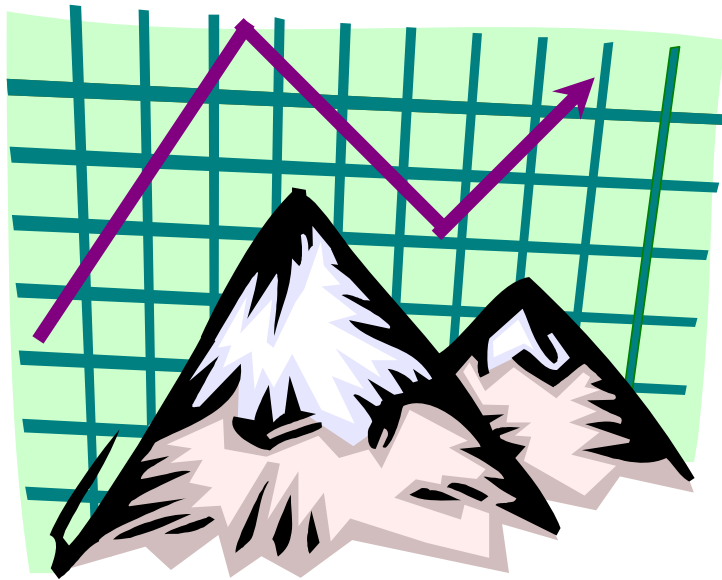




Colorado Department of Education

**STATE EVALUATION OF THE 2001-2002
COLORADO COMPREHENSIVE SCHOOL
REFORM (CSR) PROGRAM**



Colorado Department of Education
Office of Competitive Grants and Awards
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STATEWIDE EVALUATION OF THE COLORADO CSR PROGRAM

The purpose of the Comprehensive School Reform (CSR) grant program is to improve student achievement by supporting the implementation of comprehensive school reforms based on scientifically based research and effective practices so that all children, especially those in low-performing, high poverty schools, can meet challenging content standards. The program rests on the premise that unified, coherent and integrated strategies implemented through a comprehensive design, will work better than the same strategies implemented in isolation from each other. The CSR program requires local school districts and schools to implement a comprehensive school reform design based on eleven required components.

The Eleven Components of the Comprehensive School Reform Program

- 1. Proven methods and strategies based on scientifically based research:** A comprehensive school reform program employs proven strategies and methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools.
- 2. Comprehensive design:** A comprehensive design for effective school functioning integrates instruction, assessment, classroom management, professional development, parental involvement, and school management. By addressing needs identified through a school needs assessment, it aligns the school's curriculum, technology, and professional development into a plan for schoolwide change.
- 3. Professional development:** The program provides high-quality and continuous teacher and staff professional development and training. The professional development involves proven, innovative strategies that are both cost effective and easily accessible and ensures that teachers are able to use State assessments and challenging State academic content standards to improve instructional practice and student academic achievement.
- 4. Measurable goals and benchmarks:** A comprehensive school reform program includes measurable goals for student academic achievement and establishes benchmarks for meeting those goals.
- 5. Support within the school:** Teachers, principals, administrators, and other staff throughout the school demonstrate support for the CSR program by, among other activities, understanding and embracing the school's comprehensive reform program, focusing on continuous improvement of classroom instruction, and participating in professional development.
- 6. Support for teachers and principals:** A CSR program provides support for teachers, principals, administrators, and other school staff by creating shared leadership and a broad base of responsibility for reform efforts.

7. **Parental and community involvement:** The program provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities.
8. **External technical support and assistance:** The program uses high-quality external support and assistance from an entity that has experience and expertise in schoolwide reform and improvement, which may include an institution of higher education.
9. **Annual evaluation:** The program ensures accountability by including a plan for the annual evaluation of the implementation of school reforms and the student results achieved. The evaluation helps ensure that the school is making progress toward achieving its measurable goals and benchmarks and that necessary adjustments and improvements will be made to the reform strategies.
10. **Coordination of resources:** The comprehensive program must identify Federal, State, local and private financial and other resources that schools can use to coordinate services that support and sustain comprehensive school reform.
11. **Strategies that improve academic achievement:** The CSR program must have been found, through scientifically based research, to significantly improve the academic achievement of participating students; *or* have strong evidence that it will significantly improve the academic achievement of participating children.

Role of Technical Assistance Providers. Schools awarded CSR funds must use high-quality external technical support and assistance from an entity that has experience and expertise in school wide reform and improvement, which may include an institution of higher education. As a part of their comprehensive school reform program, some schools choose to align with a national model provider to attain such expertise. Others choose to contract with regional educational laboratories or comprehensive assistance centers, or develop a university partnership.

Role of Local School Districts. Local school districts are expected to provide technical assistance and support for the effective implementation of the comprehensive school reforms selected by the CSR schools. Because of their control of district infrastructures, policies, and procedures, school districts can participate in reform efforts by providing both guidance and flexibility. They can align district-arranged professional development with school reform initiatives. They also provide practical assistance with budgeting and resource reallocation. In addition, school districts can sometimes waive some district requirements and allow schools to modify procedures. CSR funds provide financial incentives for reform, but schools can sustain those initiatives only with substantive support at the district level.

Changes Within the National Design of Program. The design of the current Comprehensive School Reform program was modified from the predecessor Comprehensive School Reform Demonstration (CSR D) program, under which the schools in this evaluation study initially received funding. The CSR program now contains eleven rather than nine components,

including a stringent requirement that funded schools must implement a comprehensive school reform program that is found, through scientifically based research, to significantly improve the academic achievement of participating students, or is found to have strong evidence that it will accomplish this goal. The new CSR program also contains an explicit requirement that a comprehensive school reform program provide support for teachers, principals, administrators, school personnel staff and other professional staff.

The Administration of the Colorado CSR Program

The Colorado Department of Education (CDE) applied for and received CSR funds through its consolidated federal application.

Competitive Grant Process. CDE, in turn, awarded CSR grants to individual school sites (applying through their local school districts) through a competitive grant program. The Colorado CSR Request for Proposals was designed in accordance with federal program guidelines and included a rubric that was used to review the grant applications submitted.

CDE provided workshops for potential applicants during the grant development process, as well as access to online resources and to “just in time” grant consultants. The CSR grant review process followed CDE’s standard competitive grant protocols and procedures. Multiple reviewers with training in scoring the applications using the rubric reviewed each grant proposal. Prior to awarding funds, site visits were made to each school recommended for funding to ensure that they the capacity to carry out the activities proposed in their grant. All applicants received written feedback regarding their own grant proposals.

First year awards totaled \$1,381,868 to 18 sites. For cohort II, initial awards totaled \$1,133,457 for 12 new sites. A summary of each CSR project can be found on the CSR website at: www.cde.state.co.us/cdecomp/CSR/funded.htm.

Requirements for Continuation of Funding. The design of the CSR program afforded a three-year term of grant funding. However, continuation of funding from year to year was contingent upon schools’ demonstration that they were making adequate progress toward achieving the goals set forth in their initial applications and in implementing their comprehensive school reforms. To provide evidence of progress, CSR schools filed annual progress reports each year. Panels of outside reviewers evaluated these reports and recommended continuation funding or intervention by CDE.

The primary intervention was requiring CSR schools, with support from CDE staff, to develop specific plans to address concerns raised in the progress reporting process. In cases where schools were not able to respond adequately to concerns about their progress over a period of time, CDE did not continue funding. While rare, a handful of schools (three cohort I schools and one cohort II school) have lost their CSR funding.

Technical Assistance to CSR Schools. To help the CSR sites implement their plans effectively, CDE provided several forms of ongoing technical assistance. These included networking days, CSR updates disseminated through list serves, site visits from the program director, and the assignment of CSR advocates to each site. The advocates were CDE staff who had an interest in working with a particular school or reform model. The advocates provided a useful “outside” perspective on issues of concern to the schools and also served as a point of contact for questions about the administration of the program.

This evaluation covers two cohorts of CSR schools – those schools funded in March 1999 that completed their third and final year of CSR funding in 2001-02 (Cohort I schools) and those schools funded in January 2001 that had completed half of their three-year CSR term by the end of the 2001-02 school year (Cohort II schools).

Data Collection

This state evaluation used a multi-method approach to determine CSR schools' progress in 2002, including surveys (school and teacher level), focus groups, a review of progress reports, and a review of achievement data (Colorado Student Assessment Program (CSAP) and School Accountability Reports (SAR)).

School Survey

School surveys were distributed to the Cohort I schools in the spring of 2002 and to Cohort II schools in the fall of 2002. Overall, the return rate was 85% with a total of 23 schools returning a completed survey. This included 14 of the 15 Cohort I schools, and nine of the 12 Cohort II schools. Surveys were not completed by Manual High School (Denver Public Schools) in Cohort I, nor by Gilpin Elementary School (Denver Public Schools), McGlone Elementary School (Denver Public Schools) and Vineland Middle School (Pueblo District 70) in Cohort II. A copy of the school survey can be found in appendix C. A detailed description of the CSR schools can be found in the next section, *Profile of Colorado CSR Schools*.

Teacher Survey

Teacher surveys were distributed to all teachers in Cohort I schools in the spring of 2002 and to teachers in Cohort II schools in the fall of 2002. Teachers mailed completed surveys directly to the evaluator in stamped return envelopes that accompanied the questionnaire. This process was applied both to increase participation and to encourage frank responses by preserving respondent confidentiality. Teachers from 26 schools submitted completed questionnaires, including 14 of the 15 Cohort I schools and 11 of the 12 Cohort II schools.ⁱ In all, 240 teachers returned completed questionnaires. Information from the teacher surveys is reported in the aggregate – it is not used to analyze individual schools. A sample of the teacher survey is available in appendix D.

Profile of teachers who completed surveys:

- The great majority of respondents were teachers, however, the respondent pool also included four librarians, three paraprofessionals, two family support professionals, two assistant principals, one program coordinator, one principal, and one nurse.
- The average teaching experience of the respondents of the teacher survey was 7.4 years. The range was 0.5 years to 32 years. The median experience was 4 years. (N=235)
- The average time that survey respondents had been implementing their CSR program was 2.3 years. The median length of CSR implementation was 2.0 years. (N=234)

Focus groups

The focus groups, involving one to two representatives from each CSR school (cohorts I and II), were conducted at the CSR Networking Day (April 2002). To increase opportunities for contribution, participants were divided into four smaller groups of about ten people each. Each group had an outside facilitator and recorder. The facilitators used the same set of questions. A more detailed summary of the focus groups is in appendix E.

Review of Annual Progress Reports

The evaluators reviewed the third year (final) annual progress reports filed by the Cohort I schools and the second year progress report filed by the Cohort II schools.

Achievement Data

The evaluators compiled each school's CSAP data in reading and math. Schools' rating and academic improvement status from the SAR was also gathered for this report. A spreadsheet of all CSAP data on CSR schools can be found in appendix B.

Profile of Colorado CSR Schools

In 2002, Colorado CSR schools represented mostly high poverty schools of varying sizes from all across the state. This section provides a brief descriptive overview of the CSR schools during the 2001-02 school year. Note that it encompasses all the CSR schools, including the four schools that did not return their school surveys.¹ Table I provides this profile information for individual schools.

Setting

The CSR grant sites were located around the state, representing all geographic regions. The type of locale was also varied, including urban areas (22%), suburban areas (41%), outlying cities (15%), outlying towns (15%), and rural areas (7%).

Enrollment

Student enrollment in the CSR schools ranged from 108 students to 1159 students. The average enrollment was 421 students.

Percent Below Poverty

As CSR is primarily aimed at schools highly impacted by poverty and student academic need, the median percentage of students receiving free or reduced priced lunch was quite high – 57%. The range was from 1% to 90%. The statewide average for poverty for 2002 was 29%.²

Title I Status

Funds for CSR grants came from two different federal funding sources: Section 1602 (Part F) of Title I of the Elementary and Secondary Education Act (ESEA) and the Fund for the Improvement of Education (FIE) in Part D of Title V of the ESEA. Only schools eligible for Title I were allowed to apply for funds under the section 1602 authority. Any public school was allowed to apply for funds under the FIE authority. However, FIE funds could only be used for up to 30% of the total CSR funding distribution.

Of all CSR schools, 81% (22 schools) were Title I schools and 19% (5 schools) were not eligible for Title I support. Within the Title I category, 17 schools (63% of all CSR schools) were schoolwide schools and 5 schools (18% of all CSR schools) had targeted assistance programs as indicated in Figure 1 on page 8. It is not surprising that such a large percentage of CSR schools are schoolwides, as the emphasis of both programs complement each other.

¹ That the survey pre-populated any available data. All schools had the opportunity to correct this info in the survey. Corrected info was used in this reports' calculations. In the four schools that did not return their surveys, the pre-populated data was used in the *Profile of Colorado CSR Schools* section. Data sources for this pre-populated data included CDE's website, and databases maintained by CDE's Title I, CSR and evaluation offices.]

² Colorado Department of Education, 2002

Table 1. Profile of CSR Schools

Key:

Regions: M = Denver Metro Area, PP = Pikes Peak Area, NW = Northwest, NC = North Central, NE = Northeast, WC = West Central, SW = Southwest, SE = Southeast

Urbanicity: U = Urban, S = Suburban, OC = Outlying City, OT = Outlying Town, R = Rural

Title I Status: SW = Schoolwide, TA = Targeted Assistance, -- = No Title I funds received

Comment [PC1]: Lisa – these charts look great! I know they took a lot of time.

