

**Evaluation of the Kalamazoo Promise
Working Paper #3**

**KEY FINDINGS FROM
THE 2007
SURVEY OF HIGH
SCHOOL STUDENTS**

**Working
Paper**

3

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Information about this evaluation and additional working papers can be viewed at
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Executive Summary

This working paper provides a summary of key findings from the high school survey that was administered in May 2007. The findings from this survey were initially shared with KPS in the summer of 2007. This paper contains a more general summary of findings intended for a broader audience.

In total, 1,036 students were surveyed from across the 3 district high schools: Kalamazoo Central, Loy Norrix, and Phoenix. The sample of students was not fully representative of the students enrolled in the district, since African-American students, students that qualify for free and reduced lunch, and students from Kalamazoo Central were underrepresented. Analytical techniques allowed us to control for background characteristics and derive meaningful findings relative to the key outcomes of interest. In addition to descriptive statistics, factor analysis and multiple regression analysis were used to examine the relationship between student characteristics and the anticipated short-term and intermediate outcomes. The findings we highlight in this report were statistically significant.

Limitations. Since these findings are from May 2007 and there have been a number of changes since then—including a change in leadership at 2 of the 3 schools—it is important to recognize that the results from this spring will reflect more current trends. Also, readers should keep in mind that while it is important to study student perceptions, student perceptions do not necessarily reflect actual experience or practice.

Student aspirations. Students that were female, African-American, attended Loy Norrix, and/or had a higher grade point average (GPA) reported having the highest aspirations.

Student motivation. Students of color, students that qualify for free and reduced lunch, attended Kalamazoo Central, and/or students in lower grade levels reported that they perceived their peers to have higher levels of motivation.

Student perceptions of teacher expectations. Students whose father or male guardian went to college and students with higher GPAs reported that they perceived their teachers had high expectations for them. A marginally significant finding was that African-American students reported that they perceived their teachers to have lower expectations for them than white students reported.

Student-peer relations. Students at Loy Norrix perceived student relations to be more positive than students at Kalamazoo Central. Similarly, students

with higher GPAs perceived student-peer relations to be more positive.

Teacher-student relations. African-American students and male students perceived teacher-student relations to be worse than white and female students perceived. Students with higher GPAs and students enrolled at Phoenix also perceived teacher-student relations to be more positive than others.

Behavior. Students that were of African-American descent and students enrolled at Phoenix perceived the behavior of the student body more positively. Although only marginally significant, we also found that students with higher GPAs and students from Kalamazoo Central perceived student behavior to be better than students with lower GPAs and students enrolled at Loy Norrix perceived.

Awareness of the Promise and information needs. Findings from the survey identified a number of areas in which students reported that they needed more information. Students reported that since the Promise was announced they have access to more information about postsecondary options. Still, information about higher education opportunities was seen as an important need of students.

Impact of the Promise on students and their schools. Nearly a third of the students reported that the existence of the Kalamazoo Promise has motivated them to attend school more often. Similarly, a third of the students reported that they are now working harder at school due to the Promise. Almost half of the students indicated that they think the Promise has led to teachers having higher expectations. Only 34 percent of the students surveyed reported that the Promise had not really changed their education goals and plans. Conversely, 87 percent of the surveyed students indicated that they wish to use the Kalamazoo Promise to enroll in a community college or university.

The findings reported in this working paper help us better understand how the Kalamazoo Promise is impacting the schools and students. A number of questions were addressed regarding anticipated short-term and intermediate outcomes. Tentatively, these findings suggest that many systemic changes that were envisioned in the logic model are starting to materialize. The high proportion of students with plans for postsecondary education is also indicative of the anticipated long-term outcome of providing more postsecondary options for students.

Contents

Executive Summary.	i
Contents.	ii
Background.	1
Sample.	2
Data Collection.	2
Data Analysis.	3
Key Findings.	3
Student Aspirations.	3
Student Motivation.	4
Student Perception of Teacher Expectations.	4
Student-Peer Relations.	5
Teacher-Student Relations.	5
Behavior.	6
Guidance/College Readiness.	6
Level of Awareness of the Promise and Information Needs.	6
The Impact of the Kalamazoo Promise on Current Practice.	7
The Impact of the Kalamazoo Promise on Students' Plans for the Future.	7
Conclusion.	8
Appendices.	10
Appendix A Aggregate Results from the High School Student Survey.	10
Appendix B Summary of Open-Ended Responses from the High School Student Survey.	16
Appendix C Names of Each Factor and Corresponding Survey Items.	19
Appendix D Findings from Regression Analyses.	20

Key Findings from the 2007 Student Survey of High School Students

Background

This working paper provides a summary of key findings from the high school survey that was administered in May 2007. The findings from this survey were shared with KPS in the summer of 2007. This working paper prepares a more general summary of findings intended for a broader audience.

The high school student survey is one important component of the federally funded evaluation of the Kalamazoo Promise.¹ Since its announcement, there has been substantial interest in the potential effects of the universal scholarship. Because of this interest and because other communities are replicating or planning to replicate the program, an evaluation that examines the impact of the scholarship program is critical.

The purpose of the evaluation is to determine whether the Kalamazoo Promise can serve as a

catalyst for systemic change within the school district that would result in more students being prepared successfully for postsecondary education options. Our evaluation maps out and tracks the impact of the scholarship program, which can be measured with specific short-term and intermediate outcomes that are linked to the long-term outcomes (i.e., increased access and success in postsecondary education). The purpose of this particular working paper is to examine a number of the short-term and intermediate outcomes identified in the logic model for the Kalamazoo Promise. Figure 1 contains the logic model that is used as a framework for the evaluation. The darkened boxes in the model represent particular short-term or long-term outcomes that will be addressed in this working paper. Most attention is given to the cells in the logic model with the darkest shading.

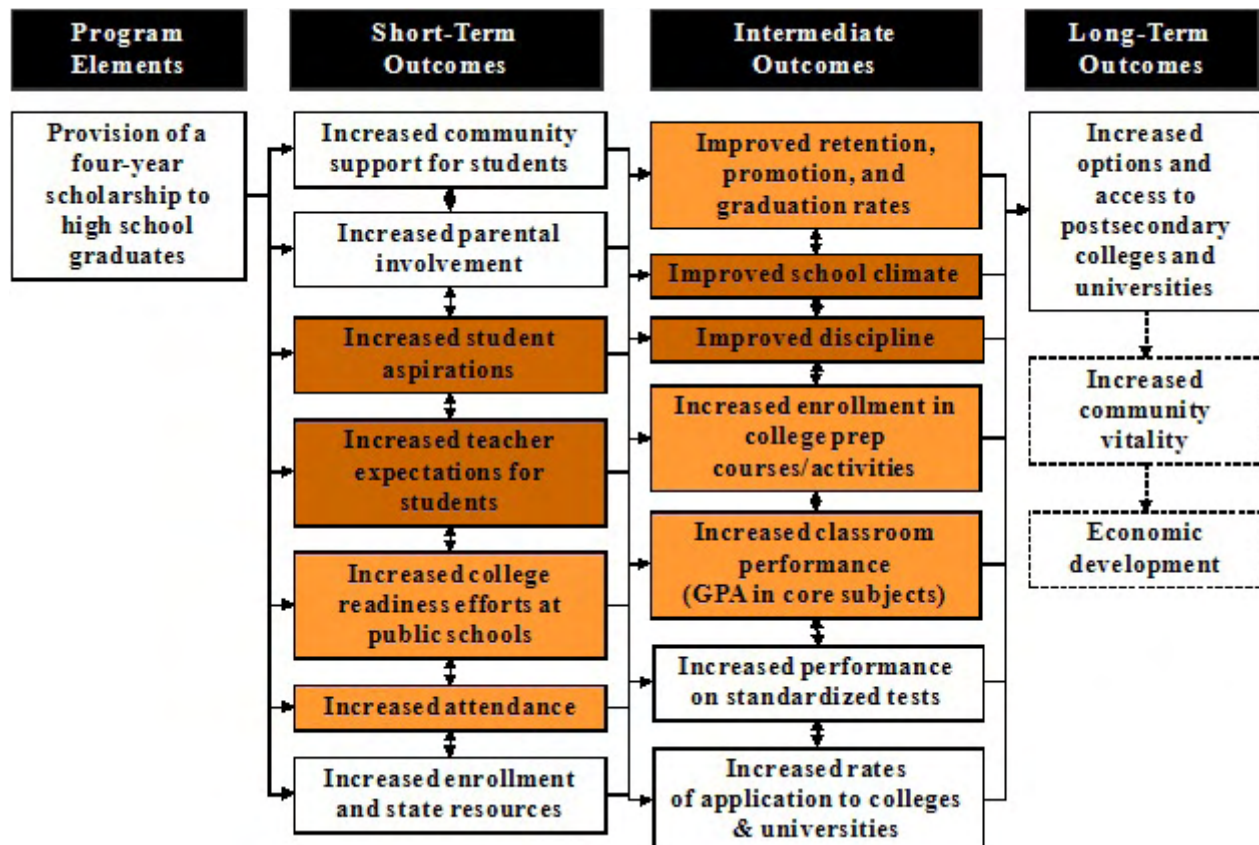


Figure 1. Program Logic Model That Guides the Evaluation

Given the source of data, these outcomes will be covered in depth:

- Student aspirations
- Student motivation
- Student perceptions of teacher expectations
- Student-peer relations (school climate)
- Teacher-student relations (school climate)
- Student behavior
- Guidance/college readiness

In addition to covering the above-noted outcomes, the high school survey also asked a number of questions about level of awareness and information needs regarding postsecondary education and the Kalamazoo Promise. Furthermore, students were asked about their perceptions of how the Promise was impacting their schools and how it was likely to influence their plans following high school.

In the next section, we describe the sample and the collection and analysis of the high school survey data. Key results are presented relative to the short-term and intermediate outcomes highlighted in the logic model. Finally, we present the findings relative to student perceptions of how the Promise has impacted their high schools and their plans following high school.

