is used by the teacher to help every student to work on his or her weaknesses.
- 6. Enrichment.** Mastery-level students are enriched during regular class time. Mastering the basics is a requirement for taking electives. This practice (which parents highly support) has served to motivate students to take their studies seriously and focus on passing the tests.

- 7. Maintenance.** Materials are provided for ongoing maintenance and reteaching of objectives. This environment ensures students retain what they have learned. It also helps teachers quickly spot student needs for additional instruction. Economically disadvantaged, average, and below average students who need a lot of structure and reinforcement especially benefit from this practice.
- 8. Monitoring.** I visit classes daily during the instructional focus to monitor progress and "drive home" the Brazosport High School message that learning is the primary purpose of school.

Finally, in 1969, I had the privilege to hear one of the greatest coaches of all time speak: Coach Bear Bryant from the University of Alabama. A friend of mine asked him to what he attributed his success. Coach Bryant replied, "Two things. Number one, I surround myself with winners, and number two, I hire people that are smarter than I am and let them do their job." I have and will continue to use Coach Bryant's philosophy. I do not feel that a principal can be an expert in every aspect of a comprehensive high school. One must depend upon the teachers and the staff to work together to reach the expectations that have been set. If one person does not believe, the whole program and school will be destroyed: If you do not want to be part of the team, you need to find another job. The bottom line is this: We are in the business of education for one reason and one reason only, and that is for the children.

Freeport Intermediate School by Clara Sale-Davis

Freeport Intermediate School is a success story nobody would have thought possible. Located in an area of diverse ethnicity and economy, this school could have used every possible excuse in the book to explain poor academic achievement. Rather than succumbing to low expectations, Freeport Intermediate School has put itself in order, providing an equitable and successful academic atmosphere for its children, teachers, and staff. Freeport Intermediate School is a culturally diverse school where individual differences are appreciated and universal similitudes acknowledged.

Freeport Intermediate School implemented AB block scheduling in order to ensure that the core curriculum, consisting of language arts and mathematics, receives the greatest amount of time for students to learn and retain instruction. [To see a sample of Freeport's bell schedule and teacher and student timetables, go to the LSS website page: <http://www.temple.edu/lss/pdf/freeport.pdf>] Students need to be taught in a consistent format and on a consistent day-by-day schedule. A built-in tutorial hour called "Team Time"

is also provided at the end of the day. Academic teams group and regroup students according to individual needs and assessment results. Tutorial groups are ever changing, and students benefit from receiving instruction from a variety of teacher “voices” with broad expertise. The theory of teachers being teachers of schools rather than teachers of classrooms is practiced at Freeport Intermediate. Students see teachers as being *their* teacher, while all teachers demonstrate their expertise as instructional leaders and facilitators in a variety of academic and nonacademic settings. A common planning period for teachers within the “tribe” (student–teacher group) and content area is provided in order to facilitate a process of collaborative planning and to foster collegiality.

Freeport Intermediate School uses a structured disciplined management plan that is communicated and understood by the faculty, parents, students, and staff. This plan helps students understand the consequences for certain behaviors while enabling them to understand that they have a choice. Expectations of behavior are explained during tribe meetings with the principal and her assistants; the presentation details each step of the process. Discipline referrals have declined during the 4 years of this plan’s implementation. Students are experiencing academic success and understand that their needs are being met. Consequently, students are learning in the classroom rather than spending time in the principal’s office for punitive reasons. [For samples of Freeport Intermediate School’s disciplinary referral sheet and cycle

consequence form, go to the LSS website page: <http://www.temple.edu/lss/pdf/discipline.pdf>]

Academic success is celebrated in the same manner as athletic success. Academic pep rallies are planned throughout the year, and students who have displayed academic gains and improvement in behavior and attitude are acknowledged and rewarded during “tribal gatherings.” Tribes and academic departments take responsibility for the planning and organization of these celebrations of student success, and the entire school takes delight in these displays of positive reinforcement. The press is always invited in order to market the school and report student accomplishments. Each tribe creates video presentations, ranging from creative instructional motivators to team-building activities, to provide its students with a sense of family and academic focus.

The administrative staff and teachers believe that all students, given the time, opportunity, and resources, can learn. Rather than looking for excuses for why certain students cannot achieve, the school’s “no excuse” approach keeps everyone focused on providing each student the support to succeed. Students are at school for 8 hours a day, giving teachers the best part of the child’s day to do what is necessary for students to achieve the highest level of academic and personal success. This is the theory that is practiced for all students, regardless of their ethnicity, economic status, gender, or educational label, even though over 60% of Freeport’s students are economically disadvantaged.