Cohort I (Award Date 3/1/1999) in SY 2001-2002 – Year Three of Implementation

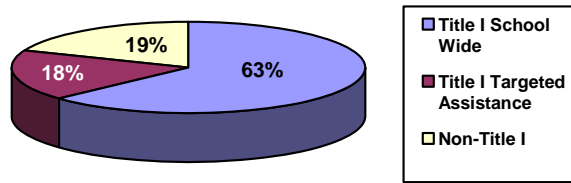
School Name	LEA/District	Reform Model	Grades Served by Model	Region	Urbanicity	Enrollment	% Poverty	Title I Status
Centennial Elementary	Harrison 2	The Learning Network	K-5	PP	S	498	72%	SW
Chatfield Elementary	Mesa County Valley 51	The Learning Network and HOSTS	K-5	WC	S	560	48%	SW
Columbian Elementary	East Otero R1	Success for All	K-5	SE	OC	242	76%	SW
Hayden Valley Elementary	Hayden Re-1	Literacy and learning Coalition	K-5	NW	OT	248	20%	SW
John Amesse Elementary	Denver 1	Roots and Wings	PK-5	M	U	716	82%	SW
John Mall High	Huerfano Re-1	Coalition of Essential Schools	9-12	SE	OT	233	54%	--
Lafayette Elementary	Boulder Valley Re-2	First Steps, Collaborative Literacy Intervention Program (CLIP), and SOAR	PK-5	M	S	407	29%	SW
Manual High	Denver 1	Coalition of Essential Schools	9-12	M	U	1159	74%	SW
Moffat Schools	Moffat 2	Core Knowledge	PK-8	SW	R	108	56%	TA
Monte Vista Elementary Schools (Marsh/Metz)	Monte Vista C-8	Homegrown Literacy model including The Learning Network	PK-5	SW	OT	587	49%/65%	SW
Monterey Elementary	Harrison 2	Math Wings and Computer Curriculum Corporation (CCC)	K-5	PP	S	426	71%	SW
Monterey Elementary	Mapleton 1	Success for All and Six-Trait Writing	K-5	M	U	325	52%	SW
Odyssey Charter School	Denver 1	Expeditionary learning Outward Bound	K-8	M	U	216	20%	--
Southwest Open High	Southwest BOCES	Expeditionary Learning Outward Bound	9-12	SW	OC	140	60%	--
Winona Elementary	Thompson R2-J	California Early Literacy Learning (CELL)/Wyoming Early Literacy Learning (WELL)	K-5	NC	S	322	59%	SW

Cohort II (Award Date 1/1/2001) in SY 2001-2002 – Year Two of Implementation

School Name	LEA/District	Reform Model	Grades Served by Model(s)	Region	Urbanicity	Enrollment	% Poverty	Title I Status
Bea Underwood Elementary	Garfield County 16	The Learning Network	K-5	NW	OC	549	47%	SW
Gilpin Elementary School	Denver Public Schools	The School Development Program	PK-5	M	U	452	79%	SW
Lake County Intermediate	Lake County R-1	Ventures	4-8	NW	OT	494	54%	--
McGlone Elementary School	Denver Public Schools	Success For All	PK-5	M	U	690	74%	SW
Overland Trail Middle School	Brighton 27 J	Turning Points	6-8	M	S	612	36%	TA
Paris Elementary School	Aurora Public Schools	Restructuring Schools for Linguistic Diversity	K-5	M	S	261	90%	SW
Pioneer Elementary School	Fort Morgan RE-3	Homegrown Literacy Model including Step Up to Writing, Linda Mood Bell, Balanced Literacy, and Reading Renaissance	1-4	NC	OC	354	78%	SW
Renaissance School	Douglas County	Expeditionary Learning Outward Bound and The Learning Network	K-8	M	S	285	1%	--
Sierra Grande	Sierra Grande R-30	Core Knowledge	K-8	SW	R	289	80%	SW
Skyline Vista Elementary	Adams County 50	The School Development Program and The Learning Network	K-5	M	S	358	57%	TA
Vikan Middle School	Brighton 27 J	Turning Points	6-8	M	S	564	41%	TA
Vineland Middle School	Pueblo 70	Integrated Thematic Instruction	K-5	PP	S	278	41%	TA

Data Source: CSR School Survey, item #1 and Colorado Department of Education

Figure 1. Title I Status of CSR Schools

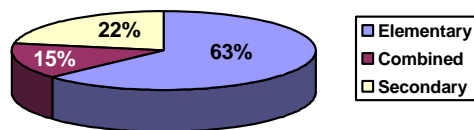


Data Source: CSR School Survey, item # 1 and Colorado Department of Education

Subjects and Grades Covered by CSR Programs

CSR grants were more likely to serve elementary level students – 78% of the schools. Thirty-seven percent of the schools serve secondary level (middle and high school) students. (Note that four out of the 27 CSR schools were combined schools (e.g., PK-8), and were counted in both the elementary and secondary percentages. Figure 2 breaks out the distribution of school levels by elementary, secondary and combined schools.) For the most part, schools implemented their CSR reform efforts in all of the grades in the school. Five of the 27 schools, did not serve all of their grade levels. In all of these cases, however, it was only the pre-kindergarten classes that were not included in the reform efforts.

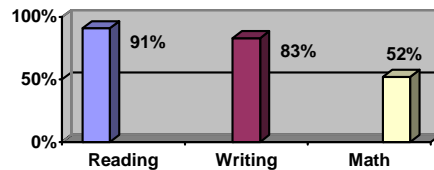
Figure 2. CSR School Levels



Data Source: CSR School Survey, item #1 and Colorado Department of Education

Of the 23 schools that provided information regarding the content focus of their CSR grant, 91% addressed reading and 83% addressed writing. Just over half (52%) of the schools addressed mathematics. In 35% of the schools, the CSR focused on all academic subject areas, including reading, writing and mathematics. The focus group discussions suggested that CSR schools with literacy-focused models generally planned to apply the structure, processes, and enhanced teacher skills/capacity to other content areas in later years.

Figure 3. Subject Area Focus of CSR Grants



Data Source: CSR School Survey, item #5

Identification and Selection Process for School Reform Programs

At the time that Cohort 1 and Cohort 2 schools were awarded CSR funds, the program encouraged schools to adopt externally developed models with demonstrated records of success to structure their comprehensive school reform efforts. Schools could also implement locally developed programs “that coherently integrate the components of a schoolwide program and that include research-based evidence of effectiveness in improving parental involvement and student achievement in basic academics.” (Colorado CSR Program RFP, Winter 1999) The great majority (85%) of Colorado CSR schools implemented externally developed models. The CSR schools implemented a wide variety of model designs, reflecting their unique needs and settings, populations and reform contexts. Table I presents a detailed description of the models implemented by the Colorado CSR schools.

Comment [PC2]: Lisa - I counted the integrated thematic instruction as a homegrown model because I wasn't sure if it was identified with a specific external provider

The CSR school survey was designed to shed light on the kinds of activities schools undertook to review alternative comprehensive school reform models, their reasons for choosing a particular model and who was involved in the decision making.

Process for Identifying a Model

Schools used a variety of methods to identify potential reform models. When asked on the school survey about their schools' selection and planning process, the following methods were used fairly consistently across schools:

- 91% (21 schools) conducted research of various reform models.
- 87% (20 schools) talked to district personnel about various reform models.
- 87% (20 schools) talked to teachers and principals at other schools implementing the same model.
- 70% (16 schools) conducted a thorough needs assessment.

Schools' Reasons for Choosing A Particular Model

Respondents identified (1) school staff recognizing a need for change and (2) a match with their own needs assessment as the top motivators for selecting their particular model. Being identified as in need of improvement was also ranked highly.³

In looking at the relative importance of the factors they considered when selecting a reform model, respondents ranked them in the following order⁴:

1. Research evidence (131 points); 9 schools ranked as number 1
2. Quality of professional development (121 points); 2 schools ranked as number 1
3. Compatibility with other activities (104 points); 4 schools ranks as number 1
4. Improved performance in similar school (104 points); 4 schools ranks as number 1
5. Alignment of model with content standards (80 points); 1 ranked as number 1
6. Quality of curriculum (77 schools); 2 ranked as number 1
7. Ease of implementation (61 points); 1 school ranked as number 1
8. Affordability (28 points); 0 schools ranked as number 1

Comment [PC3]: Lisa – Go for it if you have a strong preference. This works as well as a bar graph for me and adds the extra dimension of the number of #1 priority.

³ Schools ranked in priority order elements identified in the survey instrument for selecting their specific CSR model. To compute an overall ranking of the reasons, a number value was assigned each rank (1 was the lowest) and then multiplied by the number of schools that assigned the rank to each reason.

⁴ See Footnote 3

Parties Involved In Deciding to Adopt a Reform Program

Teachers voted to adopt the CSR model prior to its implementation in 91% of the CSR schools (21 of 23 respondent schools). The percentage of teachers who voted in favor of the model in these schools was high, averaging 89%.

The focus groups conducted of CSR representatives underscored the importance of demonstrated teacher support for the model, but made two additional relevant points. First, such a vote is only meaningful if teachers have a deep enough understanding of the program they are being asked to approve to understand its implications for its practice. Second, there will likely be a handful of resisters in any school or organization undergoing major change. Focus group respondents suggested schools acknowledge this reality and target support and help to those teachers who are willing to accept it.

Other parties involved in making decisions about the selection of the CSR model included the district administration (61% of the schools); parents (43%); school decision-making/accountability committee (39%); CSR planning committee (4%); and students (4%).

Reform Program Characteristics

As mentioned previously, CSR sites tended to use nationally developed school reform models and attempted to implement them at a high degree of fidelity to the model. Most respondents felt, however, that the model they adopted adequately addressed local considerations, such as local content standards and the state assessment system (CSAP), and the needs of special populations.

Alignment of Model with Local Efforts

The majority of the respondent schools reported that their CSR model was aligned with district reform priorities, their content standards and with CSAP. Specifically,

- 79% found the reform models were aligned to a great extent and 18% to some extent with content standards.
- 73% found their reform models were aligned to a great extent and 27% to some extent with district reform priorities.
- 64% found the reform models were aligned to a great extent and 32% to some extent with CSAP.

A majority of the responding schools stated that the model provider assured alignment of the CSR model with content standards and with the CSAP during negotiations related to the school's implementation of the model.

Fidelity to Model

Selected models appeared to have met local needs fairly well, as only minor adjustments were necessary. The majority of the CSR schools (15 schools or 65%) made small adaptations to the reform model as they implemented it; 7 of the schools (31%) implemented the model strictly and one school (4%) adopted just parts of the reform model.

Model Support for Special Populations

Seventy-three percent of the school respondents stated that their adopted CSR model included strategies to address the needs of English Language Learners and 91% stated the model included strategies to address the needs of students on individualized education plans.

Comment [PC4]: Lisa – The table provides info on all schools, not just the 23. I moved the reference to outside developers up to the previous section.

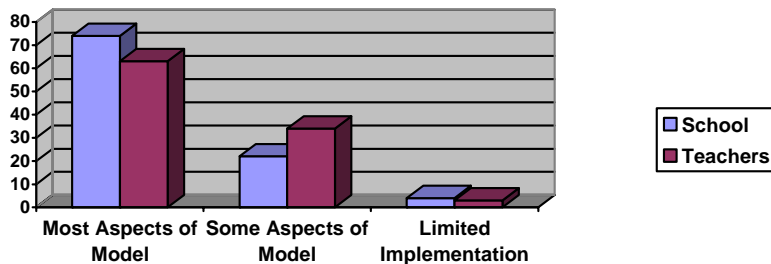
Implementation of the School Reform Program

For the most part, CSR schools were making solid progress in implementing their school reforms with most of them implementing most or all aspects of their reform program. Few schools reported major difficulties or barriers that derailed their efforts. Teachers were generally supportive of the direction of the reforms.

Progress of Implementation

Nearly three-quarters (17 or 74%) of the schools responded that they were implementing most or all aspects of the adopted comprehensive school reform model, 22% (five schools) responded that they were partially implementing the model and one cohort II school (4%) responded that the school was still at the stage of initial staff training and development. The data from the teacher surveys were consistent with the school survey findings, with 63% of the teacher respondents stating that they were implementing the model to a great extent, 34% of the respondents stating they were implementing the model to some extent and only 3% responding that they were not implementing the model at all. School and teacher responses are detailed in figure 4.

Figure 4. Extent Model is being Implemented



Data Source: CSR School Survey, item #14; Teacher Survey, item #6

Of those schools that were not fully implementing their reform programs yet, about half (44.5%) estimated that their program would be fully implemented within one year. The other half (44.5%) projected full implementation within two years. One school (11%) responded that the model would never be fully implemented.