Sample

Students at all three district high schools in Kalamazoo Public Schools were the target population for the survey: Kalamazoo Central, Loy Norrix, and Phoenix. The survey was administered in late May 2007. In total, 1,036 completed surveys were collected from students. Given that the survey was administered close to the end of the school year, attendance was low and some teachers were not willing or able to administer the surveys as planned. We are pleased with the large number of surveys that were collected but had some concerns that there may be sample bias. Therefore, we conducted a number of analyses to determine how closely the population we sampled represented the target population.

The total KPS high school population was estimated to be around 2,959 students during the 2006-07 school year, although the total number of students varied depending on the data source. Our

survey was completed by 35 percent of the students officially enrolled in the high schools. Given the reported attendance rate on the day of the survey, we estimate that we surveyed close to 45 percent of all high school students that were present on the day the survey was administered. Most special education teachers and those teaching “specials” were not represented in the classes from which responses were gathered. We might interpret this to mean these teachers did not have self-contained classrooms during second block, when the survey was administered.

Given our comparison of the achieved sample relative to the targeted sample of students, there is some apparent sample bias by school, family income, and by the race/ethnic background of students. Specifically, Kalamazoo Central was underrepresented, students that qualify for free and reduced lunch were underrepresented, and African-American students were relatively underrepresented in our sample. To control for the uneven representativeness of the population, we have placed particular emphasis on findings in which we have controlled for background characteristics. Still, readers should keep in mind the inherent limitation in the data due to the fact that the sample was not proportionate nor fully representative of the target population. This potential limitation will be discussed further in the data analysis section of this paper.

Data Collection

The survey was administered to whole classes of students. A total of 20 classrooms at Kalamazoo Central, 38 classrooms at Loy Norrix, and 5 classrooms at Phoenix administered the surveys. These figures also include students enrolled at KAMSC who listed one of the high schools as their school. All teachers with self-contained classes during the second block were provided with survey materials and instructions for administering the survey. When the surveys were completed, they were sealed in a large separate envelope and returned to the central school office. Time to complete the survey usually ranged from 10-15 minutes. A few questions in the surveys asked students about general demographic and student level characteristics. Most questions asked students to share their impressions

and perceptions of key short-term and intermediate outcomes regarding the Kalamazoo Promise. Appendix A contains a detailed summary of the descriptive statistics for each question in the survey. At the end of the survey, 3 open-ended questions allowed students to share their more qualitative responses regarding information needs and comments regarding how the Promise affected their lives and their plans for postsecondary education. A summary of the results from the open-ended questions is included in Appendix B.

Data Analysis

First, we calculated descriptive statistics for each item in the survey. Appendix A includes the results for each survey item. Although it is useful to examine individual survey items such as “Students at this school understand why they are in school” or “At this school, students are interested in learning new things,” multiple items often are used to measure the same outcome. Thus, we combined items that measured the same outcome using a factor analysis, a statistical technique that groups items together that

measure a single construct. Each factor we examined relates to one or more of the outcomes displayed in the logic model (see Figure 1). The seven factors and corresponding items are defined in Appendix C.

After creating the factors, we used multiple regression analysis to examine the relationship between student characteristics and the short-term and intermediate outcomes. We conducted seven regression analyses, using the seven factors we constructed as outcomes. The student background characteristics we considered in each model include race, education level of parents/guardians, free/reduced lunch status, gender, current high school, current grade level, and grade point average (GPA). The student demographics of students taking the survey were discussed in the previous section and are included in Table D:1 in Appendix D. Because African-American students and students who received free and reduced lunch were underrepresented in the sample, we explored and tested weighting techniques by race and free/reduced lunch status. However, the results did not differ in the weighted analyses. Thus, for ease of interpretation, the analyses presented here do not incorporate the weights.

Key Findings

This section presents the results of our analyses regarding the outcomes of the Promise as presented in the logic model (Figure 1) and findings relative to student perceptions of how the Promise has impacted their high schools and their plans following high school. First, we discuss the outcome analyses. We present the results for each outcome separately, highlighting only the statistically significant and marginally significant relationships. One advantage of performing a multiple regression analysis is that we can isolate the relationship between a specific background characteristic and the outcome. For example, we can examine if there are differences between males and females with respect to their aspirations for the future controlling for race, family income, mother’s/guardian’s level of education, father’s/guardian’s level of education, current high school, current grade level, and GPA. For simplicity, we do not preface each result with this interpretation. Instead, all findings should be interpreted as assuming

all other variables are constant, that is, the relationship between a specific background characteristic and the outcome are held constant. Second, we examine specific survey items and provide descriptive data regarding student awareness of the Promise and its impact on the students’ future.

Limitations. Since these findings are from May 2007 and there have been a number of changes since then—including a change in leadership at 2 of the 3 schools—it is important to recognize that the results from this spring will reflect more current trends. Also, readers should keep in mind that while it is important to study student perceptions, student perceptions do not necessarily reflect actual experience or practice.

Student Aspirations

The student aspirations factor captures the individual academic goals for students. Items include “Going to college is important to me” and “I push

myself to do better academically.” In general, the responses on these items were very positive with more than 70 percent of students agreeing or strongly agreeing on all the items. We used regression analysis to examine any differences in student aspirations across race, education level of parents/guardians, free/reduced lunch status, gender, current high school, current grade level, and grade point average (GPA). The results are in Table D:2. The significant differences among student aspirations are as follows:

- Females had higher aspirations compared with males.
- African-American students reported higher aspirations than white students.
- Students at Loy Norrix reported higher aspirations than students at Kalamazoo Central.
- Students with progressively higher GPAs had relatively higher aspirations.
 - Students with GPAs ranging from 2.0 to 3.0 had lower aspirations compared with students with GPAs ranging from 3.0 to 4.0.
 - Students with GPAs ranging from 1.0 to 2.0 had lower aspirations compared with students with GPAs ranging from 3.0 to 4.0.
 - Students with GPAs from 0.0 to 1.0 had lower aspirations compared with students with GPAs ranging from 3.0 to 4.0.

Student Motivation

Student motivation is comprised of survey items related to an individual’s perspective on how motivated other students are in the school. For example, one item asks “Students work hard to complete their school assignments.” Overall, students’ responses were largely negative or neutral. That is, students did not report that the general student body was motivated to learn. Below are the significant findings from the regression analysis. Specific results are in Table D:3.

- African-American students perceived the student body to be more motivated when compared with white students.
- Hispanic students perceived the student body to be more motivated when compared with white students.

- Students that received free/reduced lunch perceived the student body to be more motivated compared with students that do not receive free/reduced lunch.
- Students at Kalamazoo Central perceived the student body to be more motivated compared to the students at Loy Norrix.
- As students advanced by grade, they progressively perceived the student body to be less motivated.
 - Students in grade 10 perceived the student body to be less motivated compared with students in grade 9.
 - Students in grade 11 perceived the student body to be less motivated compared with students in grade 9.
 - Students in grade 12 perceived the student body to be less motivated compared with students in grade 9.
 - Students with GPAs ranging from 1.0 to 2.0 perceived the student body to be less motivated compared with the students with GPAs ranging from 3.0 to 4.0.

Student Perception of Teacher Expectations

This factor captures the student’s perception of the teachers’ academic expectations for him/her. For example, one item that contributes to this factor is “My teachers think I would succeed in college.” The responses for these items were mainly positive. That is, students thought teachers had high expectations. In fact, almost 75 percent of the students reported that they agreed or strongly agreed with the item “My teachers think I would succeed in college.” The significant findings from the regression analysis are in Table D:4 and are highlighted below:

- Students whose father/male guardian obtained a college degree perceived teachers to have higher expectations of them compared with students whose father/male guardian did not go to college.
- Not surprisingly, students with higher grade point averages (GPAs) reported that they perceived teachers to have high expectations for them.
 - Students with GPAs between 2.0 and 3.0 reported that teachers had lower expectations

of them compared with students with GPAs of 3.0 or higher.

- Students with GPAs between 1.0 and 2.0 perceived that teachers had lower expectations of them compared with students with GPAs of 3.0 or higher.
- Students with GPAs of 1.0 or lower perceive that teachers had lower expectations of them compared with students with GPAs of 3.0 or higher.
- A marginally significant difference in teacher expectations by race was also uncovered in the analyses. That is, African-American students reported that teachers had lower expectations for them compared with white students.

Among the written responses from students, many students indicated that the Promise had raised teachers' expectations for students. Not all students were completely satisfied with increased pressure from teachers, however, as the following quote illustrates.

“. . . All I hear is put downs about how if I do this, I won't get it or when I did that it affected my chance of getting it. And if this is how my education process is going to be for the next 3 years of high school, then I'd rather not have this Kalamazoo Promise. Free college tuition is a once in a life time miracle, but I'm more concerned about my education because I won't succeed in college if I'm not getting my education now!!”

Student-Peer Relations

Student-peer relations measure how well students in a school get along. More specifically, the items focus on how much students in the school respect and care about one another and the overall atmosphere of the school. The responses for the student-peer relations items were largely negative or neutral. That is, students did not report positive student-peer relations. For example, only 19 percent of the students agreed that “School is a welcoming and friendly place.” The regression analyses with student-peer relations as the outcome yielded the following results:

- Students at Loy Norrix perceived student relations more positively than did students at Kalamazoo Central.
- 10th graders perceived student relations more positively than did 9th graders.
- Students with higher GPAs perceived the student-peer relations to be more positive
 - Students with GPAs ranging from 2.0 to 3.0 perceived student-peer relations more negatively than students with GPAs ranging from 3.0 to 4.0.
 - Students with GPAs ranging from 1.0 to 2.0 perceived student-peer relations more negatively than students with GPAs ranging from 3.0 to 4.0.
 - Students with GPAs ranging from 0.0 to 1.0 perceived student-peer relations more negatively than students with GPAs ranging from 3.0 to 4.0.
- Although only marginally significant, free/reduced lunch status also was related to student-peer relations. Students who qualify for free/reduced lunch perceived student-peer relations more positively than students who did not receive free/reduced lunch.

The specific results are included in Table D:5.