Principal Clara Sale-Davis

After graduating from the University of Texas and the University of Houston, Clara Sale-Davis was an elementary-school teacher for 6 years. In 1989, she served as an assistant principal at Velasco Elementary School, and in 1990, she became the principal at Fleming Elementary School. Clara was the principal of both Fleming Elementary School and Freeport Intermediate School during the 1995–1996 school year. She has been the principal of Freeport Intermediate School ever since.

Clara’s campus has been designated a “Texas Mentor School” and a “National Middle School to Watch,” and she has served as a support trainer for districts involved in Goals 2000 Federal Grants. Freeport Intermediate School has raised itself to earn “exemplary” ratings under Clara’s leadership.

Grade Levels:

7 and 8

Enrollment:

609

Student Characteristics:

Caucasian:	34%	Mobility:	23%
African American:	15%	LEP:	7%
Hispanic:	50%	Economically Disadvantaged:	64%
Other:	1%	Special Education:	23%

Intermediate School Student Achievement in the Freeport Intermediate School District

-Freeport Intermediate was named a recipient of the prestigious National Blue Ribbon School Award.

-Freeport Intermediate was recently awarded Gold Performance Acknowledgments for “Improvement in Math,” “Improvement in Reading,” and “Algebra / Exam Results.”

From: <http://www.brazosport.isd.tenet.edu>

An ethic of care and relationship building practiced at Freeport Intermediate is one key to the rise in student achievement. Another key is the consistent use of assessment data as the foundation for all decision making about curriculum development, delivery of instruction, tutorial time placement, and matching students with the appropriate teacher and tribe. Monitoring student academic growth through ongoing assessment provides instructors with an insight about how a student learns best and an individual student's rate of accuracy, comprehension, and fluency. Freeport teachers have embraced data-driven decision making because ongoing assessment gives them a more complete picture of a student's strengths and weaknesses, thus facilitating future and current learning.

Moving beyond exemplary is the goal of the Brazosport Independent School District, a goal that is constantly strived for at Freeport Intermediate School. The Texas Assessment of Academic Skills (TAAS) is a driving force towards this goal for teacher, student, and parent accountability for student learning. This assessment has provided an understanding of the need for targeted instructional objectives and of the importance of academic success as the foremost goal for all stakeholders at Freeport Intermediate School.

Decisions are made after examining the TAAS data in order to create long- and short-term instructional goals. Courses are created in order to meet the needs of students, and the criteria to be met within the framework of these courses are determined. An instructional calendar is developed so that the appropriate amount of time is spent on each instructional target and to ensure academic success. Instructional strengths of teachers are also analyzed in order to match teacher expertise with student needs so all students achieve at the highest levels.

All assessment data is shared with feeder schools, and vertical teaming is in place. These provisions give students a support system throughout their schooling. Furthermore, time is not spent "reinventing the wheel," because the staff is given individual student data early in the school year; teachers do not have to spend 6 weeks getting to know their students' achievement levels. Teachers conference with students after each assessment and discuss areas of improvement and areas that need further work. Afternoon tutorials, the last period of the day, are arranged according to students' assessment results, and these instructional groups are ever changing. Tribe meetings are held to discuss individual student concerns, and plans are made to address these concerns. Parent meetings are held to communicate children's achievements. Goals are determined and plans are made for monitoring and supporting the academic structure.

Freeport Intermediate School is a place where everyone can be successful and happy about their successes. Teachers and students are proud of their school and its success story. Student successes and accomplishments are celebrated with a tremendous amount of parental and community involvement. Freeport Intermediate School exemplifies the definition of an "effective" school with high levels of mastery along with no discernible difference in any student group. This school serves as a ray of hope for all schools across the state and nation.

Velasco Elementary School *by Sam Williams*

Velasco Elementary experienced a revitalizing transformation as a result of a school renewal design in which students, teachers, parents, and community patrons were, for the first time, instrumental in the data-gathering process and determined to maintain and expand the quest for excellence. During this transformation, we concluded that if we wanted to impact student achievement, refine curriculum, improve delivery of instruction, incorporate short- and long-term goals, upgrade staff development opportunities, increase communication links, improve climate indicators, and increase technological applications, the most critical puzzle piece pertained to interpreting and analyzing statistical data to promote and attain excellence.

With a conscientious effort to "put children first," we pursued training in the area of accelerated schools. The guiding principles embraced unity of purpose, building on the strengths of others, varied instructional models, and interpreting tracking profiles for increased student and staff accountability. A sincere effort was needed in the area of improving student academic achievement with a clear and tight instructional focus.

Visitors cite two strong impressions after visiting Velasco Elementary: the energy of the staff in working to get all students to learn at high levels and the array of extra help available to students who need it. Literacy groups, intensive phonics, and Accelerated Reader are parts of a reading program for all students; they are also thought to provide a solid core of strategies for students who are experiencing difficulties. In addition, reading specialists, computerized reading programs, and a mentor program are extra resources for students who need assistance.