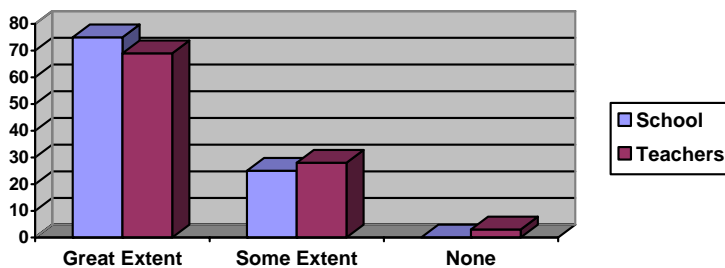
Another measure of progress is the annual progress reports that are reviewed by an independent panel, trained and overseen by CDE. Using a rubric, the panel determines whether the record of progress is adequate to warrant continued funding. Of the 12 Cohort II schools, eight schools were approved for their third year funding. Three schools were approved for continued funding contingent upon further evidence of progress. One school was not recommended for continued funding. Cohort I schools had already received three years of CSR funding and, due to federal guidance, were not eligible for continuation funding.

Teacher Support for the Model

Another lens for implementation is the degree to which teachers understand and support the model. Again, high levels of support were expressed. Sixty-nine percent of the teacher respondents indicated that they supported the model to a great extent, 28% supported the model to some extent and only 3% did not support the model at all. Fifty three percent of the teachers agreed "to a great extent" with the statement that the model had been clearly

communicated to them so that they could implement the model well. 42% agreed with the statement to "some" extent.

Figure 5. Teacher Support for CSR Model

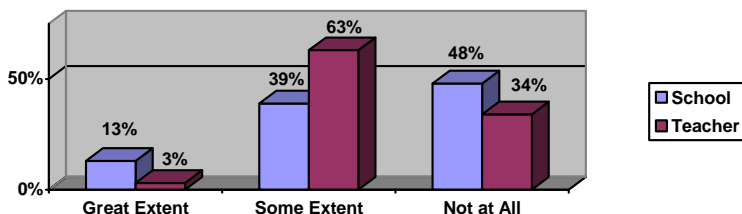


Data Source: CSR School Survey, item #37; Teacher Survey, item #20

Ease of Reform Program Implementation

Nearly half of the schools (11 or 48%) stated that they had experienced no difficulty in implementing the model. Teachers expressed experiencing more difficulty, but still painted a largely positive picture. Of the teacher respondents, 35% stated they did have not difficulties in implementing the model and 63% stated that had experienced some difficulties. Figure 6 provides a side-by-side comparison of the school and teacher survey results on this issue.

Figure 6. Reports on Difficulty in Implementing School Reform Programs



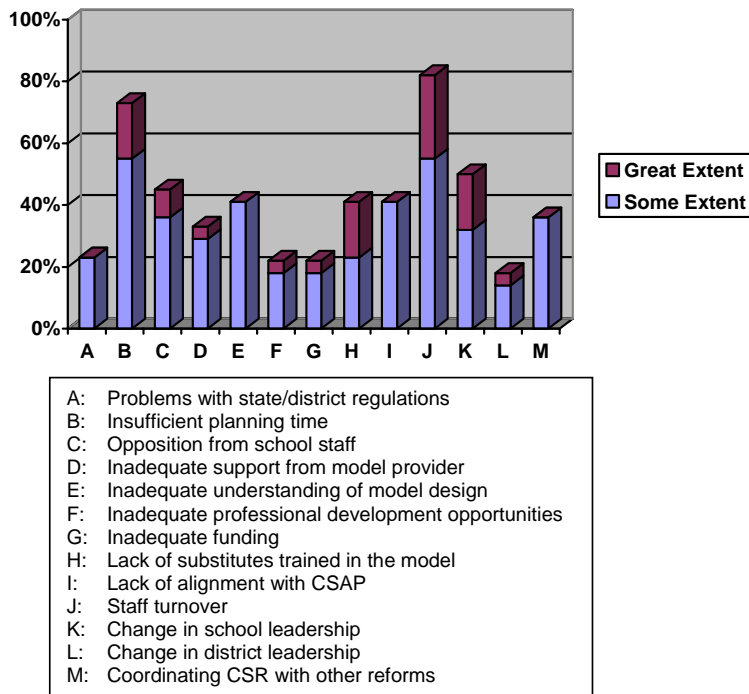
Data Source: CSR School Survey, item #17; Teacher Survey, item #7

Barriers

School reports showed few barriers that tremendously hindered implementation of their reform program. From all angles, lack of time and staff turnover proved to be the biggest stumbling blocks.

From the school surveys, three common barriers clearly rose to the forefront: (1) staff turnover (82% total; 27% to a great extent and 55% to some extent), (2) insufficient planning time (73% total; 18% to a great extent and 55% to some extent), and (3) change in school leadership (50% total; 18% to a great extent and 32% to some extent). Apparently, the resources available through the CSR grant program were sufficient to minimize typical barriers to school-wide reform including inadequate funding (73% reported that this was not a barrier at all) and inadequate professional development (77% reported "not at all"). Figure 7 details the significance of potential barriers.

Figure 7. Barriers to Implementing School Reform Programs



Data Source: CSR School Survey, item #18

In response to questions on the school survey specifically related to the impact of teacher turnover, 43% of respondent schools indicated that they had experienced significant staff turnover during the term of the CSR grant. Of these schools, 60% characterized the impact of this turnover as negative, 20% as neutral and 20% as favorable on the overall implementation of their CSR program.

Teacher responses were consistent with school level data. Teachers identified the following issues as the major barriers to their implementation of their CSR model ⁵:

1. Amount of Planning Time
2. Staff Turnover
3. Adequacy of Resources/materials
4. Amount/Quality of training
5. Staff support for model

Discussion from the focus groups offered additional detail about the nature and impact of the identified barriers:

- *Staff Turnover.* Turnover represents both the loss of trained teachers and the need to keep integrating teachers who need basic training in the model into the professional

⁵ See Footnote 3

development cycle. Significant staff turnover, especially when coupled with a change in school leadership, can also contribute to diminished excitement about the model and the CSR program.

- *Time.* Several respondents reported feeling “ambushed” and “overwhelmed” by the amount of time required to plan and effectively implement the models. Respondents also noted the significant time commitment associated with managing the CSR grant itself.
- *Internal Conflict.* Respondents noted that strong teacher support for adoption of the model does not necessarily guarantee the absence of internal conflict related to implementation. In some schools, teachers began to question the focus of the model and the curriculum at the time implementation began making demands that teachers change their practices.
- *Leadership Turnover:* Turnover of the person/people who wrote the grant has the potential to derail the program. Change in leadership can result in loss of institutional memory and momentum. New leaders don’t always receive even basic briefing about the program during the transition and don’t have same level of ownership/commitment. It takes a “brand new leader with an inherited model a long time to get up to speed.” New leaders need help understanding design/values of reform model and “hooks of the grant.”
- *Non-Alignment with District Reform Priorities:* If only one school in the district is implementing the program, the school is virtually an island. This raises two concerns. First, the school’s leaders and teachers do not have access to a support network of their peers. Second, the district can adopt requirements that are inconsistent with the program. District rules and requirements (local bureaucracy) can undercut implementation. Genuine support of the district is needed in order to succeed. Another issue related to the district reform context is that other schools in the district may resent CSR schools if they are allowed some leeway to operate differently than other schools in the district. Overtime, this resentment can undercut district support for the CSR school.
- *Unreasonable Expectations of Progress.* Several respondents expressed strong beliefs that a three-year term is an inadequate time period in which to truly achieve change and demonstrate an impact on student achievement, especially given high staff turnover rates. They suggested a five-year timeline was more reasonable.

Facilitators

Schools identified factors that eased the implementation of their chosen school reform program. By far, the most significant facilitator of smooth implementation of the CSR program was a good fit between the reform model and the school’s needs. Below is a ranking of various factors that were ranked in order of importance.⁶

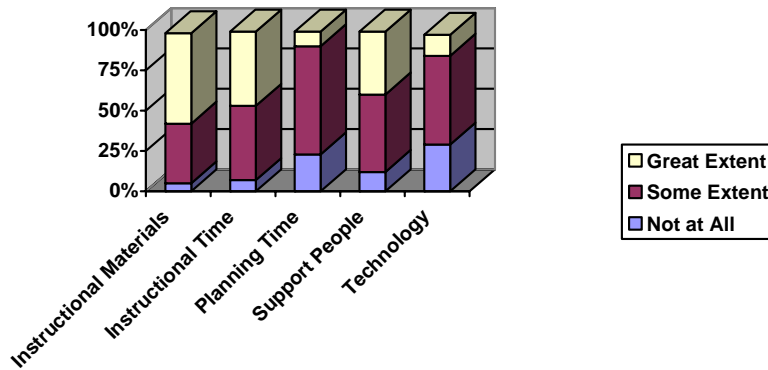
1. Good fit between the model and school’s needs (164 points); 9 schools ranked as first priority
2. High quality professional development (131 points); 2 schools ranked as first priority
3. Strong support for model on part of school staff (116 points); 4 schools ranked as first priority
4. Strong school leadership (99 points); 2 schools ranked as first priority
5. Alignment of model with CSAP (78 points); 1 school ranked as first priority
6. High quality technical assistance from model provider (77 points); 0 ranked as first priority
7. Alignment of model with content standards (76 points); 1 school ranked as first priority

⁶ See Footnote 3

- 8. Alignment of model with district reform priorities (72 points); 2 schools ranked as first priority
- 9. Strong parent/community involvement approach (44 points); 0 ranked as first priority.

Teacher surveys identified the quality of training, effective school leadership and adequate resources to support implementation as the primary facilitators of implementation. As shown in figure 8, they expressed generally high levels of satisfaction with the resources available to implement the program. In particular, teachers reported having appropriate access to instructional materials (93% to a great or some extent) and plenty of instructional time (92% to a great or some extent). However, adequate planning time emerged once again as a concern for many teachers (23% reported not having access to enough planning time; 67% reported some access to planning time). Technology was another perceived gap (29% indicated that they had no access, 55% reported having some access). Should this be better integrated with the barriers analysis? We also don't use the "aids" data from the teacher survey (#8). Interestingly the tops barriers are also some of the top aids.

Figure 8. Teachers Reporting Accessibility To Necessary Resources



Data Source: CSR Teacher Survey, item #15

Technical Assistance and Professional Development

As whole school reform is a difficult process and there is a wealth of knowledge to be shared, another key component of this process is high quality professional development and technical assistance. External providers of this kind of assistance can be crucial players in these efforts.

Relationship with Assistance Providers

All schools used at least one external technical assistance/professional development provider. While a variety of assistance providers were used, the model developer was used by a great majority (70%) of CSR schools. Other providers (which may be in addition to the model provider) included district staff (57%), independent consultants (52%), Comprehensive Regional Assistance Centers (30%), CDE staff (22%), in-house trainer/consultant (22%), university consultants (17%) and teachers from another school (9%).

The responding schools expressed very high levels of satisfaction with their model providers:

- 100% agreed that the model provider offered high quality assistance .
- 93% of the schools agreed that the model provider delivered the assistance the schools needed.
- 91% of the schools agreed that the model provider responded to their needs in a timely way.
- 91% of the schools agreed that the model provider provided adequate materials.

When asked about the assistance they were receiving – whether through the school or from the outside technical assistance provider – teachers presented a less approving, but still positive response. 95% of the teacher respondents indicated either some or great satisfaction with the adequacy of the model provider’s assistance and quality of the assistance. More specifically, of the teachers surveyed:

- 79% responded that they are received the assistance they needed.
 - 77% of the teachers reported that the assistance was provided in a timely manner.
 - 71% said that it was high quality assistance.
- 78% said that materials necessary to implement the model were provided.

Within the focus groups, participants identified several lessons learned in working with model providers/external technical assistance providers:

- Address the school’s relationship with the model provider’s on-site facilitator. Turnover in the position can be very distracting and disruptive to a school’s implementation of the model. Conversely, the school needs to have the right to ask for a different liaison to be assigned if the facilitator is not responsive to needs of school or does not have a good rapport with staff.
- Be very clear about the location where trainings are offered. Having to travel out-of-state has major budgetary implications.
- Ensure the provider has the capacity and the commitment to respond to the diversity of cultures in the schools they serve.
- Determine whether the model provider will be able to provide support to help the school resolve internal conflicts related to implementation.
- Be clear about who are the final decision-makers. Several focus group respondents had experiences with providers who adopted a “you work for us” attitude toward the schools.
- Representatives from a CSR school that tried to combine two different reform models noted frustration in trying to get the two model providers to work together. The school could see how the programs complemented each other, but the providers could not. They were not willing to learn from each other or to adopt stronger programmatic aspects of the other.
- Several focus group respondents found that the process of negotiating with the model provider was intimidating and suggested that this was a place where the district could provide more support to its schools.

Professional Development

On average, the teachers participated in 21.6 hours of professional development during the school year that was focused on their school reform program. The distribution of the respondents was as follows: 32% of teachers had ten or fewer hours of professional development tied to their reform model; 27% had 11 to 20 hours; 28% had 21 to 50 hours; and 13% had over 50 hours.

Teachers were positive about the extent to which the professional development was effective in helping them implement the model within their classrooms, with 54% saying the learning opportunities were effective to “some” extent and 41% saying they were effective to a “great extent.” Only 5% of the teachers found the professional development to be no value to them in implementing the model.