Teacher-Student Relations

Teacher-student relations consist of items that measure how the students feel about their teachers. Items range from “Teachers at this school like their students” to “Teachers treat each student as an individual.” The results were generally mixed for the items in this factor, with approximately 30 percent of students disagreeing with the majority of the items and 30 percent of students agreeing with the majority of the items. However, the responses for two items stand out. Approximately 60 percent of the students agreed that “Teachers give students the grades they deserve” and Teachers are willing to help students.” The main findings from the regression analysis are included in Table D:6 and are highlighted below:

- African-American students reported that teacher-student relations were worse compared with responses from white students.
- Male students reported that teacher-student relations were worse than responses from female students reported.
- Students at Phoenix High School reported better teacher-student relations when compared with students at Kalamazoo Central High School.
- Students with higher GPAs had progressively higher perceptions of teacher-student relations:
 - Students with GPAs of 2.0 or lower reported that teacher-student relations were worse compared with responses of students with GPAs of 3.0 or higher.

In addition, two relationships were marginally significant:

- Students who qualified for free/reduced lunch reported that teacher-student relations were worse compared with responses from students who did not qualify for free/reduced lunch.
- Students at Loy Norrix reported better teacher-student relations than students at Kalamazoo Central.

Behavior

Behavior is comprised of survey items related to an individual's perspective on how other students behave in the school. For example, one item asks "Most students would do their work even if the teacher stepped out of the classroom." The general response to the behavior items was quite negative. In other words, students reported other students are not well-behaved or respectful. Below are the significant findings from the regression analysis. The full results are in Table D:7.

- African-American students reported that students at the school behaved better than white students reported.
- Students at Phoenix High School reported that students at the school behaved better than students at Kalamazoo Central High School reported.

Other relationships were marginally significant:

- Students at Loy Norrix reported that students at the school behaved worse than students at Kalamazoo Central High School reported.
- Students with GPAs ranging from 0.0 to 1.0 reported that students at their school behaved worse than students with GPAs ranging from 3.0 to 4.0 reported.

Guidance/College Readiness

Guidance/college readiness incorporates items that ask students about individual assistance they have received. Examples of these items range from such items as "I am receiving the assistance I believe necessary to go to college" to items related to the student body such as "Students at this school can get help and advice from teachers or counselors." Overall, about 50 percent of the students surveyed indicated that the counselors or teachers provided help in preparing for the future. The statistically significant findings from the regression analysis are summarized below. The tabular results are in table D:8.

- Students at Phoenix High School reported more guidance and college readiness than students at Kalamazoo Central High School reported.
- Students with GPAs that were 2.0 or lower reported less guidance and college readiness when compared with students with GPAs ranging from 3.0 to 4.0.

One marginally significant relationship also was present. African-American students reported more guidance and college readiness than did white students.

Level of Awareness of the Promise and Information Needs

The survey also included items related to student awareness of the Kalamazoo Promise. Approximately 60 percent of the students reported that teachers and/or school staff had spoken with them regarding the Kalamazoo Promise. In addition, 80 percent of the

students reported that they were either pretty familiar or very familiar with the Kalamazoo Promise. Only 1 percent of the students reported they were not familiar with the Kalamazoo Promise.

The information needs of the students are focused primarily around higher education opportunities. Approximately 20 percent of the students desired more information regarding college application requirements. Almost 50 percent of the students either agreed or strongly agreed that information about higher education opportunities has improved since the Promise was announced. In general, most students also had a relatively accurate understanding of one year's cost of attending Western Michigan University. The median amount was 10,000 dollars. However, the values ranged considerably, suggesting that there still are some misconceptions regarding the costs associated with attending college.

The Impact of the Kalamazoo Promise on Current Practice

In addition to other long-term effects, the Kalamazoo Promise is intended to introduce change in current student and school practices. Thus, the survey asked students to respond to a group of items about changes in their own practices as well as changes in the school since the announcement of the Kalamazoo Promise.

Changes in student practices are not overwhelming at this point. For example, the survey asked students whether their attendance improved, if they are enrolling in more college prep courses, and if they talk about college with their peers more often. Approximately 30 percent of the students taking the survey agreed that their attendance improved, they enrolled in more college prep courses, and they talked about college with their peers more frequently. Nearly the same percentage disagreed, indicating that the Kalamazoo Promise has not started to affect change for all students. This is not surprising considering the Kalamazoo Promise was only in its second year when the survey was administered.

Students also reported on changes in their schools since the Kalamazoo Promise. Some school level changes appear to be more pronounced than the individual changes. That is, almost half of the students reported that teachers expect more from the

students since the announcement of the Kalamazoo Promise, and the availability of information about higher education opportunities has increased.

The Impact of the Kalamazoo Promise on Students' Plans for the Future

One of the long-term outcomes of the Kalamazoo Promise is to increase options for—and access to—postsecondary education. Thus, the survey contained a multitude of items related to how the Kalamazoo Promise has impacted students' plans for the future. Some of the key findings are listed below:

- 87 percent of students surveyed reported that they wish to use the Kalamazoo Promise to enroll in a community college or state university.
- Only 34 percent of the students surveyed indicated that the Promise has not really made a difference in their education goals and plans.
- 32 percent of the students surveyed reported that they work harder in school now because they know the Promise will pay for college.
- From the analysis of the open-ended responses, a large number (more than 20 percent) of the students wrote responses that indicated that the Promise changed their life by making college a possibility. Even larger numbers of students volunteered responses that illustrated how the Promise relieved financial burdens and provided more options for postsecondary education.

The students' survey comments regarding how the Promise impacted their lives were very diverse in nature, although all of them were very captivating to read. While Appendix B contains a summary of students' responses to the open-ended questions, we include below a few examples of what students wrote when asked to describe how the Promise had impacted them:

- ▶ "It gave me more confidence and reassurance that I really could go to college and be a nurse without having to worry about so much debt."
- ▶ "It limited most of the colleges I would have liked to attend to mostly ones not of interest to me and has forced me to stay in state."

- ▶ “Now I can go to college. Before it would have been so hard because there is low job opportunities for teens and my parents wouldn’t be able to help so much. Now I can be a dental hygienist and not have loans up the wazoo to pay for the rest of my life! Thank you Promise People!”
- ▶ “The Promise just made it easier for me to go to college.”
- ▶ “It’s made sure you get yelled at if you don’t get good grades. Just because you get the Promise doesn’t mean you’re gonna go. It’s great and all but it hasn’t changed my outlook on college.”
- ▶ “I was planning on going to the military so the Promise kind of saved my life in a sense. Now I didn’t have to enroll to gain money for college because I get 100% of the Promise.”
- ▶ “Now I can afford to go to college and still afford to take care of my daughter.”
- ▶ “The Kalamazoo Promise has given me more faith in philanthropy in my community.”
- ▶ “Its saved me a ton of money and its awesome that I’m not going to have to pay back a ton of student loans. It’s like having a jumpstart to my life after and before college.”
- ▶ “I am fortunate enough that I will have the opportunity to go to college and the Promise has not directly affected me.”
- ▶ “It has made in-state college more of an option for me and I am more likely to go to college in-state now.”
- ▶ “The Kalamazoo Promise has changed my life because now I am 100% positive about college and it motivates me to do more and do better in school. The Promise is a gift and I am going to take full advantage of it despite what my peers may say or do. The Promise is and should be motivation for all students and I plan to take full advantage.”
- ▶ “I no longer have to worry about not being able to pay for college. I can focus on school...and just being a teenager and enjoy it.”

Conclusion

In general, some surprising findings are reported in the previous sections. For example, the finding that 87 percent of the students plan to attend college seems rather high. One must note, however, that this finding represents hopes and aspirations and not actual numbers based on postsecondary enrollment. This result may also be due to sample bias or reporting bias. Reporting bias in this case is when students report what they think is the correct response, that is, that they plan to attend college. Or perhaps it is on target. At this point, it is unclear why the number is so high and warrants further investigation by various subgroups. Also, the fact that 34 percent of students reported that the Promise has not made a difference in their education goals or plans can be interpreted in two ways. Perhaps it has not made a difference because the student was not planning to attend college either before or after the announcement of the Promise. Or perhaps it is because the student already was planning to attend a college and had assurances of funding from their

families. These explanations of findings illustrate the importance of interpreting the results carefully and in conjunction with other descriptive information.

In reading this paper it is critical to keep in mind that these findings are suggestive and are not conclusive. The findings are relatively representative of the population of students that were enrolled in the 3 high schools in May 2007. The results do not reflect students that may have already dropped out or students that were absent on the day of the survey. It is important to recall that Kalamazoo Public Schools have had a relatively high dropout rate, particularly among students of color. If the Promise helps encourage students to remain in school—as some district demographic data suggest—the population of students actually may change in the coming years to reflect the broader cohorts of youth that reside in our community. This type of change will provide one more contextual variable to consider when interpreting data over time.

In many respects, these findings represent an early baseline with which we will compare and contrast future data. In May 2008, we will be administering the high school survey once again. As with last year, we anticipate being able to provide the district and individual schools with initial results by August so that these findings can be considered in plans prepared by teachers, guidance counselors, and administrators for the subsequent school year.

The findings reported in this working paper help us better understand how the Kalamazoo Promise is

impacting the schools and students. A number of questions were addressed regarding anticipated short-term and intermediate outcomes. Tentatively, these findings suggest that many systemic changes that were envisioned in the logic model are starting to materialize. The high proportion of students with plans for postsecondary education is also indicative of the anticipated long-term outcome of providing more postsecondary options for students.

Endnote:

¹ The evaluation project Web site contains more information about this evaluation, including details on the other sources of data and other initial findings reported in working papers. <http://www.wmich.edu/evalctr/promise/>

Appendix A

Aggregate Results from the High School Student Survey

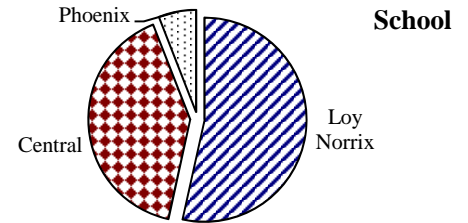
Kalamazoo Public Schools



Kalamazoo Promise Evaluation, May 2007, N=1,036

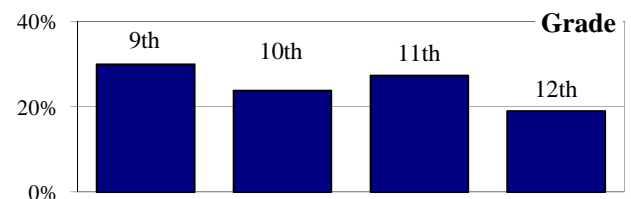
In which high school are you currently enrolled?