There is a critical difference between Velasco and many other schools that aggressively try to find and implement a wide array of programs in the hope that together they will meet student needs. Early in the improvement process,

Velasco staff decided that it might have too many programs and decided that it needed to identify the ones that were really working, then focus on those.

The at-risk numbers at Velasco are high: 87.9% of the students are classified as economically disadvantaged, and 76% are minority. Monitoring by the principal, Texas Assessment of Academic Skills (TAAS) facilitator, and reading and math specialists is critical to ensure that all transformation components are in place. All instruction must be objectively based, with all instructors teaching the same content on the same schedule. The change process has been difficult, but “success breeds success.” The scores of this high-poverty school were among the worst in the district in 1992–1993: Only 50% of the minority students and 53% of the students classified as economically disadvantaged passed the reading portion of the TAAS. Math passing rates were even worse: 37% of all students taking the TAAS, 36% of economically disadvantaged students, 33% of Hispanic students, and 8% of African American students passed the math test.

Placing hard-working people in strategic positions has been the key to change efforts, and tapping into the skills of exemplary teachers continues to yield amazing results. Master teachers continue to model lessons to colleagues

because of the staff’s mobility and the changing student population.

The campus now embraces staff and student modeling, continuous training of all staff, and inserting the best professionals in critical places regardless of title. When working with at-risk students, one cannot afford to have a fragmented plan or a dysfunctional staff. Students need consistency.

Currently, the school is facilitating team-teaching instructional arrangements. Academic cadres and vertical teaming continue to promote collaboration and effective planning efforts. Daily intervention efforts use in-school specialists who provide help to students who need it, observe teachers, and model lessons. Time is allotted to work with the cadres to develop lesson plans.

Special support is provided for students through a variety of approaches—sometimes one-on-one and sometimes in small groups. TAAS talks with students, and the campus is able to gauge students’ academic needs and refine the delivery of instruction through teachers. The school continues to analyze data effectively to deliver instruction to keep everyone focused on instructional priorities. Data drives the decisions the school executes!

Principal Sam Williams

For 10 years Sam Williams served as an elementary school teacher, and for 15 years after that he was a campus administrator. In December of 1987, Sam became the assistant principal, and later the principal, of Velasco Elementary School.

Sam intervened to help the Velasco staff shift its paradigm, enabling it to make an impact on students, staff, parents, and community patrons. For 10 years Sam led the Velasco campus in innovative program designs and strategies, earning a positive profile from the local, state, and national levels. The district adopted Velasco’s designs and strategies as a model for other campuses, and the Texas Education Agency allowed Velasco to train other administrators in site-based management and school renewal. Sam’s district has maintained “exemplary district” status ever since.

Grade Levels:
Pre–K through 4

Enrollment:
664

Student Characteristics:

Caucasian:	16%	Mobility:	26%
African American:	18.5%	LEP:	86%
Hispanic:	65%	Economically Disadvantaged:	87%
Other:	0.5%	Special Education:	5%

Elementary School Student Achievement in the Brazosport Independent School District

94% of all the district’s third graders passed the Texas Assessment of Knowledge and Skills—a requirement to be promoted to the fourth grade.

Passing Student Demographics:

Caucasian:	97%	LEP:	93%
African American:	88%	Economically Disadvantaged:	88%
Hispanic:	91%	Special Education:	95%
All Students:	94%		

From: <http://www.brazosport.isd.tenet.edu>

Changes on this campus, including innovative techniques and strategies, continue to be identified to impact student achievement. Improvement efforts are constantly being tweaked. As school districts move from using the TAAS to using the new, more comprehensive TAKS (Texas Assessment of Knowledge and Skills), instruction is directed toward increasing students' higher level thinking by incorporating Bloom's Taxonomy and Lynn Erickson's Structure of Knowledge. Velasco's school brochure states our approach: "Chart the course, all hands on deck, and don't lose direction."

My message to all instructional leaders is that you won't get total buy-in by all staff at the beginning of the improvement process. The way to build buy-in is to place leaders in strategic positions. I learned earlier in my career that if you want something new to work, it is essential that you continuously take a cadre of teachers with you to staff development offerings. The message to everyone has to be clear and concise: A genuine

concern for every child has to drive what is done every day! Everyone has to realize that it is his or her responsibility not to allow a single child to fall through the cracks.

Patricia Felton-Montgomery, LSS Director of Educational Leadership, contributed to the development of this issue of *Field Notes*.

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See also the LSS website for *Field Notes*, Summer 2003, *Transforming Schools Into High-Performing Learning Communities—Principals Speak Out* about negotiating the barriers to successful implementation of school reform models: <http://www.temple.edu/lss>



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