Professional Development Delivery. Teachers found the multiple methods of offering professional development helpful. Although no one way of providing professional development opportunities stood out as more vital than the others. Professional development was offered through conferences/workshops (73% of teachers that participated in conferences/workshops found them helpful to a great or some extent), coaching (72%), classroom observations (67%), reading literature (86%), individual planning time (81%), scheduled time for staff discussion and coordination (73%), study groups (44%; however, it is worth noting that 42% of respondents indicated “not applicable” on this one, suggesting that a significant number of teachers did not have access to study groups.).

The survey also asked teachers who did not participate in each of the identified types of professional development if they would have done so given the opportunity. Those teachers expressed the most interest in participating in study groups and in classroom observations.

The majority of teacher respondents stated that they were able to influence the scheduling or content of professional development, 24% to a great extent and 49% to some extent.

Comment [PC5]: Lisa – should we refer to National Staff Development Council principles or some other source to indicate that research suggests this kind of opportunity makes staff development more effective?

Training New Teachers. Given teacher turnover, one critical focus of professional development is providing additional training and support to new teachers (those who arrive at the school after the first year of CSR implementation) to enable them to gain knowledge critical to implementing the reform model and to have the background to participate with their peers in a professional community organized around the reform model. The school respondents identified the following strategies for ensuring that new teachers were familiar with the CSR model.

- 96% selected new staff based on willingness to learn the model.
- 83% offered new teachers the opportunity to observe veteran teachers implementing the model.
- 75% conducted surveys of their new teachers.
- 70% provided training packets and reading materials.
- 48% selected new staff based on prior experience with the model.

Evaluating Professional Development. School respondents reported the use of the following strategies to evaluate the effectiveness of professional development related to implementation of the CSR program.

- 96% of CSR schools conducted informal observations of teachers.
- 91% made general observations of schools climate.
- 70% administered teacher surveys.
- 70% conducted formal observations of teachers.

Focus group participants discussed the type and extent of growth staff experienced because of CSR program implementation. Participants identified the following characteristics of CSR-driven educator learning opportunities and the impact of these opportunities:

- Staff development has been high quality, focused on teaching teachers how to assess student needs and deliver instruction.

- Our school has built a culture where teachers speak to one another in a different (more collegial) way. We use a shared vocabulary in discussing student work and in describing the goals of reform.
- Professional development has become embedded in the teacher's workday.
- Approach to professional development has been coordinated, coherent approach and needs based, not scatter shot.
- Professional development is data-driven – focused on giving staff what they need to move student outcomes. It's not enough just to give teachers student assessment data; they also need to learn how to use the data to improve their instruction and to meet the needs of individual students.
- Once teachers have some basic experience with the reform model, modeling has been an important practice to help teachers extend their understanding to the next level.
- Focus on teacher performance (*Are they delivering model? Have they changed their practices?*)
- Coaching and mentoring has provided the best professional development.

Technical Assistance from Districts and CDE

CSR schools are expected to receive technical assistance from their district, as well as from the state.

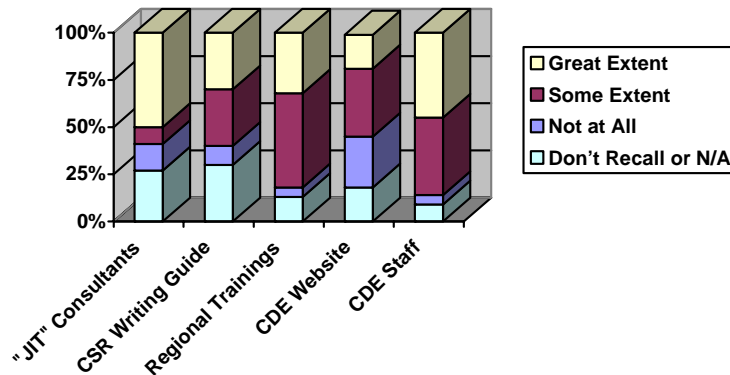
District Support. Most schools indicated that they were receiving at least some support (35% reported a great amount of support; 50% reported some support) from their district. Just over one-third (35%) of the schools reported that the quality of that support was "great." Schools received technical assistance from their districts in a variety of ways, including:

- Approving release time for teachers (74% of CSR schools)
- Providing professional development around needs of model (65%)
- Helping school administrator needs assessment in connection with selection of the model (57%)
- Securing additional resources for implementation (57%)
- Writing grants to support the model (48%)
- Negotiating with model provider (39%)
- Providing direction in the selection of a particular model (30%)

State Support. Overall, schools indicated satisfaction with the level of assistance provided by CDE for the CSR program, but they suggested that there was room for improvement. In terms of the adequacy of CDE support, 24% of the schools reported "great"; 52% reported "some" and 24% not at all. The quality of that support was rated: 20% of the schools reported "great"; 40% reported "some"; 20% reported "not at all"; 20% reported not applicable

When taking a closer look at the specific types of technical assistance offered by CDE, during the various stages of CSR planning and implementation, respondents gave a more positive view. Figure 9 focuses on the helpfulness of each of the CDE supports during the grant writing phase. In particular, schools found the "Just in Time" consultants (50% indicated a great extent) to be helpful in writing their CSR grants. It should be noted that respondents were being asked to reflect on their grant writing experience, which had happened two to three years in the past.

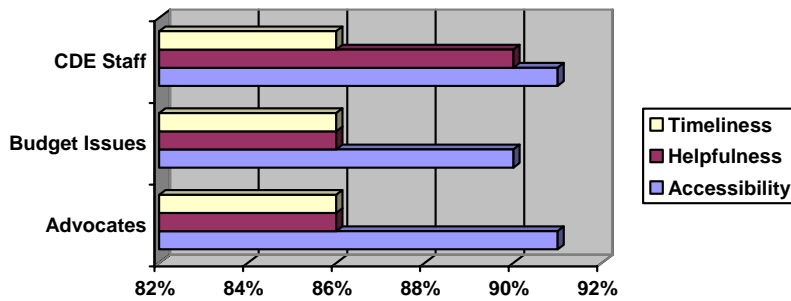
Figure 9. School Reports on the Helpfulness of CDE Grant Writing Assistance



Data Source: CSR School Survey, item #43

In taking a closer look at the technical assistance provided by CDE during the CSR grant implementation phase, sites again indicate a fairly positive view. This is illustrated in figure 10.

Figure 10. School Reports on CDE Assistance During Implementation -- To a Great Extent and Some Extent



Data Source: CSR School Survey, item #44

Only a third of the schools responded that CDE had communicated its expectations “to a great extent” regarding the process for renewal funding in this three-year grant program. However, an additional 63% responded that CDE had communicated its expectations to some extent. CDE revised its progress reporting format and rubric to respond to concerns expressed in the April 2002 focus group of CSR schools related to this issue.

The focus groups provided some concrete feedback and suggestions related to how CDE could improve the quality, timeliness and effectiveness of its support for and monitoring of CSR schools. These comments are organized by category of technical assistance.

Advocates

- It would be helpful for schools to have specific contact information for their advocates.
- Site visits from advocates are useful. It helps to put faces with names.
- Advocates can play important role if schools can overcome trust factor.
- It might be useful for CSR program director/advocates to meet with district level people (Superintendent, curriculum manager) to get districts on same page as schools.
- It would be helpful for advocates to schedule their planned interaction with schools up front, so schools can count on their visits.
- It would be productive to use the same advocate for all of the different grant program in which a school is involved.

Communication

- Lack of information for principals who joined CSR schools in the middle of the implementation period was a concern for several schools.
- Some inconsistency of responses from the CSR office and the department's office of grant fiscal management was noted.
- CDE needs to emphasize consistent and reliable communications, using both e-mail and traditional mail for important announcements.

Technical Assistance/Resources for Schools

- It would be helpful to have more support regarding how to refine the CSR program between first year and second year, and how to make a case for these changes in terms of continued funding.
- Be direct in telling CSR schools what has worked and what has not worked for other CSR sites. If some schools have had problematic relationships with model providers, other schools need to know this.
- Provide schools guidance about how to work with model providers (e.g. include a clause in contract allowing school to ask for different site liaison), including assertiveness training.
- McREL component (research, data, etc.) has been a great resource.
- CDE should encourage schools to "buddy up" – let sites know what the others are doing.
- It would be helpful to have the whole year's calendar in advance to be able to anticipated meetings, long term planning, reports due, etc.
- It would be helpful to have a checklist of activities school needs to complete each year.

Impact of the Model

The hard work of the CSR schools yielded some notable changes in their learning environments and instructional practices. New instructional strategies were introduced, teachers received high quality professional development and were intimately involved in implementing the reforms in their classrooms, students appeared to be more engaged in learning, and family involvement in their child's education increased. The ultimate measure of success – student academic gains – is discussed in the following section (*Student Achievement*).

Comment [PC6]: Lisa – I think it would be appropriate here to add a closing paragraph saying how CDE has applied some of these suggestions in concrete ways – training of advocates this fall, networking day for new principals of CSR schools, etc. I understand that I need to write this section, but want to talk with you briefly to make sure I have a handle on the content.

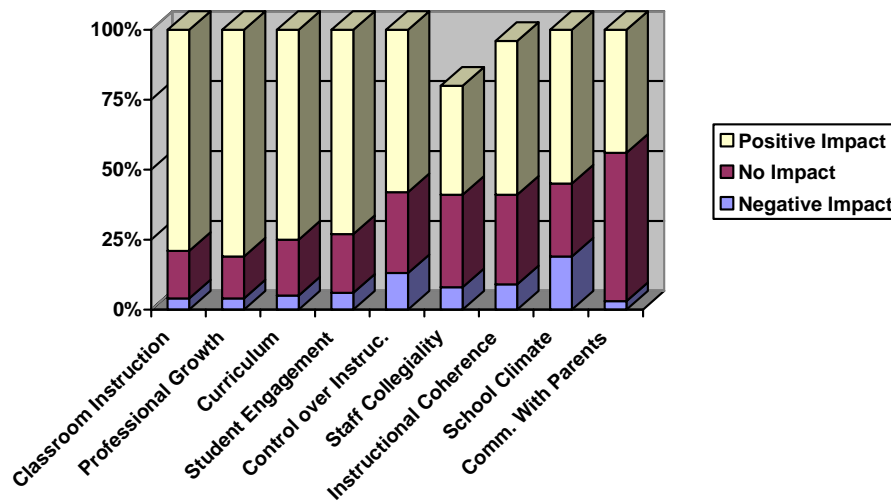
Changes Driven by the Model

The CSR schools have had to make numerous changes in their schools to accommodate their chosen reform programs. Schools reported on the types of changes that have occurred since the adoption of their model(s).

- Introduced new instructional strategies – 19 schools (83%)
- Adjusted content of professional development – 18 schools (78%)
- Increased number of teachers using model – 14 schools (61%)
- Changed assessment that tracks student progress – 12 schools (52%)
- Changed goals/benchmarks for student performance – 10 schools (43%)
- Altered scheduling – 10 schools (43%)
- Added curricular areas – 9 schools (39%)
- Expanded to include more grade levels in school – 8 schools (35%)
- Altered governance process – 7 schools (30%)
- Changed school structure – 5 schools (22%)
- Changed the model's evaluation plan – 3 schools (13%)

Teachers also were asked to characterize how implementation of the CSR model has affected various aspects of their work and teaching practices. The results are displayed in figure 11, below. Generally, the results show greater impact in the classroom (e.g. the quality of instruction, the quality of professional growth for teachers, curriculum and student engagement) than in the school (instructional coherence across grade levels, school climate, etc.)

Figure 11. Teachers Reporting CSR Impact on Various Aspects of Their Work



Data Source: CSR Teacher Survey, item #21

Family/Community Engagement

The majority of CSR school respondents (74%) stated that the CSR model had improved their ongoing efforts to engage parents and community members to some degree. Twenty-two percent of the schools characterized the impact of the model on family engagement as improvement to “great extent” and 4% as “none at all.” Teacher responses were a little more restrained. Fifty percent of the teacher respondents responded that the model had impacted family/community engagement in the school to some extent, 17% to a great extent and 33% to no extent. When the focus of family/community engagement shifted to the classroom level, the results were even less positive (46% identified “some” improvement, 12% improvement to a “great extent” and 42% no improvement).

CSR schools identified the following ways that families and community members were involved in the implementation of the CSR reform model:

- 75% - Working at home with students on homework and other activities
- 65% - Volunteering in the classroom and/or school
- 43% - Fundraising activities
- 43% - Program planning and/or decision making
- 26% - Parent training or workshops

Schools identified the following barriers that impeded efforts to engage parents and community members through the model:

- 74% - Lack of interest on the part of parents
- 70% - Lack of time on the part of parents
- 43% - Cultural barriers

- 39% - Language barriers
- 26% - Lack of communication/outreach on the part of school
- 9% - Parents do not feel welcome or comfortable at school

The majority of teacher respondents (59%) agreed that issues of time and parent interest can be imposing barriers to change. In addition, however, 26% of the teacher respondents expressed the opinion that the school had not emphasized parent/community engagement as a primary component or strategy in their CSR models.