	Loy Norrix	Central	Phoenix	Total
N	547	415	61	1,023
%	53.5%	40.6%	6.0%	100%



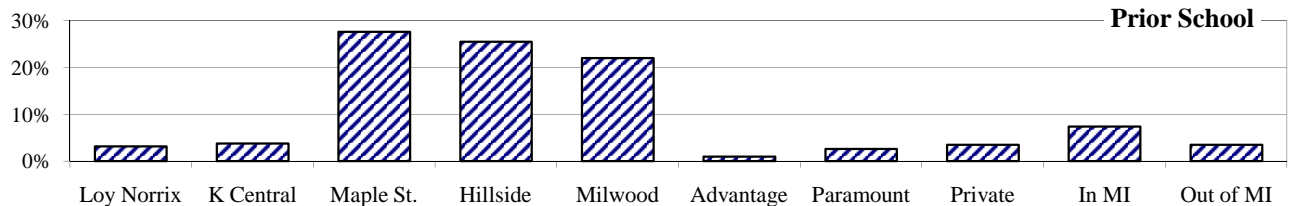
What is your current grade level?

	9th	10th	11th	12th	Total
N	305	242	278	193	1,018
%	30.0%	23.8%	27.3%	19.0%	100%



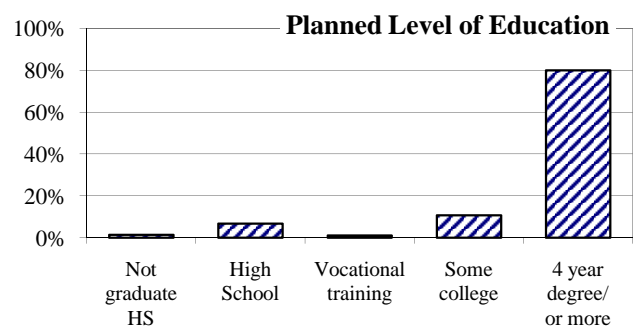
Please indicate the name of the school you attended before enrolling at your current high school.

	Loy Norrix	K Central	Maple St.	Hillside	Milwood	Advantage	Paramount	Private	In MI	Out of MI	Total
N	29	35	255	235	203	9	24	32	68	32	922
%	3.1%	3.8%	27.7%	25.5%	22.0%	1.0%	2.6%	3.5%	7.4%	3.5%	100%



What level of education do you think you will complete?

	Not graduate HS	High School	Vocational training	Some college	4 year degree/ or more	Total
N	14	69	11	108	809	1,011
%	1.4%	6.8%	1.1%	10.7%	80.0%	100%

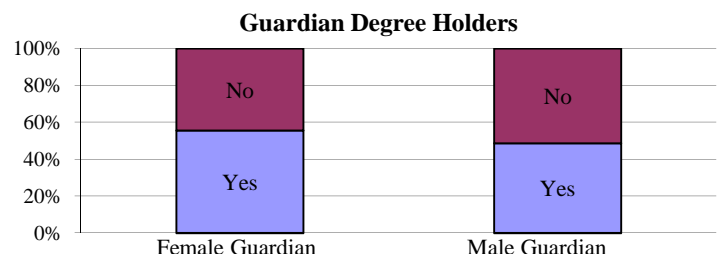


Does your mother or female guardian have a college degree?

	Yes	No	Total	Don't know	N/A
N	481	386	867	133	6
%	55.5%	44.5%	100%		

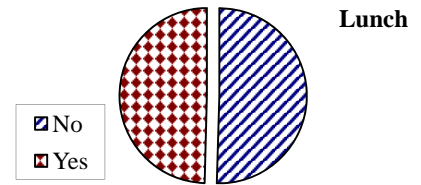
Does your father or male guardian have a college degree?

	Yes	No	Total	Don't know	N/A
N	386	407	793	193	19
%	48.7%	51.3%	100%		



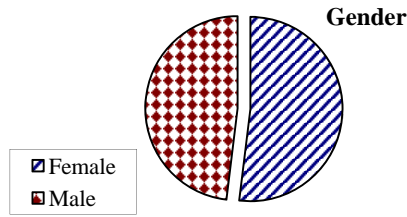
I qualify for the free and reduced lunch program at my school.

	No	Yes	Total
N	505	496	1,001
%	50.4%	49.6%	100%



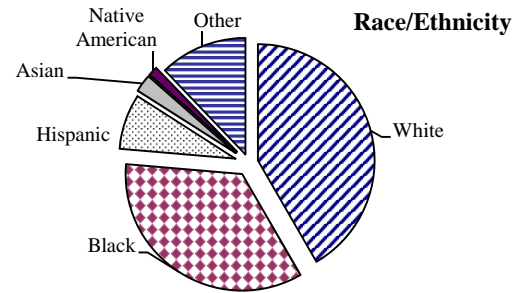
What is your gender?

	Female	Male	Total
N	525	486	1,011
%	51.9%	48.1%	100%



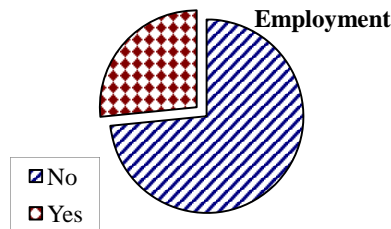
What is your race/ethnicity?

	White	Black	Hispanic	Asian	Native American	Other	Total
N	407	339	75	24	13	119	977
%	41.7%	34.7%	7.7%	2.5%	1.3%	12.2%	100%



Are you currently employed?

	No	Yes	Total
N	737	267	1,004
%	73.4%	26.6%	100%



If so, about how many hours per week do you usually work?

Mean	18 hours
SD	19 hours

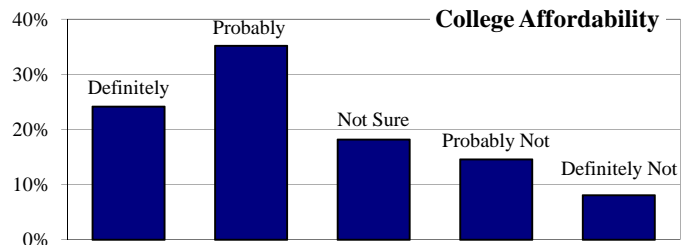
How much do you think tuition and fees cost to attend Western Michigan University for one year?

Median	\$10,000
--------	-----------------

Note that the responses ranged \$0 to \$2 million. The large number of outliers explains why the mean score is so large. Given the large number of outliers, the Median provides a better measure of students' perceived annual costs for tuition and fees at WMU.

Without the Kalamazoo Promise, do you think that you could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?

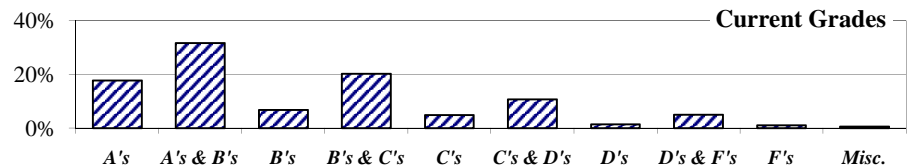
	Definitely	Probably	Not Sure	Probably Not	Definitely Not	Total
N	239	348	180	144	80	991
%	24.1%	35.1%	18.2%	14.5%	8.1%	100%



On my report cards this year, I mostly got:

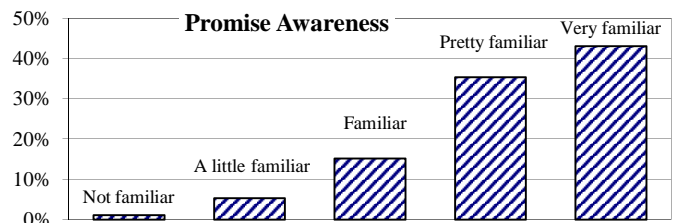
	A's	A's & B's	B's	B's & C's	C's	C's & D's	D's	D's & F's	F's	Misc.	Total
N	176	315	67	201	49	106	14	50	10	6	994
%	17.7%	31.7%	6.7%	20.2%	4.9%	10.7%	1.4%	5.0%	1.0%	0.6%	100%

Note: Misc. refers to instances where students have received an "E" or "I" and are working to complete course requirements.

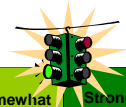


Please rate your level of awareness about the Kalamazoo Promise.