Student Achievement

The school respondents believed the model effectively prepared students to meet content standards (57% of schools to a great extent and 38% of schools to some extent) and to a lesser degree to take the CSAP (33% of schools to a great extent and 67% to some extent). This was echoed by teacher respondents, 95% of whom believed the model prepared students to meet content standards (48% to a great extent and 44% to some extent) and 88% of whom believed the model was aligned with CSAP (32% to a great extent and 57% to some extent).

These CSR schools are still fine-tuning the implementation of their school reform programs. The full effects of these reforms may not be fully realized for another few years – assuming that these efforts continue. Here is an early glimpse at CSR schools’ academic progress, using several different data points – Title I schools identified as in need of improvement under Title I, Student Accountability Report ratings, and CSAP scores.

Schools Identified as In Need of Improvement Under Title I. As CSR is so closely aligned with the Title I program, a good measure of success is to view the number of schools as identified as in need of improvement or corrective action. After three years of implementing their CSR programs, only one school in Cohort I remained on “school improvement” status. It is also noteworthy that the one Cohort I school that went onto Title I corrective action was able to pull itself out of “school improvement” status all together during the three-year grant term. All cohort two schools have remained stable – in other words all three schools on “school improvement” status at the time of their awards have remained there. Table 2 details schools’ status during each year of their grant.

Comment [PC7]: It would be useful to have a definition of how these labels (“in need of improvement” and “corrective action” are assigned (by state, by district, by formula?) and what they mean for the schools. Do you have that, if not, I can try to track it down from the CDE or USDoE website.

Table 2. CSR Schools Identified as In Need of Improvement under Title I

● = In Need of Improvement
 ○ = Corrective Action
 N/A = Not applicable, no Title I funds received

Cohort I (Award Date 3/1/99)

School Name	LEA/District	At time of award (Baseline)	After Year 1 of grant (2000)	After Year 2 of Grant (2001)	After Year 3 of Grant (2002)
Centennial Elementary	Harrison 2				
Chatfield Elementary	Mesa County Valley 51	N/A		●	
Columbian Elementary	East Otero R1				
Hayden Valley Elementary	Hayden Re-1	N/A			
John Arnesse Elementary	Denver 1			●	●
John Mall High	Huerfano Re-1		N/A	N/A	N/A
Lafayette Elementary	Boulder Valley Re-2	●			
Manual High	Denver 1				
Moffat Schools	Moffat 2	N/A			
Monte Vista Elementary Schools	Monte Vista C-8	N/A	N/A		
Monterey Elementary	Harrison 2				
Monterey Elementary	Mapleton 1				
Odyssey Charter School	Denver 1		N/A	N/A	N/A
Southwest Open High	Southwest BOCES		N/A	N/A	N/A
Winona Elementary	Thompson R2-J	●	●	○	

Cohort II (Award Date 1/1/2001)

School Name	LEA/District	At time of award (Baseline)	After Year 1 of grant (2001)	After Year 2 of Grant (2002)	After Year 3 of Grant (2003)
Bea Underwood Elementary	Garfield County 16	●	●	●	
Gilpin Elementary School	Denver Public Schools	●	●	●	
Lake County Intermediate School	Lake County R-1	N/A	N/A	N/A	
McGlone Elementary School	Denver Public Schools				
Overland Trail Middle School	Brighton 27 J				
Paris Elementary School	Aurora Public Schools				
Pioneer Elementary School	Fort Morgan RE-3	●	●	●	
Renaissance School	Douglas County	N/A	N/A	N/A	
Sierra Grande	Sierra Grande R-30				
Skyline Vista Elementary	Adams County 50				
Vikan Middle School	Brighton 27 J				
Vineland Middle School	Pueblo 70				

Source: Colorado Department of Education

School Accountability Reports. In fall 2001, the state of Colorado began issuing School Accountability Reports (SARs). The SARs rate the overall academic performance of public schools out of five possible ratings (Excellent, High, Average, Low and Unsatisfactory) and also provide descriptive information about staff and school characteristics that are relevant to a consideration of school performance. The academic performance ratings are made on the basis of the schools' Overall Standardized Weighted Total Score. The Overall Standardized Weighted Score is an average of the individual Area Standardized Scores for CSAP reading, CSAP mathematics, and CSAP writing. In high schools, scores for ACT reading, ACT writing and ACT mathematics also were included in the average. CDE statistically combined the percentages of students achieving various levels of proficiency at each grade level to calculate a score for each academic assessment.

For the baseline year (2000-01), the percent of schools at each rating was pre-set by the state based on a curve rather than a straight standard. These preset percents for the ratings reflected logical cut-off points within the standardized normal distribution: Of all Colorado schools, 8% received an "excellent" rating, 25% got a "high" rating, 40% Average rating, 25% Low rating and 2% Unsatisfactory rating against the baseline ratings of overall academic performance established in the 2001 SARs, the 2002 SARs recognized the change in schools' performance – improvement or decline – from the previous year.

In the 2001 SARs, CSR schools tended to receive a rating of "low" or "average". In the 2002 SARs report, CSR schools tended to "improve" or remain "stable". CSR school ratings can be viewed in Table 3.

Table 3. SAR Ratings and Improvement Levels

Rating Key: E = Excellent, H = High, A = Average, L = Low, U = Unsatisfactory

Progress Symbols: ↔ = Stable, ↗ = Improvement, ↑ = Significant Improvement, ↘ = Decline,

↓ = Significant Decline

Cohort I (Award date 3/1/99)

School Name	LEA/District	At time of award (Baseline)	After Year 1 of grant (2000)	After Year 2 of Grant (2001)	After Year 3 of Grant (2002)	Progress Between Year 2 and 3
Centennial Elementary	Harrison 2	N/A	N/A	L	L	↔
Chatfield Elementary	Mesa County Valley 51	N/A	N/A	L	A	↗
Columbian Elementary	East Otero R1	N/A	N/A	L	A	↑
Hayden Valley Elementary	Hayden Re-1	N/A	N/A	L	A	↑
John Amesse Elementary	Denver 1	N/A	N/A	L	L	↑
John Mall High	Huerfano Re-1	N/A	N/A	A	A	↔
Lafayette Elementary	Boulder Valley Re-2	N/A	N/A	A	L	↓
Manual High	Denver 1	N/A	N/A	U	L	↑
Moffat Schools	Moffat 2	N/A	N/A	L	L	↔/ ↑
Monte Vista Elementary Schools	Monte Vista C-8	N/A	N/A	A	A	↔
Monterey Elementary	Harrison 2	N/A	N/A	L	L	↔
Monterey Elementary	Mapleton 1	N/A	N/A	L	L	↔
Odyssey Charter School	Denver 1	N/A	N/A	A	A	↔
Southwest Open High	Southwest BOCES	N/A	N/A	L	U	↓
Winona Elementary	Thompson R2-J	N/A	N/A	A	A	↔

Cohort II (Award Date 1/1/2000)

School Name	LEA/District	At time of award (Baseline)	After Year 1 of grant (2000)	After Year 2 of Grant (2001)	Progress Between Year 1 and 2	After Year 3 of Grant (2002)
Bea Underwood Elementary	Garfield County 16	N/A	A	A	↔	
Gilpin Elementary School	Denver Public Schools	N/A	U	U	↗	
Lake County Intermediate School	Lake County R-1	N/A	L	L	✓	
McGlone Elementary School	Denver Public Schools	N/A	L	L	↔	
Overland Trail Middle School	Brighton 27 J	N/A	L	L	↔	
Paris Elementary School	Aurora Public Schools	N/A	U	U	↑	
Pioneer Elementary School	Fort Morgan RE-3	N/A	L	L	↔	
Renaissance School	Douglas County	N/A	A	A	↗ / ↔	
Sierra Grande	Sierra Grande R-30	N/A	L	A	↑	
Skyline Vista Elementary	Adams County 50	N/A	L	L	↔	
Vikan Middle School	Brighton 27 J	N/A	L	L	↔	
Vineland Middle School	Pueblo 70	N/A	A	A	✓	

Source: Colorado Department of Education

CSAP. While the SAR ratings are based upon CSAP data, a review of each schools' CSAP results over time reveals more about their progress. Figure 12 provides a graph of the CSR schools' students that are performing at or above "proficient" in the reading (grades 4, 7 and 10) and math (grades 5, 8 and 10). The baseline year is included as well as each year the school has participated in CSR. Furthermore, lines have been sketched in that represent the statewide average and the Title I schools' average. The Title I schools are a good comparison group for the CSR schools. Overall, CSR schools tended to outperform Title I schools but rarely outperformed the average state school.

A comparison of CSR, Title I and statewide schools' CSAP results on selected grades and subjects are illustrated in Appendix A. A listing of each CSR schools' reading and math scores has also been included in appendix B. It also includes a baseline year and each year the school participated in the CSR program.

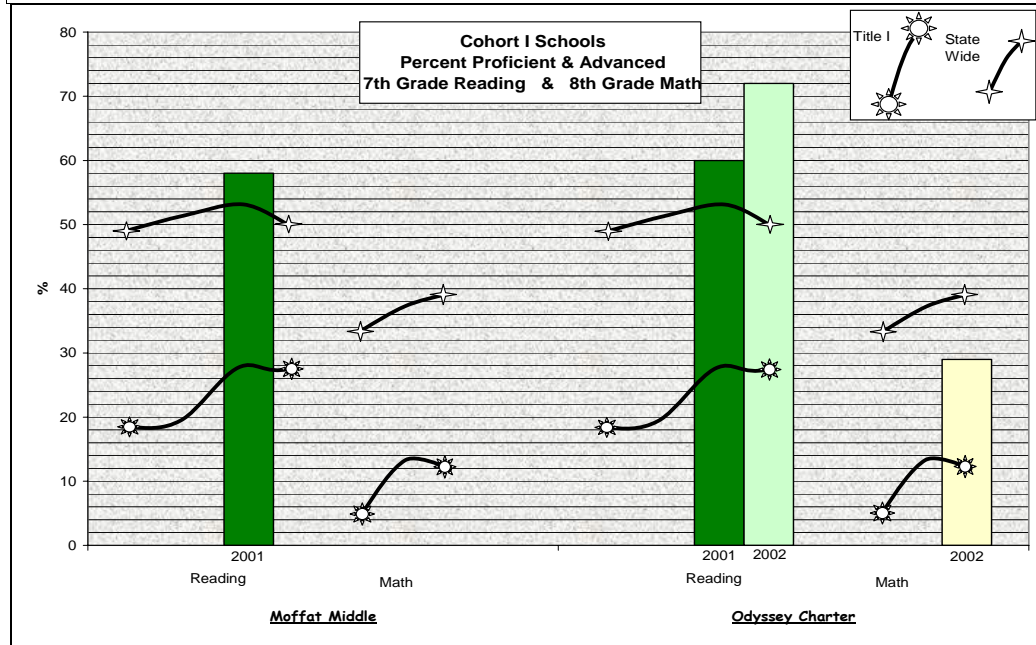
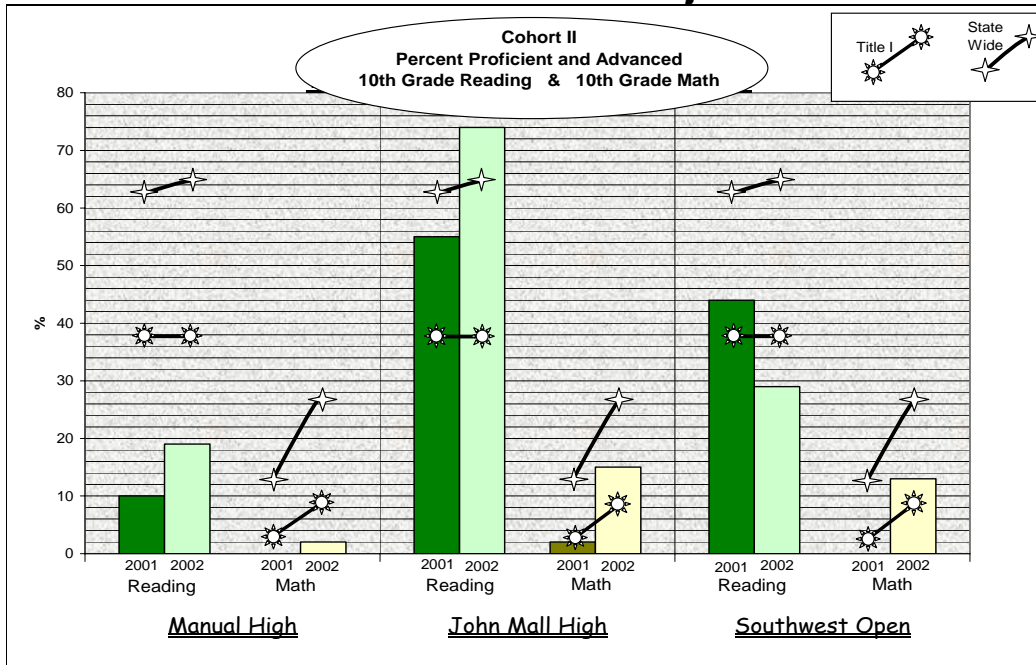
Sustainability