	Not familiar	A little familiar	Familiar	Pretty familiar	Very familiar	Total
N	11	53	152	354	431	1,001
%	1.1%	5.3%	15.2%	35.4%	43.1%	100%



School Climate, Teacher Expectations, and Student Aspirations



Teacher-Student Relationships

	←-----→					Mean	SD	Don't Know	N	Strongly Disagree Somewhat Disagree Neutral Somewhat Agree Strongly Agree				
	Strongly Disagree	2	3	4	Strongly Agree									
a. Teachers at this school like their students.	4.4%	11.8%	42.9%	32.0%	9.0%	3.49	1.15	73	1,008					
b. Teachers at this school are on the side of their students.	8.8%	18.4%	43.2%	22.8%	6.7%	3.25	1.28	85	1,001					
c. Teachers give students the grades they deserve.	4.1%	11.5%	26.5%	34.9%	23.0%	3.70	1.15	36	998					
d. Teachers help students to be friendly and kind to one another.	9.6%	20.0%	38.5%	22.5%	9.4%	3.14	1.21	39	998					
e. Teachers treat each student as an individual.	9.0%	18.1%	34.5%	26.0%	12.4%	3.27	1.25	44	989					
f. Teachers are willing to help students.	2.3%	9.1%	26.8%	36.8%	25.0%	3.76	1.04	14	997					
g. Teachers are patient when a student has trouble learning.	7.6%	18.9%	32.3%	28.2%	13.1%	3.32	1.23	41	989					
h. Teachers make extra efforts to help students.	5.3%	17.3%	38.6%	26.6%	12.2%	3.30	1.11	25	994					
i. Teachers understand and meet the needs of each student.	7.0%	20.7%	42.8%	22.7%	7.0%	3.15	1.15	44	993					
j. Teachers praise students more often than they scold them.	19.0%	25.3%	36.1%	13.8%	5.8%	2.92	1.43	87	981					
k. My teachers think that I will graduate from high school.	3.7%	3.9%	13.0%	17.2%	62.1%	4.47	1.14	101	988					
l. Teachers explain carefully so that students can get their work done.	5.6%	17.0%	40.6%	25.0%	11.7%	3.27	1.11	25	988					
m. I understand my teachers' expectations for me most of the time.	3.2%	5.4%	24.5%	37.2%	29.9%	3.93	1.07	36	985					
n. My teachers think I would succeed in college.	4.0%	4.8%	18.5%	24.9%	47.8%	4.37	1.22	151	985					
o. My teachers have high expectations of me in class.	2.8%	5.0%	18.7%	32.8%	40.7%	4.18	1.11	73	988					
p. Teachers care if I am absent from school.	13.4%	13.8%	30.6%	23.5%	18.7%	3.53	1.49	114	990					
q. I have a teacher who is a positive role model for me.	9.9%	8.2%	22.4%	22.1%	37.5%	3.83	1.39	61	990					

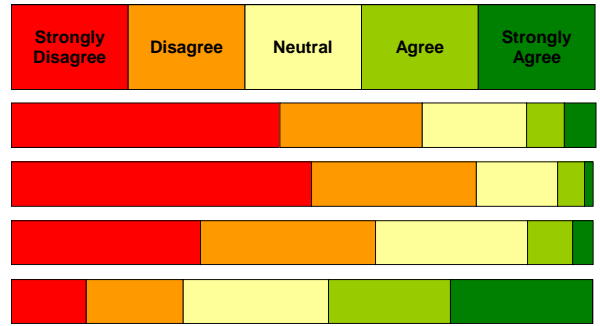
Student Academic Orientation

	←-----→					Mean	SD	Don't Know	N	Strongly Disagree Disagree Neutral Agree Strongly Agree				
	Strongly Disagree	2	3	4	Strongly Agree									
a. Students at this school understand why they are in school.	18.0%	28.1%	34.5%	12.9%	6.4%	2.87	1.39	73	988					
b. At this school, students are interested in learning new things.	18.6%	29.0%	37.0%	11.0%	4.4%	2.73	1.30	55	984					
c. Students at this school have fun but also work hard on their studies.	16.7%	30.1%	34.9%	11.9%	6.4%	2.75	1.27	41	983					
d. Students work hard to complete their school assignments.	14.2%	30.5%	37.6%	12.8%	4.9%	2.79	1.23	46	983					
e. Getting good grades is important to me.	0.9%	2.5%	10.4%	18.5%	67.7%	4.52	0.86	16	980					
f. I feel comfortable asking questions in class.	4.8%	6.9%	25.5%	30.9%	31.9%	3.83	1.14	21	984					
g. I push myself to do better academically.	2.6%	4.3%	19.8%	32.9%	40.4%	4.07	1.02	15	982					
h. I believe I can be successful.	1.2%	2.5%	8.3%	17.4%	70.6%	4.55	0.85	11	983					
i. Going to college is important to my future.	1.3%	2.2%	6.8%	14.7%	74.9%	4.62	0.83	15	981					
j. I believe I am receiving a good education that prepares me for college.	5.0%	9.2%	26.7%	33.8%	25.3%	3.72	1.16	29	982					

Note that "N" refers to total number of valid responses including those that indicated "Don't Know."

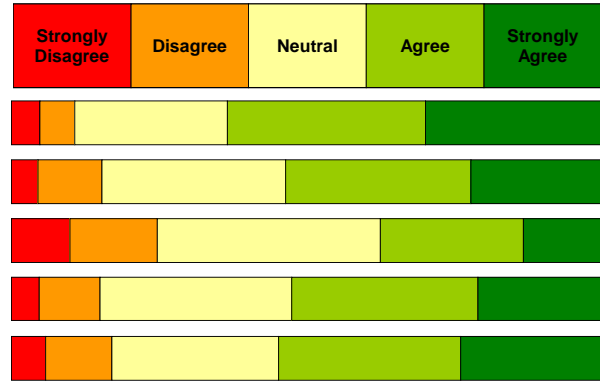
Student Behavioral Values

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Mean	SD	Don't Know	N
a. If one student makes fun of someone, other students do not join in.	45.9%	24.4%	17.8%	6.5%	5.4%	2.20	1.42	46	988
b. Students at this school are well-behaved even when the teachers are not watching them.	51.6%	28.3%	14.0%	4.6%	1.5%	1.86	1.14	23	984
c. Most students would do their work even if the teacher stepped out of the classroom.	32.5%	30.1%	26.1%	7.8%	3.5%	2.28	1.20	20	984
d. I think bullying is a problem in my school.	12.9%	16.7%	25.0%	21.0%	24.5%	3.44	1.45	60	984



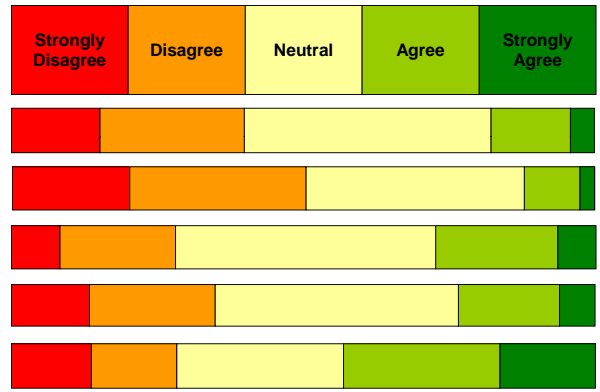
Guidance

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Mean	SD	Don't Know	N
a. Teachers or counselors encourage students to think about their future.	4.8%	5.9%	25.8%	33.5%	29.9%	3.87	1.45	40	982
b. Teachers or counselors help students plan for future classes and for future jobs.	4.5%	10.8%	31.1%	31.3%	22.4%	3.68	1.18	45	982
c. Teachers or counselors help students with personal problems.	9.9%	14.8%	37.7%	24.2%	13.4%	3.45	1.38	100	976
d. Students at this school can get help and advice from teachers or counselors.	4.7%	10.3%	32.4%	31.5%	21.1%	3.66	1.18	49	980
e. I am receiving the assistance I believe is necessary to go to college.	5.8%	11.2%	28.2%	30.8%	24.0%	3.69	1.23	50	982



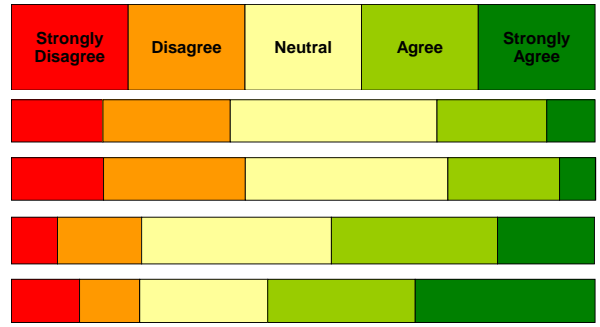
Student-Peer Relationships

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Mean	SD	Don't Know	N
a. Students care about one another.	15.2%	24.7%	42.3%	13.6%	4.1%	2.82	1.22	44	970
b. Students respect one another.	20.2%	30.3%	37.5%	9.6%	2.5%	2.56	1.17	32	969
c. Students want to be friends with one another.	8.3%	19.8%	44.5%	20.9%	6.5%	3.11	1.16	44	968
d. Students have a sense of belonging at this school.	13.4%	21.5%	41.7%	17.3%	6.1%	3.04	1.31	68	965
e. Other students see me as a leader.	13.7%	14.6%	28.5%	26.8%	16.3%	3.58	1.53	139	966



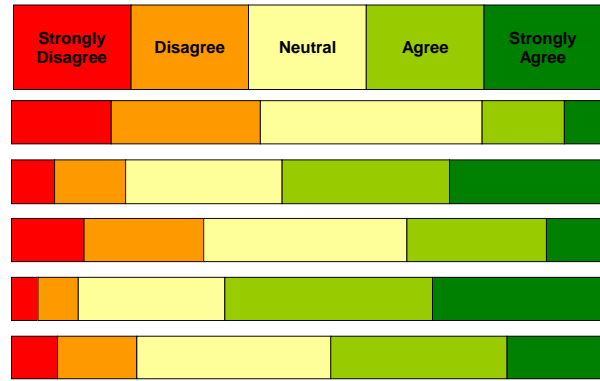
Parent and Community-School Relationships

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Mean	SD	Don't Know	N
a. Parents and members of the community attend school meetings and other activities.	15.7%	21.8%	35.4%	18.8%	8.3%	3.51	1.66	208	965
b. Most people in the community help the school in one way or another.	15.8%	24.3%	34.7%	19.1%	6.2%	3.37	1.62	182	961
c. Community groups honor student achievement in learning, music, drama, and sports.	7.9%	14.4%	32.5%	28.5%	16.6%	3.75	1.44	157	963
d. My parents/guardians regularly check with me about my homework.	11.7%	10.3%	21.9%	25.3%	30.8%	3.63	1.38	37	961



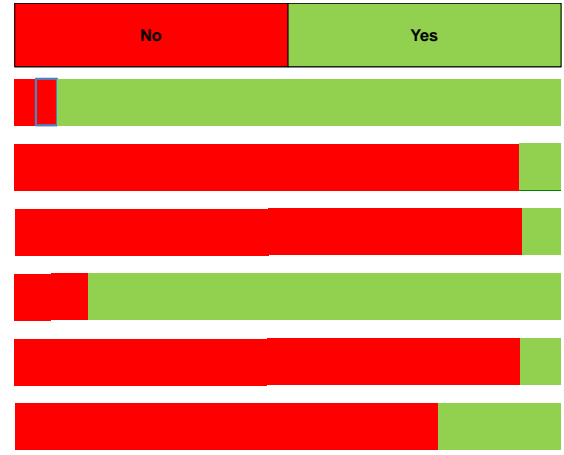
General School Environment

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Mean	SD	Don't Know	N
a. School is a welcoming and friendly place.	16.9%	25.2%	37.5%	13.9%	6.4%	2.77	1.22	28	961
b. I feel accepted for who I am at school.	7.3%	12.0%	26.5%	28.3%	25.9%	3.62	1.26	32	959
c. Teachers have fun at school.	12.3%	20.2%	34.4%	23.6%	9.6%	3.43	1.51	143	958
d. Teachers expect and encourage students to go to college.	4.5%	6.8%	24.8%	35.1%	28.8%	3.90	1.17	57	955
e. My school is preparing me well for my future.	7.8%	13.4%	32.8%	29.8%	16.2%	3.46	1.25	47	956



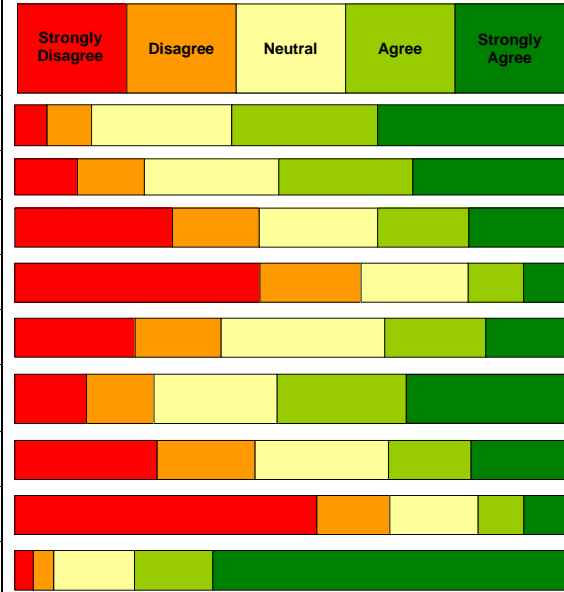
Please answer each of the following questions regarding the Kalamazoo Promise and your plans for after high school.

	No	Yes	N
a. If you stay in Kalamazoo schools, will you be eligible to receive this scholarship when you graduate from high school?	7.8%	92.2%	964
b. My family switched me from a local charter school or private school so I would be eligible for the Kalamazoo Promise.	92.4%	7.6%	960
c. My family moved to Kalamazoo to be eligible for the Kalamazoo Promise.	92.9%	7.1%	959
d. Do you intend to use the Kalamazoo Promise to enroll in a community college or state university?	13.4%	86.6%	949
e. I plan to enter military service after high school.	92.5%	7.5%	951
f. I don't plan to go to college immediately after graduation from high school, but I do plan to apply later on.	77.6%	22.4%	946



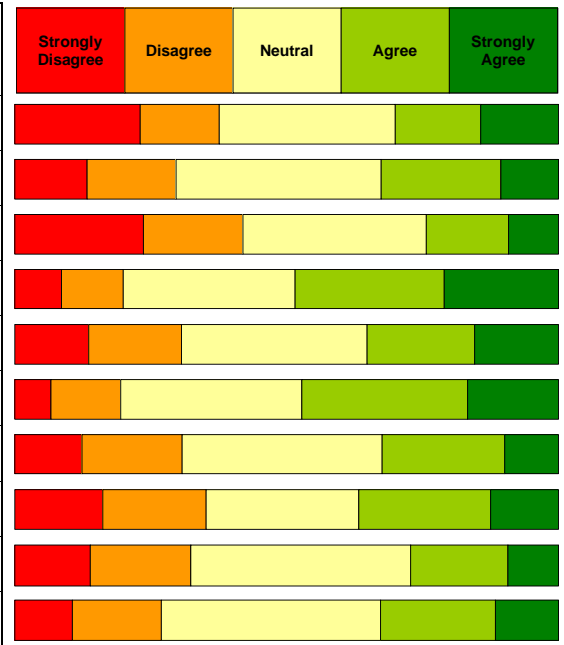
To what extent do you agree or disagree with the following statements regarding the Kalamazoo Promise?

	← Strongly Disagree → Strongly Agree					Mean	SD	Don't Know	N
	1	2	3	4	5				
a. Teachers and/or school staff have spoken with me about the Kalamazoo Promise.	5.9%	8.0%	25.4%	26.4%	34.2%	3.81	1.22	26	939
b. The Kalamazoo Promise gives me more flexibility about which college or university I may choose to attend.	11.4%	12.1%	24.3%	24.3%	27.9%	3.57	1.39	42	931
c. The Promise has <u>not</u> really made a difference to my education goals or plans.	28.6%	15.7%	21.4%	16.5%	17.7%	2.92	1.57	39	930
d. I changed my career goals because of the Kalamazoo Promise.	44.4%	18.3%	19.4%	10.0%	7.9%	2.31	1.46	31	929
e. I work harder in school now because I know that the Promise will pay for college.	21.8%	15.6%	29.6%	18.3%	14.7%	3.01	1.45	38	923
f. I was confident <i>before</i> the Promise that I could afford to go to college, using financial aid, scholarships, and/or my family's resources.	13.0%	12.2%	22.3%	23.4%	29.1%	3.57	1.44	49	926
g. I wasn't sure if I could afford college before the Promise, but with it I can.	25.8%	17.7%	24.2%	14.9%	17.3%	2.97	1.56	49	928
h. I still am not sure if I can afford college, because I am not eligible for 100 percent of tuition from the Promise.	54.7%	13.2%	16.0%	8.3%	7.8%	2.21	1.55	45	922
i. I planned to go to college even before the announcement of the Kalamazoo Promise.	3.4%	3.7%	14.6%	14.2%	64.1%	4.36	1.09	25	927



To what extent do you agree or disagree with the following statements about changes in your school since the announcement of the Kalamazoo Promise?

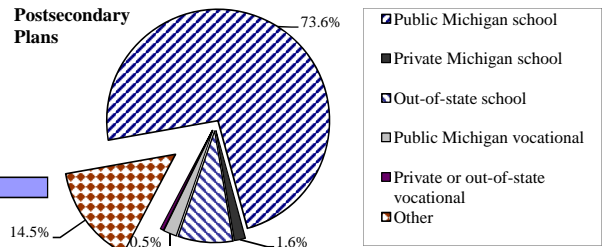
	← Strongly Disagree → Strongly Agree					Mean	SD	Don't Know	N
	1	2	3	4	5				
a. My attendance at school has improved.	23.1%	14.5%	32.4%	15.7%	14.3%	3.06	1.52	65	930
b. More academic support is being provided after school.	13.3%	16.4%	37.7%	22.0%	10.6%	3.37	1.46	113	925
c. I am enrolling in more college prep courses.	23.7%	18.3%	33.7%	15.1%	9.2%	2.99	1.53	88	924
d. Teachers expect more from students.	8.6%	11.4%	31.6%	27.4%	20.9%	3.62	1.34	76	923
e. The amount of homework has increased.	13.6%	17.1%	34.1%	19.8%	15.3%	3.35	1.47	92	920
f. Information is provided about higher education opportunities.	6.7%	12.8%	33.3%	30.5%	16.7%	3.61	1.29	82	920
g. My peers are more motivated to succeed in school.	12.4%	18.4%	36.8%	22.5%	9.8%	3.28	1.40	89	914
h. I talk about college with peers more often.	16.2%	19.0%	28.1%	24.2%	12.5%	3.12	1.38	43	915
i. The quality of student academic performance has improved.	13.9%	18.5%	40.4%	17.9%	9.2%	3.40	1.54	149	918
j. More support from community organizations is provided to students and families.	10.6%	16.4%	40.3%	21.1%	11.6%	3.64	1.54	180	919



Note that "N" refers to total number of valid responses including those that indicated "Don't Know."

For those that intend to pursue postsecondary education, indicate which of the following statements best describes you. I am going to a...

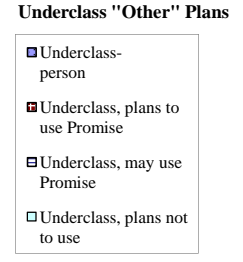
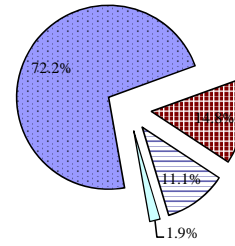
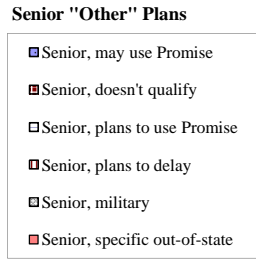
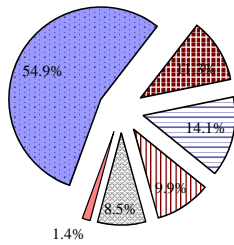
	Public Michigan school	Private Michigan school	Out-of-state school	Public Michigan vocational	Private or out-of-state vocational	Other	Total
N	609	13	66	16	4	120	828
%	73.6%	1.6%	8.0%	1.9%	0.5%	14.5%	100%



Other

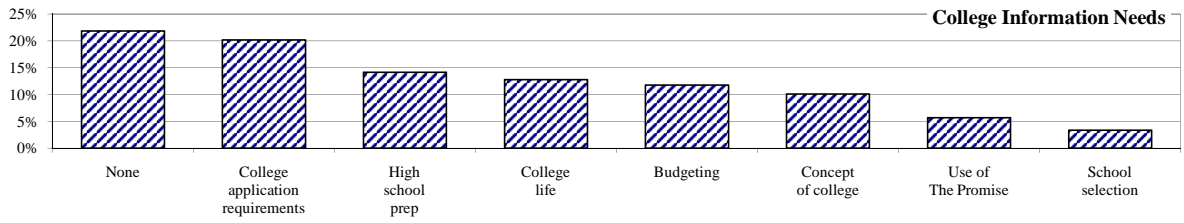
	Senior, may use Promise	Senior, doesn't qualify	Senior, plans to use Promise	Senior, plans to delay	Senior, military	Senior, specific out-of-state	Underclass-person	Underclass, plans to use Promise	Underclass, may use Promise	Underclass, plans not to use	Total
N	39	8	10	7	6	1	39	8	6	1	125
%	31.2%	6.4%	8.0%	5.6%	4.8%	0.8%	31.2%	6.4%	4.8%	0.8%	100%

Note that "Other" totals are not equal because some responses fit more than one category.