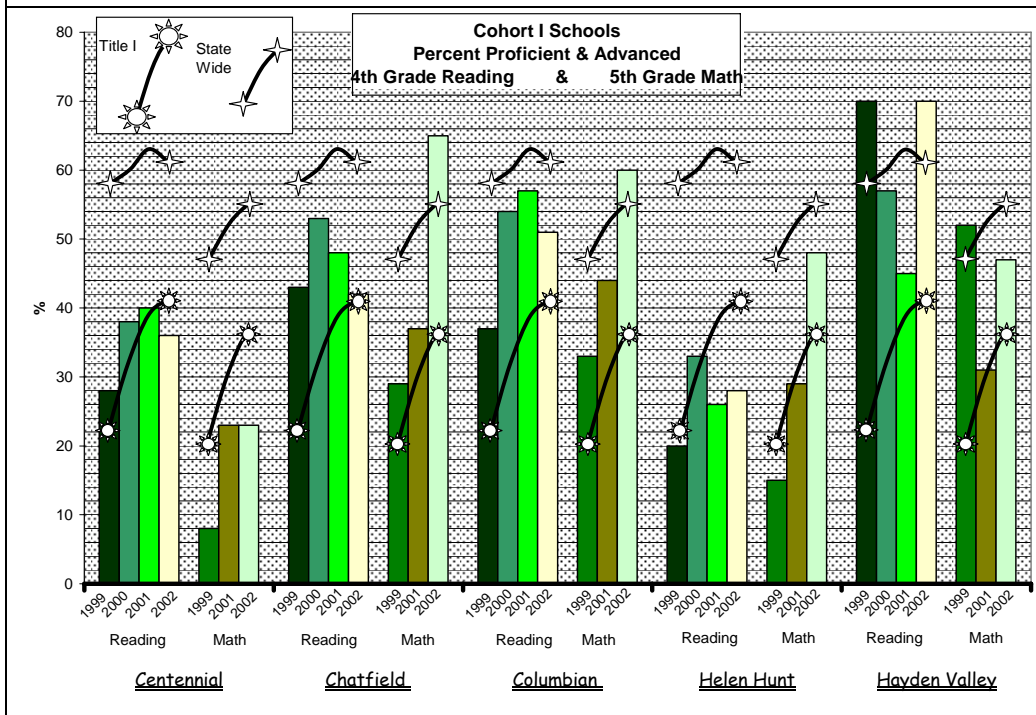
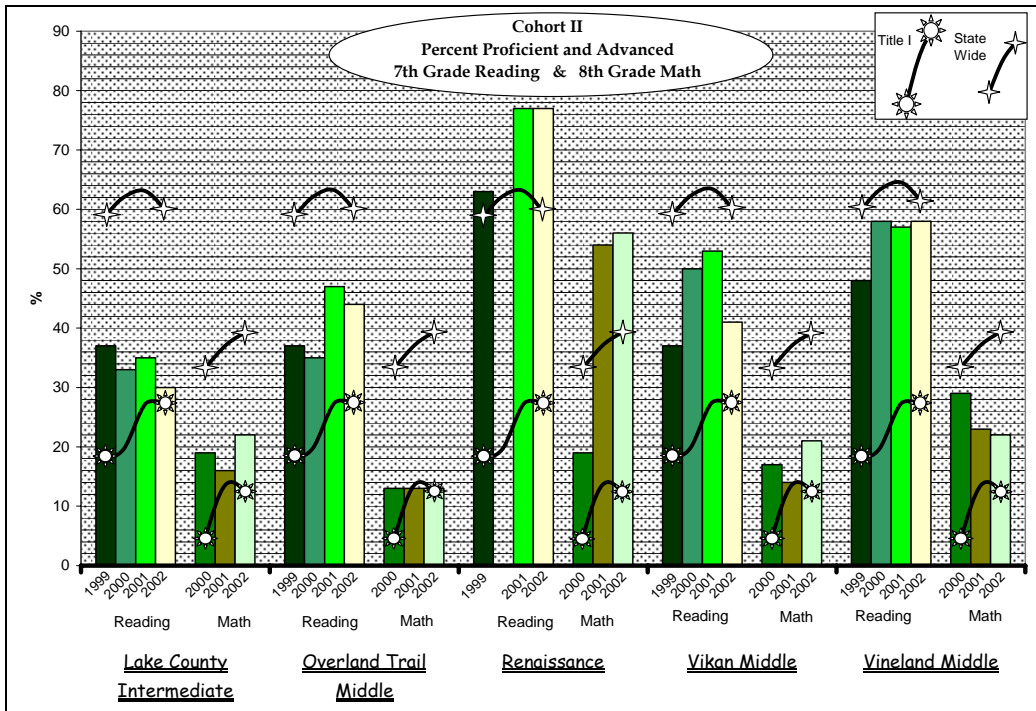
One focus of concern in any grant-funded program is sustaining the momentum and impact of reforms after grant-funding ends. In general, information gleaned from the CSR focus groups and the year-end progress reports suggest that sustainability is going to be a difficult issue for many CSR schools. The investments made in materials and teacher quality (especially training of trainers) will obviously remain in place and support continued implementation after the grant term ends. A few schools also identified significant shifts in their school culture or climate that will endure past the CSR term. Many CSR schools, however, will not be able to sustain the same level of intensity of teacher support (especially a concern for new teachers) without outside financial assistance, either from the district or from other funding sources.

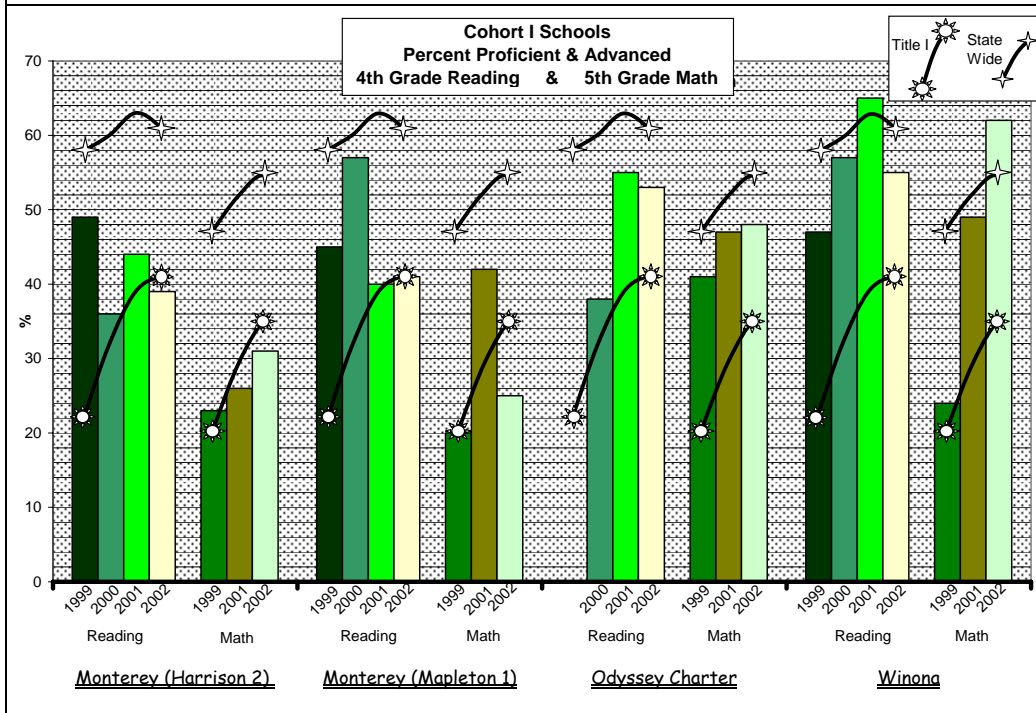
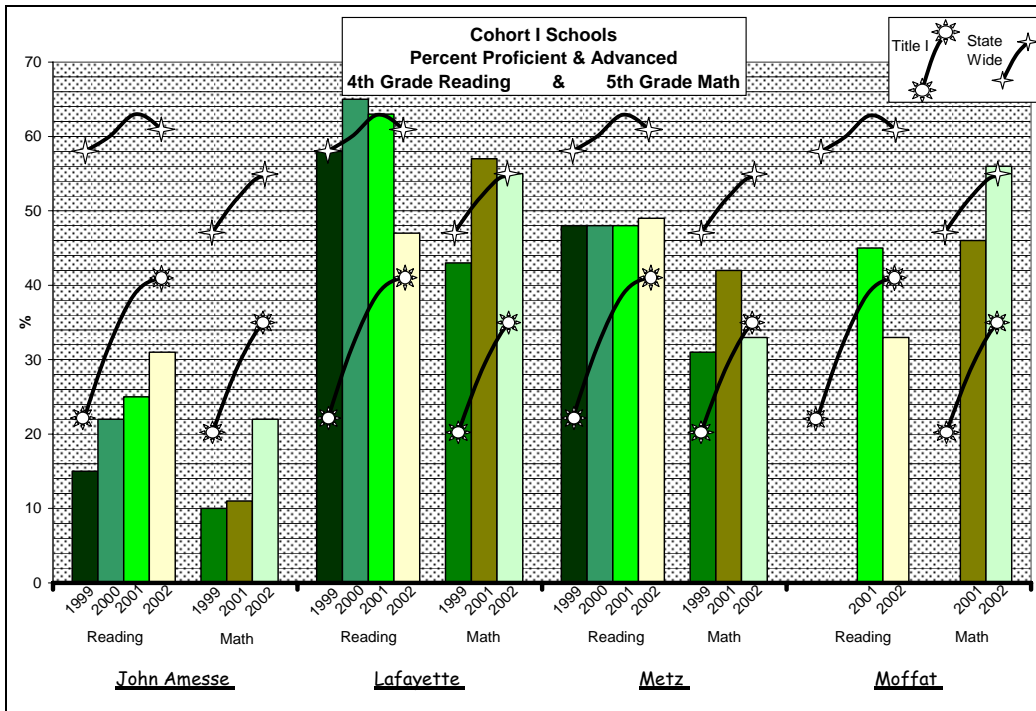
APPENDICES

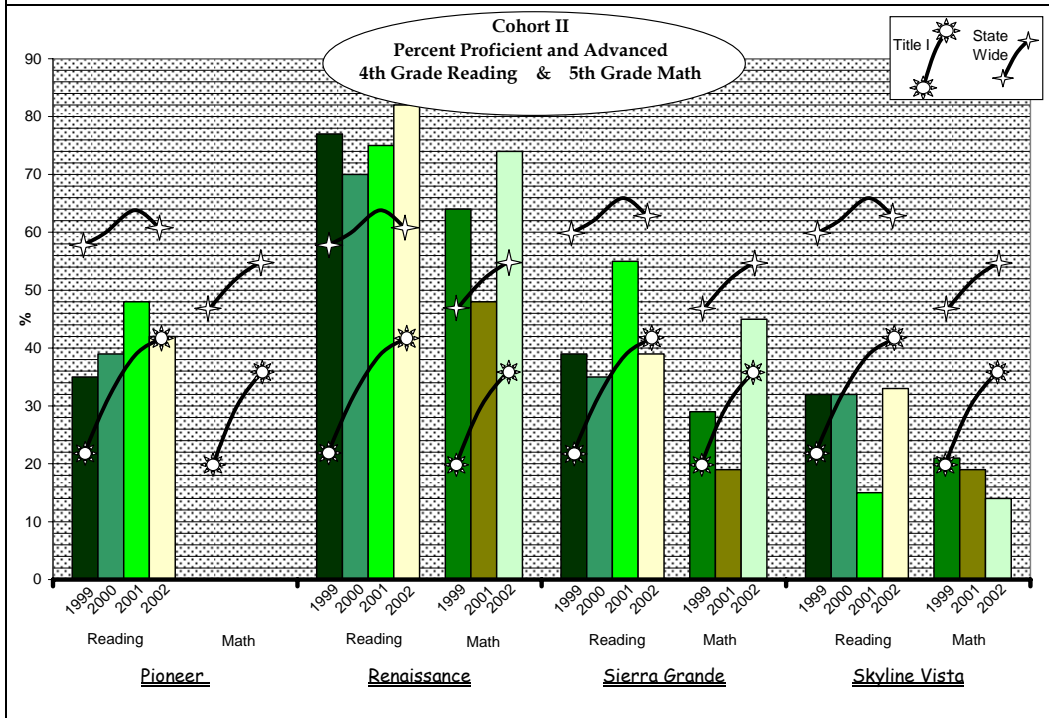
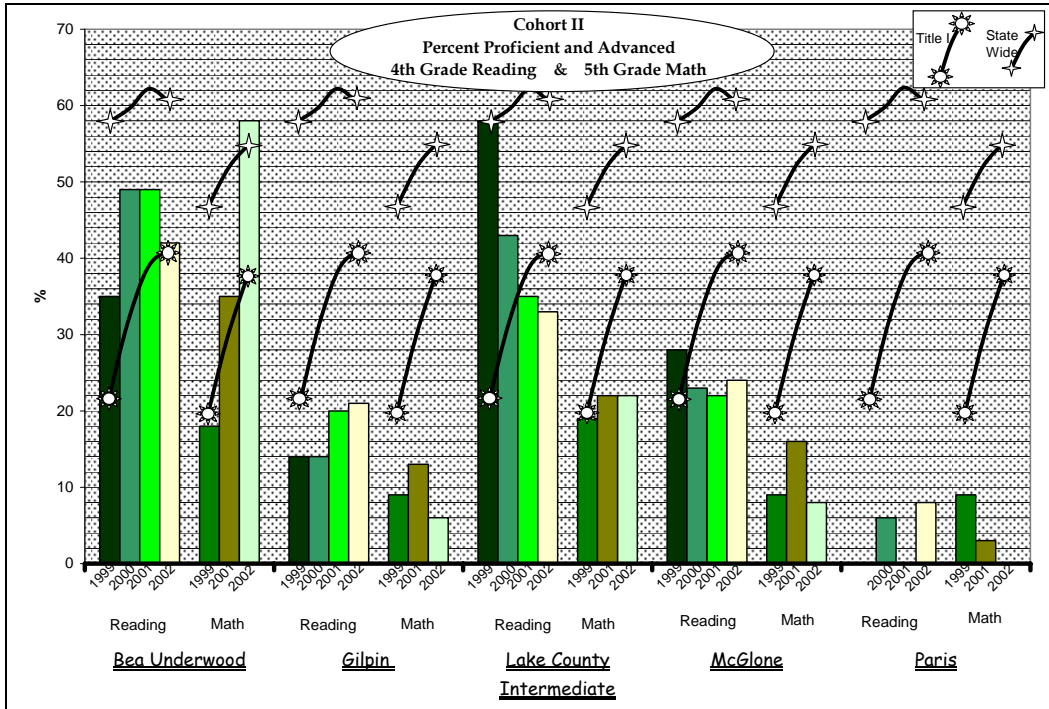
Appendix A