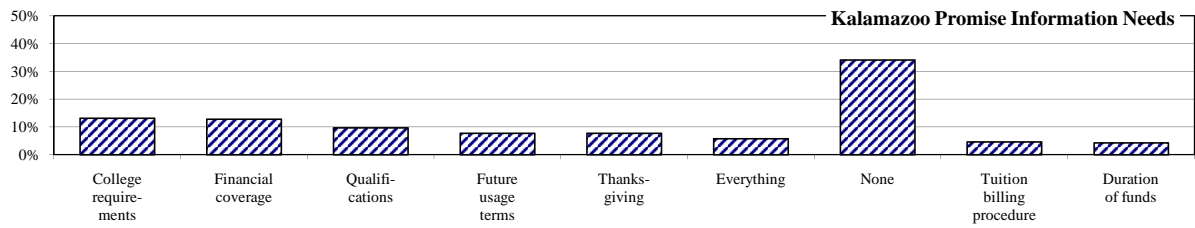
What additional information would you like to have regarding requirements for college? (These results are based on the written comments by students)

	None	College application requirements	High school prep	College life	Budgeting	Concept of college	Use of The Promise	School selection	Total
N	65	60	42	38	35	30	17	10	297
%	21.9%	20.2%	14.1%	12.8%	11.8%	10.1%	5.7%	3.4%	100%



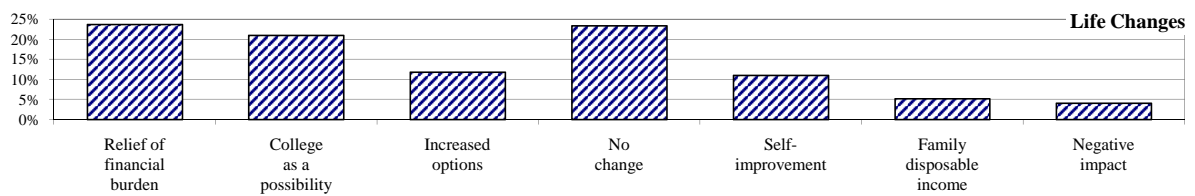
What additional information would you like to have regarding the Kalamazoo Promise? (These results are based on the written comments by students)

	College requirements	Financial coverage	Qualifications	Future usage terms	Thanksgiving	Everything	None	Tuition billing procedure	Duration of funds	Total
N	34	33	25	20	20	15	88	12	11	258
%	13.2%	12.8%	9.7%	7.8%	7.8%	5.8%	34.1%	4.7%	4.3%	100%



How has the Kalamazoo Promise changed your life? (These results are based on the written comments by students)

	Relief of financial burden	College as a possibility	Increased options	No change	Self-improvement	Family disposable income	Negative impact	Total
N	147	130	73	145	68	32	25	620
%	23.7%	21.0%	11.8%	23.4%	11.0%	5.2%	4.0%	100%



Appendix B

Summary of Open-Ended Responses

from the High School Student Survey

Student responses to the open-ended survey questions reveal a wide range of reactions to the Kalamazoo Promise. We have grouped the students' responses to each question into common themes that were derived naturally from reading each student's words. The themes are listed here in bullet points under the bold heading of each question as it appears on the survey. At the end of each question is a number in parentheses that indicates how many students respond to that survey item. At the end of each theme, another number shows how many student responses fell into that theme. Each theme is then further illustrated by a few quotes from actual surveys completed by the students of Kalamazoo Public Schools.

Often evaluators and data analysts disregard open-ended responses of "None." We have not done

that here. It is our belief that "None" can be a useful and informative response for our evaluation of the Promise in regard to the questions that were asked on the survey. For example, when a student responds to "What additional information do you need for college?" with the answer "None," it can tell us that the schools are adequately preparing students for this part of their life. We did, however, choose not to group answers that revealed either that students misinterpreted the question or that they answered in a joking manner. Though those responses were not grouped into a theme, they are included in the count of the number of responses to the question. Moreover, some student responses (about 2%) fell into multiple themes. It is for these reasons that the sum of the responses to each theme will not be the same as the number who responded to each question.

What additional information would you like to have regarding requirements for college? (N= 337 responses)

- None (65)
 - "None really because I know enough."
 - "I already have the information I need."
- College application requirements (60)
 - "Nec. SAT scores for the colleges of my choice."
 - "What do I look for on the applications?"
- High school preparation (42)
 - "What kind of grades would I need to get into WMU?"
 - "I would like to know more about the expectations colleges require, academic and sport wise."
- College life in general (38)
 - "If you are a freshman in college, do you have to stay on campus? Are there homes for young parents and children?"
 - "What steps are needed after getting accepted to college?"
- Budgeting (35)
 - "How much everything will cost. (Supplies, books, etc.)"
 - "How much money it will cost me for room and board."

- Negotiating the concept of college (30)
 - “Everything, books, campus.”
 - “Any information would be fabulous.”
- Use of the Promise (17)
 - “How money would be dispersed?”
 - “If you want to wait a year can you still go to college with the Kazoo promise?”
- School selection assistance (10)
 - “Information about all black colleges.”
 - “What schools are known for, ex. medicine, pharmacy, etc.”

What additional information would you like to have regarding the Kalamazoo Promise? (325)

- None (88)
 - “None, I know all I need to know about it.”
 - “I have already obtained all the information I need.”
- College requirements of Promise (34)
 - “What are they expecting?”
 - “The requirements and rules.”
- Financial coverage (33)
 - “Point blank what it covers and to who?”
 - “If I get another scholarship how does it effect the Kalamazoo Promise?”
- Promise qualifications (25)
 - “If I get it or not.”
 - “Do you still qualify if you graduate early?”
- Future usage terms of Promise (20)
 - “Can people not go to college immediately after school, but then be eligible for the Promise when they do?”
 - “Can you switch schools and still get the money?”
- Thanksgiving (20)
 - “I LOVE YOU!!!!!!”
 - “Who is paying for it?! Thank you!”
- Everything (15)
 - “I want to know everything so I make sure I get the Promise.”
 - “Everything anybody has to offer.”
- Tuition billing procedure (12)
 - “How is the transfer of money handled? Is the money given directly to the university or is it the responsibility of the student to make sure the money reaches the college?”
 - “How does the paying of tuition work and for how long?”
- Duration of funds (11)
 - “How long is it in effect for?”
 - “If it will end or not.”

How has the Kalamazoo Promise changed your life? (649)

- Relief of financial burden (147)
 - “Now I can afford to go to college and still afford to take care of my daughter.”
 - “It’s saved me a ton of money and it’s awesome that I’m not going to have to pay back a ton of student loans. It’s like having a jumpstart to my life after and before college.”
- No change (145)
 - “It hasn’t really. I have the same goals and the same ideas as I did before.”
 - “No because I planned to go to college before the Promise.”
- College as a real possibility (130)
 - “Before the Kalamazoo Promise I knew that I wouldn’t have been able to go to college but now I can. It’s literally a miracle for me.”
 - “It has given me a chance to actually go to college and do something with my life.”
- Increased variety in school options (73)
 - “I was planning on going to the military so the Promise kind of saved my life in a sense. Now I didn’t have to enroll to gain money for college because I get 100% of the Promise.”
 - “I’m going to Western instead of Valley.”
- Self-improvement (68)
 - “Now I study harder, swim faster, and run quicker.”
 - “I’ve changed my ways a lot. I am now more focused on school.”
- More family disposable income (32)
 - “By helping my grandma out so she doesn’t have to pay tuition.”
 - “To be honest, it really hasn’t changed much. My parents would’ve paid for me to get into college anyway. So, it’s changed my parents’ life more because they can keep the thousands of dollars they would’ve needed to pay.”
- Negative impact (25)
 - “It kept me from going to my dream school and shoved me into this sucky one.”
 - “It made me go to Norrix instead of being home schooled. I think I would have done better and learned more at home. I wouldn’t have made more friends though.”

Appendix C

Names of Each Factor and Corresponding Survey Items

<i>Factor Name</i>	<i>Items</i>
Student Aspirations	<ul style="list-style-type: none"> - Getting good grades is important to me - I push myself to do better academically - I believe I can be successful - Going to college is important to my future
Student Motivation	<ul style="list-style-type: none"> - Students at this school understand why they are in school - At this school, students are interested in learning new things - Students at this school have fun but also work hard on their studies - Students work hard to complete their school assignments
Student Peer Relations	<ul style="list-style-type: none"> - Students care about one another - Students respect one another - Students want to be friends with one another - Students have a sense of belonging at this school - School is a welcoming and friendly place
Teacher Expectations	<ul style="list-style-type: none"> - My teachers think that I will graduate from high school - My teachers think I would succeed in college - My teachers have high expectations of me in class - I have a teacher who is a positive role model for me
Teacher/Student Relations	<ul style="list-style-type: none"> - Teachers at this school like their students - Teachers at this school are on the side of their students - Teachers give students the grades they deserve - Teachers help students to be friendly and kind to one another - Teachers treat each student as an individual - Teachers are willing to help students - Teachers are patient when a student has trouble learning - Teachers make extra efforts to help students - Teachers understand and meet the needs of each student - Teachers praise student more often than scold them - Teachers explain carefully so that students can get their work done
Behavior	<ul style="list-style-type: none"> - If one student makes fun of someone, other students do not join in - Students at this school are well-behaved even when the teachers are not watching them - Most students would do their work even if the teacher stepped out of the classroom
Guidance/College Readiness	<ul style="list-style-type: none"> - Teachers or counselors encourage students to think about their future - Teachers or counselors help students plan for future classes and for future jobs - Teachers or counselors help students with personal problems - Students at this school can get help and advice from teachers or counselors - I am receiving the assistance I believe necessary to go to college - My school is preparing me well for my future

Appendix D

Findings from Regression Analyses

Table D:1. Descriptive Data for the Sample

White (%)	41.8
African American (%)	35.1
Hispanic (%)	7.8
Asian (%)	2.5
Native American (%)	1.5
Other (%)	8.6
African American & white (mixed) (%)	2.7
Mother/guardian no college degree (%)	44.5
Mother/guardian college degree (%)	55.5
Father/guardian no college degree (%)	51.3
Father/guardian college degree (%)	48.7
Free/reduced lunch (%)	49.5
No free/reduced lunch (%)	50.5
Males (%)	48.7
Females (%)	51.3
Kalamazoo Central(%)	39.9
Loy Norrix (%)	53.1
Phoenix (%)	7.0
Grade 9 (%)	29.9
Grade 10 (%)	23.8
Grade 11 (%)	27.3
Grade 12 (%)	19.0
3.0 to 4.0 GPA (%)	49.7
2.0 to 3.0 GPA (%)	27.1
1.0 to 2.0 GPA (%)	15.7
0.0 to 1.0 GPA (%)	7.5

Table D:2. Regression Results for Student Aspirations

	<i>Regression Coefficients (Std. Error)</i>	
African American	0.174 (0.087)	*
Hispanic	0.111 (0.087)	
Asian	-0.104 (0.220)	
Native American	0.063 (0.278)	
Other	-0.158 (0.128)	
African American & white (mixed)	0.317 (0.211)	
Mother/guardian no college degree	0.000 (0.078)	
Father/guardian no college degree	-0.123 (0.079)	
Free/reduced lunch	0.083 (0.082)	
Males	-0.175 (0.068)	*
Loy Norrix	0.216 (0.071)	**
Phoenix	0.016 (0.141)	
Grade 10	-0.075 (0.092)	
Grade 11	-0.005 (0.089)	
Grade 12	-0.127 (0.100)	
2.0 to 3.0 GPA (%)	-0.276 (0.085)	**
1.0 to 2.0 GPA (%)	-0.845 (0.105)	***
0.0 to 1.0 GPA (%)	-1.205 (0.138)	***
R2	0.19	***

~ p<.10 * p<.05 ** p<.01 *** p<.001

Comparison Group: White students; mother/female guardian has a college degree; father/male guardian has college degree; no free/reduced lunch; females; Kalamazoo Central; grade 9; 3.0 to 4.0 GPA

Table D:3. Regression Results for Student Motivation

	<i>Regression Coefficients (Std. Error)</i>	
African American	0.370 (0.095)	***
Hispanic	0.347 (0.152)	*
Asian	-0.213 (0.241)	
Native American	0.273 (0.305)	
Other	-0.107 (0.141)	
African American & white (mixed)	-0.027 (0.232)	
Mother/guardian no college degree	-0.096 (0.086)	
Father/guardian no college degree	0.082 (0.087)	
Free/reduced lunch	0.308 (0.090)	**
Males	0.074 (0.075)	
Loy Norrix	-0.350 (0.079)	**
Phoenix	0.206 (0.155)	
Grade 10	-0.250 (0.101)	*
Grade 11	-0.214 (0.098)	*
Grade 12	-0.260 (0.110)	*
2.0 to 3.0 GPA (%)	-0.086 (0.093)	
1.0 to 2.0 GPA (%)	-0.252 (0.115)	*
0.0 to 1.0 GPA (%)	-0.239 (0.152)	
R2	0.12	***

~ p<.10 * p<.05 ** p<.01 *** p<.001

Comparison Group: White students; mother/female guardian has a college degree; father/male guardian has college degree; no free/reduced lunch; females; Kalamazoo Central; grade 9; 3.0 to 4.0 GPA

Table D:4. Regression Results for Student-Peer Relationships

	<i>Regression Coefficients (Std. Error)</i>	
African American	0.112	(0.099)
Hispanic	0.182	(0.157)
Asian	0.013	(0.250)
Native American	0.187	(0.317)
Other	-0.122	(0.146)
African American & white (mixed)	-0.279	(0.240)
Mother/guardian no college degree	-0.132	(0.089)
Father/guardian no college degree	0.155	(0.090) ~
Free/reduced lunch	0.153	(0.093)
Males	0.108	(0.078)
Loy Norrix	-0.233	(0.081) **
Phoenix	0.184	(0.161)
Grade 10	-0.221	(0.105) *
Grade 11	-0.089	(0.102)
Grade 12	-0.090	(0.114)
2.0 to 3.0 GPA (%)	-0.193	(0.097) *
1.0 to 2.0 GPA (%)	-0.248	(0.120) *
0.0 to 1.0 GPA (%)	-0.320	(0.158) *
R2	0.06	**

~ p<.10 * p<.05 ** p<.01 *** p<.001

Comparison Group: White students; mother/female guardian has a college degree; father/male guardian has college degree; no free/reduced lunch; females; Kalamazoo Central; grade 9; 3.0 to 4.0 GPA

Table D:5. Regression Results for Teacher Expectations

	<i>Regression Coefficients (Std. Error)</i>	
African American	-0.168	(0.090) ~
Hispanic	-0.051	(0.142)
Asian	-0.026	(0.226)
Native American	-0.470	(0.287)
Other	-0.214	(0.132)
African American & white (mixed)	-0.123	(0.217)
Mother/guardian no college degree	-0.035	(0.081)
Father/guardian no college degree	-0.173	(0.082) *
Free/reduced lunch	0.036	(0.084)
Males	-0.055	(0.070)
Loy Norrix	0.058	(0.074)
Phoenix	0.152	(0.146)
Grade 10	-0.144	(0.095)
Grade 11	0.128	(0.092)
Grade 12	0.122	(0.103)
2.0 to 3.0 GPA (%)	-0.451	(0.088) ***
1.0 to 2.0 GPA (%)	-1.004	(0.108) ***
0.0 to 1.0 GPA (%)	-1.415	(0.143) ***
R2	0.31	***

~ p<.10 * p<.05 ** p<.01 *** p<.001

Comparison Group: White students; mother/female guardian has a college degree; father/male guardian has college degree; no free/reduced lunch; females; Kalamazoo Central; grade 9; 3.0 to 4.0 GPA

Table D:6. Regression Results for Teacher-Student Relations

	<i>Regression Coefficients (Std. Error)</i>	
African American	-0.202 (0.100)	*
Hispanic	0.012 (0.159)	
Asian	0.251 (0.253)	
Native American	-0.383 (0.321)	
Other	-0.456 (0.148)	**
African American & white (mixed)	-0.457 (0.243)	~
Mother/guardian no college degree	-0.129 (0.090)	
Father/guardian no college degree	0.179 (0.094)	
Free/reduced lunch	0.179 (0.094)	~
Males	0.186 (0.079)	*
Loy Norrix	0.140 (0.082)	~
Phoenix	0.823 (0.163)	***
Grade 10	-0.036 (0.106)	
Grade 11	0.132 (0.103)	
Grade 12	0.086 (0.115)	
2.0 to 3.0 GPA (%)	-0.552 (0.098)	
1.0 to 2.0 GPA (%)	-0.763 (0.121)	***
0.0 to 1.0 GPA (%)	-0.200 (0.160)	***
R2	-0.15	***

~ p<.10 * p<.05 ** p<.01 *** p<.001

Comparison Group: White students; mother/female guardian has a college degree; father/male guardian has college degree; no free/reduced lunch; females; Kalamazoo Central; grade 9; 3.0 to 4.0 GPA

Table D:7. Regression Results for Behavior

	<i>Regression Coefficients (Std. Error)</i>	
African American	0.351 (0.094)	***
Hispanic	0.171 (0.149)	
Asian	0.124 (0.237)	
Native American	0.345 (0.300)	
Other	0.035 (0.138)	
African American & white (mixed)	-0.140 (0.227)	
Mother/guardian no college degree	-0.056 (0.084)	
Father/guardian no college degree	0.000 (0.085)	
Free/reduced lunch	0.116 (0.088)	
Males	0.006 (0.074)	
Loy Norrix	-0.133 (0.077)	~
Phoenix	0.317 (0.152)	*
Grade 10	0.028 (0.099)	
Grade 11	0.060 (0.096)	
Grade 12	0.105 (0.108)	
2.0 to 3.0 GPA (%)	-0.044 (0.092)	
1.0 to 2.0 GPA (%)	-0.060 (0.113)	
0.0 to 1.0 GPA (%)	-0.261 (0.149)	~
R2	0.06	**

~ p<.10 * p<.05 ** p<.01 *** p<.001

Comparison Group: White students; mother/female guardian has a college degree; father/male guardian has college degree; no free/reduced lunch; females; Kalamazoo Central; grade 9; 3.0 to 4.0 GPA

Table D:8. Regression Results for Guidance/College Readiness

	<i>Regression Coefficients (Std. Error)</i>	
African American	0.174 (0.103)	~
Hispanic	0.190 (0.163)	
Asian	-0.304 (0.260)	
Native American	0.090 (0.329)	
Other	-0.317 (0.152)	*
African American & white (mixed)	0.041 (0.250)	
Mother/guardian no college degree	-0.036 (0.093)	
Father/guardian no college degree	-0.048 (0.094)	
Free/reduced lunch	0.147 (0.097)	
Males	0.042 (0.081)	
Loy Norrix	0.021 (0.085)	
Phoenix	0.511 (0.168)	**
Grade 10	0.019 (0.109)	
Grade 11	0.001 (0.106)	
Grade 12	-0.152 (0.118)	
2.0 to 3.0 GPA (%)	-0.034 (0.101)	
1.0 to 2.0 GPA (%)	-0.316 (0.124)	*
0.0 to 1.0 GPA (%)	-0.386 (0.164)	*
R2	-0.06	**
~ p<.10 * p<.05 ** p<.01 *** p<.001		
Comparison Group: White students; mother/female guardian has a college degree; father/male guardian has college degree; no free/reduced lunch; females; Kalamazoo Central; grade 9; 3.0 to 4.0 GPA		