CSR Schools Percent Proficient and Advanced CSAP on Selected Grades and Subject Areas









Appendix B

CSAP Scores for CSR Schools

CSAP: Student Proficiency in 3rd Grade Reading – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Centennial Elementary	Harrison 2	3/1/1999	27	18	46	4
Chatfield Elementary	Mesa County Valley 51	3/1/1999	8	30	62	0
Columbian Elementary	East Otero R-1	3/1/1999	6	36	52	3
Hayden Valley Elementary	Hayden RE-1	3/1/1999	5	19	69	5
John Amesse Elementary	Denver 1	3/1/1999	25	36	38	0
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	16	17	56	7
Metz Elementary	Monte Vista C-8	3/1/1999	5	25	60	10
Moffat Elementary	Moffat 2	3/1/1999	11	44	33	11
Monterey Elementary	Harrison 2	3/1/1999	12	13	59	8
Monterey Elementary	Mapleton 1	3/1/1999	9	32	55	2
Odyssey Charter	Denver 1	3/1/1999	22	26	26	26
Winona Elementary	Thompson R2J	3/1/1999	13	27	53	7
Cohort II						
Bea Underwood Elementary	Garfield 16	1/1/2001	5	19	68	8
Gilpin Elementary	Denver 1	1/1/2001	39	29	23	0
McGlone Elementary	Denver 1	1/1/2001	21	39	35	3
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	38	10	10	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	16	28	51	5
Renaissance	Douglas County R-1	1/1/2001	6	15	76	3
Sierra Grande	Sierra Grande R-30	1/1/2001	5	36	45	9
Skyline Vista Elementary	Westminster 50	1/1/2001	13	31	45	0

CSAP: Student Proficiency in 3rd Grade Reading – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Centennial Elementary	Harrison 2	3/1/1999	28	29	38	2
Chatfield Elementary	Mesa County Valley 51	3/1/1999	12	22	60	5
Columbian Elementary	East Otero R-1	3/1/1999	7	34	52	7
Hayden Valley Elementary	Hayden RE-1	3/1/1999	0	8	72	21
John Amesse Elementary	Denver 1	3/1/1999	21	35	39	4
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	22	17	48	9
Metz Elementary	Monte Vista C-8	3/1/1999	4	19	65	12
Moffat Elementary	Moffat 2	3/1/1999	29	36	29	7

Monterey Elementary	Harrison 2	3/1/1999	19	26	46	3
Monterey Elementary	Mapleton 1	3/1/1999	12	24	60	3
Odyssey Charter	Denver 1	3/1/1999	0	19	62	19
Winona Elementary	Thompson R2J	3/1/1999	19	11	56	13
Cohort II						
Bea Underwood Elementary	Garfield 16	1/1/2001	6	24	59	4
Gilpin Elementary	Denver 1	1/1/2001	17	33	39	0
McGlone Elementary	Denver 1	1/1/2001	25	27	44	2
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	27	18	30	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	19	22	53	7
Renaissance	Douglas County R-1	1/1/2001	5	5	76	8
Sierra Grande	Sierra Grande R-30	1/1/2001	0	5	79	16
Skyline Vista Elementary	Westminster 50	1/1/2001	22	42	29	0
Cohort III						
Baker Central School	Fort Morgan RE-3	6/27/2002	N/A	N/A	N/A	N/A
Columbine Elementary	Fort Morgan RE-3	6/27/2002	5	25	67	3
Dupont Elementary	Adams County 14	6/27/2002	30	32	34	3
Longfellow Elementary	Salida R-32	6/27/2002	3	16	68	12
Manauh Elementary	Montezuma-Cortez RE-1	6/27/2002	Unreportable	Unreportable	Unreportable	Unreportable
Sable Elementary	Adams-Arapahoe 28J	6/27/2002	13	29	50	1
Stratton Elementary	Stratton R-4	6/27/2002	0	25	58	17

CSAP: Student Proficiency in 4th Grade Reading – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Centennial Elementary	Harrison 2	3/1/1999	24	31	36	4
Chatfield Elementary	Mesa County Valley 51	3/1/1999	17	33	45	3
Columbian Elementary	East Otero R-1	3/1/1999	11	32	57	0
Hayden Valley Elementary	Hayden RE-1	3/1/1999	23	33	45	0
John Amesse Elementary	Denver 1	3/1/1999	38	29	25	0
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	19	15	50	13
Metz Elementary	Monte Vista C-8	3/1/1999	14	34	43	5
Moffat Elementary	Moffat 2	3/1/1999	27	9	36	9
Monterey Elementary	Harrison 2	3/1/1999	18	35	42	2
Monterey Elementary	Mapleton 1	3/1/1999	28	33	40	0
Odyssey Charter	Denver 1	3/1/1999	13	25	42	13
Winona Elementary	Thompson R2J	3/1/1999	9	26	59	6
Cohort II						
Bea Underwood Elementary	Garfield 16	1/1/2001	19	32	46	3
Gilpin Elementary	Denver 1	1/1/2001	41	36	20	0
Lake County Intermediate	Lake County R-1	1/1/2001	N/A	N/A	N/A	N/A

McGlone Elementary	Denver 1	1/1/2001	51	25	22	0
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	49	30	0	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	19	32	44	4
Renaissance	Douglas County R-1	1/1/2001	0	25	66	9
Sierra Grande	Sierra Grande R-30	1/1/2001	10	35	50	5
Skyline Vista Elementary	Westminster 50	1/1/2001	46	33	15	0

CSAP: Student Proficiency in 4th Grade Reading – 2001-2002

School Name Cohort I	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Centennial Elementary	Harrison 2	3/1/1999	29	30	36	0
Chatfield Elementary	Mesa County Valley 51	3/1/1999	11	45	39	3
Columbian Elementary	East Otero R-1	3/1/1999	13	35	48	3
Hayden Valley Elementary	Hayden RE-1	3/1/1999	5	23	65	5
John Amesse Elementary	Denver 1	3/1/1999	28	41	31	0
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	20	27	43	4
Metz Elementary	Monte Vista C-8	3/1/1999	15	35	49	0
Moffat Elementary	Moffat 2	3/1/1999	33	33	33	0
Monterey Elementary	Harrison 2	3/1/1999	27	29	39	0
Monterey Elementary	Mapleton 1	3/1/1999	13	43	41	0
Odyssey Charter	Denver 1	3/1/1999	21	26	42	11
Winona Elementary	Thompson R2J	3/1/1999	22	24	55	0
Cohort II						
Bea Underwood Elementary	Garfield 16	1/1/2001	20	37	41	1
Gilpin Elementary	Denver 1	1/1/2001	41	36	21	0
Lake County Intermediate	Lake County R-1	1/1/2001	32	35	31	2
McGlone Elementary	Denver 1	1/1/2001	37	34	22	2
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	29	25	8	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	23	34	41	1
Renaissance	Douglas County R-1	1/1/2001	3	16	69	13
Sierra Grande	Sierra Grande R-30	1/1/2001	14	48	29	10
Skyline Vista Elementary	Westminster 50	1/1/2001	33	29	33	0
Cohort III						
Baker Central School	Fort Morgan RE-3	6/27/2002	N/A	N/A	N/A	N/A
Columbine Elementary	Fort Morgan RE-3	6/27/2002	12	36	47	5
Dupont Elementary	Adams County 14	6/27/2002	21	38	41	0
Longfellow Elementary	Salida R-32	6/27/2002	8	27	61	4
Manauh Elementary	Montezuma-Cortez RE-1	6/27/2002	Unreportable	Unreportable	Unreportable	Unreportable
Sable Elementary	Adams-Arapahoe 28J	6/27/2002	32	28	31	0
Stratton Elementary	Stratton R-4	6/27/2002	10	29	52	10

CSAP: Student Proficiency in 5th Grade Reading – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Centennial Elementary	Harrison 2	3/1/1999	36	27	36	1
Chatfield Elementary	Mesa County Valley 51	3/1/1999	15	26	54	3
Columbian Elementary	East Otero R-1	3/1/1999	12	32	37	15
Hayden Valley Elementary	Hayden RE-1	3/1/1999	10	27	51	12
John Amesse Elementary	Denver 1	3/1/1999	42	28	24	0
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	7	25	58	6
Metz Elementary	Monte Vista C-8	3/1/1999	15	31	47	6
Moffat Elementary	Moffat 2	3/1/1999	8	38	54	0
Monterey Elementary	Harrison 2	3/1/1999	17	32	42	3
Monterey Elementary	Mapleton 1	3/1/1999	17	25	54	4
Odyssey Charter	Denver 1	3/1/1999	5	38	38	19
Winona Elementary	Thompson R2J	3/1/1999	19	21	51	5
Cohort II						
Bea Underwood Elementary	Garfield 16	1/1/2001	15	31	48	0
Gilpin Elementary	Denver 1	1/1/2001	38	25	21	2
Lake County Intermediate	Lake County R-1	1/1/2001	20	32	35	5
McGlone Elementary	Denver 1	1/1/2001	41	28	22	1
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	34	31	9	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	N/A	N/A	N/A	N/A
Renaissance	Douglas County R-1	1/1/2001	4	24	68	4
Sierra Grande	Sierra Grande R-30	1/1/2001	38	27	27	0
Skyline Vista Elementary	Westminster 50	1/1/2001	33	25	38	2

CSAP: Student Proficiency in 5th Grade Reading – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Centennial Elementary	Harrison 2	3/1/1999	23	44	15	8
Chatfield Elementary	Mesa County Valley 51	3/1/1999	15	31	50	0
Columbian Elementary	East Otero R-1	3/1/1999	13	15	70	2
Hayden Valley Elementary	Hayden RE-1	3/1/1999	11	17	58	14
John Amesse Elementary	Denver 1	3/1/1999	44	26	26	2
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	18	15	54	6
Metz Elementary	Monte Vista C-8	3/1/1999	13	32	47	2
Moffat Elementary	Moffat 2	3/1/1999	11	11	44	11
Monterey Elementary	Harrison 2	3/1/1999	15	24	49	2
Monterey Elementary	Mapleton 1	3/1/1999	18	33	43	0
Odyssey Charter	Denver 1	3/1/1999	15	19	52	7

Winona Elementary	Thompson R2J	3/1/1999	10	15	62	5
Cohort II						
Bea Underwood Elementary	Garfield 16	1/1/2001	19	23	56	0
Gilpin Elementary	Denver 1	1/1/2001	41	28	13	0
Lake County Intermediate	Lake County R-1	1/1/2001	43	30	22	3
McGlone Elementary	Denver 1	1/1/2001	40	20	15	0
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	27	25	9	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	N/A	N/A	N/A	N/A
Renaissance	Douglas County R-1	1/1/2001	0	15	67	19
Sierra Grande	Sierra Grande R-30	1/1/2001	15	20	55	5
Skyline Vista Elementary	Westminster 50	1/1/2001	57	18	20	0
Cohort III						
Baker Central School	Fort Morgan RE-3	6/27/2002	30	23	43	3
Columbine Elementary	Fort Morgan RE-3	6/27/2002	N/A	N/A	N/A	N/A
Dupont Elementary	Adams County 14	6/27/2002	21	38	35	0
Longfellow Elementary	Salida R-32	6/27/2002	N/A	N/A	N/A	N/A
Manaugh Elementary	Montezuma-Cortez RE-1	6/27/2002	Unreportable	Unreportable	Unreportable	Unreportable
Sable Elementary	Adams-Arapahoe 28J	6/27/2002	20	30	43	2
Stratton Elementary	Stratton R-4	6/27/2002	7	14	71	7

CSAP: Student Proficiency in 5th Grade Math – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Centennial Elementary	Harrison 2	3/1/1999	41	36	23	0
Chatfield Elementary	Mesa County Valley 51	3/1/1999	21	41	34	3
Columbian Elementary	East Otero R-1	3/1/1999	15	37	32	12
Hayden Valley Elementary	Hayden RE-1	3/1/1999	17	54	22	7
Helen Hunt Elementary	Colorado Springs 11	3/1/1999	26	42	26	5
John Amesse Elementary	Denver 1	3/1/1999	58	30	10	1
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	4	33	43	14
Metz Elementary	Monte Vista C-8	3/1/1999	14	43	37	5
Moffat Elementary	Moffat 2	3/1/1999	0	54	31	15
Monterey Elementary	Harrison 2	3/1/1999	21	48	23	3
Monterey Elementary	Mapleton 1	3/1/1999	13	43	34	8
Odyssey Charter	Denver 1	3/1/1999	14	38	33	14
Winona Elementary	Thompson R2J	3/1/1999	14	37	40	9
Cohort II						
Bea Underwood Elementary	Garfield 16	1/1/2001	16	48	31	4
Gilpin Elementary	Denver 1	1/1/2001	43	30	13	0
Lake County Intermediate	Lake County R-1	1/1/2001	37	39	21	1

McGlone Elementary	Denver 1	1/1/2001	38	35	14	2
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	47	44	3	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	N/A	N/A	N/A	N/A
Renaissance	Douglas County R-1	1/1/2001	12	40	40	8
Sierra Grande	Sierra Grande R-30	1/1/2001	38	38	19	0
Skyline Vista Elementary	Westminster 50	1/1/2001	30	47	19	0

CSAP: Student Proficiency in 5th Grade Math – 2001-2002

School Name Cohort I	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Centennial Elementary	Harrison 2	3/1/1999	23	44	15	8
Chatfield Elementary	Mesa County Valley 51	3/1/1999	1	31	46	19
Columbian Elementary	East Otero R-1	3/1/1999	4	35	52	8
Hayden Valley Elementary	Hayden RE-1	3/1/1999	14	39	36	11
John Amesse Elementary	Denver 1	3/1/1999	35	40	20	2
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	10	28	37	18
Metz Elementary	Monte Vista C-8	3/1/1999	19	44	24	9
Moffat Elementary	Moffat 2	3/1/1999	22	22	56	0
Monterey Elementary	Harrison 2	3/1/1999	20	40	22	9
Monterey Elementary	Mapleton 1	3/1/1999	20	47	25	0
Odyssey Charter	Denver 1	3/1/1999	19	30	37	11
Winona Elementary	Thompson R2J	3/1/1999	5	36	41	21
Cohort II						
Bea Underwood Elementary	Garfield 16	1/1/2001	9	32	46	12
Gilpin Elementary	Denver 1	1/1/2001	38	35	6	0
Lake County Intermediate	Lake County R-1	1/1/2001	45	29	16	6
McGlone Elementary	Denver 1	1/1/2001	52	28	8	0
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	41	45	0	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	N/A	N/A	N/A	N/A
Renaissance	Douglas County R-1	1/1/2001	4	22	41	33
Sierra Grande	Sierra Grande R-30	1/1/2001	15	35	30	15
Skyline Vista Elementary	Westminster 50	1/1/2001	57	25	14	0
Cohort III						
Baker Central School	Fort Morgan RE-3	6/27/2002	19	41	28	13
Columbine Elementary	Fort Morgan RE-3	6/27/2002	N/A	N/A	N/A	N/A
Dupont Elementary	Adams County 14	6/27/2002	19	44	27	5
Longfellow Elementary	Salida R-32	6/27/2002	N/A	N/A	N/A	N/A
Manauh Elementary	Montezuma-Cortez RE-1	6/27/2002	Unreportable	Unreportable	Unreportable	Unreportable
Sable Elementary	Adams-Arapahoe 28J	6/27/2002	31	39	26	2
Stratton Elementary	Stratton R-4	6/27/2002	7	21	29	43

CSAP: Student Proficiency in 6th Grade Reading – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Moffat Middle	Moffat 2	3/1/1999	9	9	55	9
Odyssey Charter	Denver 1	3/1/1999	10	21	45	24
Cohort II						
Lake County Intermediate	Lake County R-1	1/1/2001	23	28	35	2
Overland Trail Middle	Brighton 27J	1/1/2001	15	31	45	5
Vikan Middle	Brighton 27J	1/1/2001	11	28	50	4
Vineland Middle	Pueblo County Rural 70	1/1/2001	15	22	56	8

CSAP: Student Proficiency in 6th Grade Reading – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Moffat Middle	Moffat 2	3/1/1999	Unreportable	Unreportable	Unreportable	Unreportable
Odyssey Charter	Denver 1	3/1/1999	5	43	43	10
Cohort II						
Lake County Intermediate	Lake County R-1	1/1/2001	20	38	37	1
Overland Trail Middle	Brighton 27J	1/1/2001	11	29	51	1
Vikan Middle	Brighton 27J	1/1/2001	14	28	49	2
Vineland Middle	Pueblo County Rural 70	1/1/2001	4	20	66	6
Cohort III						
Cole Middle School	Denver Public Schools	6/27/2002	45	32	10	0
Horace Mann Middle School	Denver Public Schools	6/27/2002	27	33	28	0
Lake Middle School	Denver Public Schools	6/27/2002	33	34	15	0
Rishel Middle School	Denver Public Schools	6/27/2002	30	42	21	0
Walsenburg Middle School	Walsenburg	6/27/2002	22	29	47	2
Wheat Ridge Middle School	Jefferson County	6/27/2002	N/A	N/A	N/A	N/A

CSAP: Student Proficiency in 6th Grade Math – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Moffat Middle	Moffat 2	3/1/1999	Unreportable	Unreportable	Unreportable	Unreportable
Odyssey Charter	Denver 1	3/1/1999	29	33	19	19
Cohort II						
Lake County Intermediate	Lake County R-1	1/1/2001	38	38	18	1
Overland Trail Middle	Brighton 27J	1/1/2001	21	40	26	6

Vikan Middle	Brighton 27J	1/1/2001	15	44	33	3
Vineland Middle	Pueblo County Rural 70	1/1/2001	9	40	45	5
Cohort III						
Cole Middle School	Denver Public Schools	6/27/2002	65	18	3	0
Horace Mann Middle School	Denver Public Schools	6/27/2002	42	33	15	0
Lake Middle School	Denver Public Schools	6/27/2002	43	35	6	0
Rishel Middle School	Denver Public Schools	6/27/2002	50	33	9	0
Walsenburg Middle School	Walsenburg	6/27/2002	25	33	33	8
Wheat Ridge Middle School	Jefferson County	6/27/2002	N/A	N/A	N/A	N/A

CSAP: Student Proficiency in 7th Grade Reading – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Moffat Middle	Moffat 2	3/1/1999	8	33	58	0
Odyssey Charter	Denver 1	3/1/1999	9	32	55	5
Cohort II						
Lake County Intermediate	Lake County R-1	1/1/2001	21	31	34	1
Overland Trail Middle	Brighton 27J	1/1/2001	15	33	44	3
Vikan Middle	Brighton 27J	1/1/2001	18	23	50	3
Vineland Middle	Pueblo County Rural 70	1/1/2001	11	31	53	4

CSAP: Student Proficiency in 7th Grade Reading – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Moffat Middle	Moffat 2	3/1/1999	Unreportable	Unreportable	Unreportable	Unreportable
Odyssey Charter	Denver 1	3/1/1999	4	24	44	28
Cohort II						
Lake County Intermediate	Lake County R-1	1/1/2001	36	26	29	1
Overland Trail Middle	Brighton 27J	1/1/2001	16	33	42	2
Vikan Middle	Brighton 27J	1/1/2001	24	32	39	2
Vineland Middle	Pueblo County Rural 70	1/1/2001	11	30	54	4
Cohort III						
Cole Middle School	Denver Public Schools	6/27/2002	54	28	8	0
Horace Mann Middle School	Denver Public Schools	6/27/2002	39	27	25	0
Lake Middle School	Denver Public Schools	6/27/2002	34	28	15	0
Rishel Middle School	Denver Public Schools	6/27/2002	35	29	22	0
Walsenburg Middle School	Walsenburg	6/27/2002	15	28	57	0
Wheat Ridge Middle School	Jefferson County	6/27/2002	36	33	29	1

CSAP: Student Proficiency in 7th Grade Math – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Moffat Middle	Moffat 2	3/1/1999	Unreportable	Unreportable	Unreportable	Unreportable
Odyssey Charter	Denver 1	3/1/1999	8	36	32	24
Cohort II						
Lake County Intermediate	Lake County R-1	1/1/2001	53	28	6	4
Overland Trail Middle	Brighton 27J	1/1/2001	37	42	14	1
Vikan Middle	Brighton 27J	1/1/2001	40	42	13	2
Vineland Middle	Pueblo County Rural 70	1/1/2001	15	46	30	9
Cohort III						
Cole Middle School	Denver Public Schools	6/27/2002	69	17	2	0
Horace Mann Middle School	Denver Public Schools	6/27/2002	45	38	7	1
Lake Middle School	Denver Public Schools	6/27/2002	50	24	3	0
Rishel Middle School	Denver Public Schools	6/27/2002	49	33	5	0
Walsenburg Middle School	Walsenburg	6/27/2002	33	47	18	2
Wheat Ridge Middle School	Jefferson County	6/27/2002	42	44	10	2

CSAP: Student Proficiency in 8th Grade Reading – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Moffat Middle	Moffat 2	3/1/1999	7	21	64	0
Odyssey Charter	Denver 1	3/1/1999	N/A	N/A	N/A	N/A
Cohort II						
Lake County Intermediate	Lake County R-1	1/1/2001	21	26	46	2
Overland Trail Middle	Brighton 27J	1/1/2001	13	31	49	2
Vikan Middle	Brighton 27J	1/1/2001	24	26	41	3
Vineland Middle	Pueblo County Rural 70	1/1/2001	10	19	61	8

CSAP: Student Proficiency in 8th Grade Reading – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Moffat Middle	Moffat 2	3/1/1999	Unreportable	Unreportable	Unreportable	Unreportable
Odyssey Charter	Denver 1	3/1/1999	5	29	57	5
Cohort II						
Lake County Intermediate	Lake County R-1	1/1/2001	28	24	40	1
Overland Trail Middle	Brighton 27J	1/1/2001	17	30	43	3
Vikan Middle	Brighton 27J	1/1/2001	11	27	53	3

Vineland Middle	Pueblo County Rural 70	1/1/2001	21	27	51	2
Cohort III						
Cole Middle School	Denver Public Schools	6/27/2002	42	28	10	0
Horace Mann Middle School	Denver Public Schools	6/27/2002	26	35	29	0
Lake Middle School	Denver Public Schools	6/27/2002	25	35	24	0
Rishel Middle School	Denver Public Schools	6/27/2002	25	36	24	0
Walsenburg Middle School	Walsenburg	6/27/2002	12	28	55	5
Wheat Ridge Middle School	Jefferson County	6/27/2002	27	28	41	1

CSAP: Student Proficiency in 8th Grade Math – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Moffat Middle	Moffat 2	3/1/1999	57	36	0	0
Odyssey Charter	Denver 1	3/1/1999	N/A	N/A	N/A	N/A
Cohort II						
Lake County Intermediate	Lake County R-1	1/1/2001	43	40	11	5
Overland Trail Middle	Brighton 27J	1/1/2001	52	31	10	3
Vikan Middle	Brighton 27J	1/1/2001	54	28	10	4
Vineland Middle	Pueblo County Rural 70	1/1/2001	32	43	14	9

CSAP: Student Proficiency in 8th Grade Math – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Moffat Middle	Moffat 2	3/1/1999	Unreportable	Unreportable	Unreportable	Unreportable
Odyssey Charter	Denver 1	3/1/1999	29	43	29	0
Cohort II						
Lake County Intermediate	Lake County R-1	1/1/2001	52	19	22	0
Overland Trail Middle	Brighton 27J	1/1/2001	45	36	10	3
Vikan Middle	Brighton 27J	1/1/2001	39	35	13	8
Vineland Middle	Pueblo County Rural 70	1/1/2001	47	30	19	3
Cohort III						
Cole Middle School	Denver Public Schools	6/27/2002	73	7	0	0
Horace Mann Middle School	Denver Public Schools	6/27/2002	63	21	6	0
Lake Middle School	Denver Public Schools	6/27/2002	54	28	3	1
Rishel Middle School	Denver Public Schools	6/27/2002	51	30	5	0
Walsenburg Middle School	Walsenburg	6/27/2002	41	38	16	5
Wheat Ridge Middle School	Jefferson County	6/27/2002	48	34	14	3

CSAP: Student Proficiency in 9th Grade Reading – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Manual High	Denver 1	3/1/1999	31	26	16	0
John Mall High	Huerfano R-1	3/1/1999	5	27	62	5
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	14	57	29	0

CSAP: Student Proficiency in 9th Grade Reading – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Manual High	Denver 1	3/1/1999	26	31	19	0
John Mall High	Huerfano R-1	3/1/1999	14	38	45	3
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	33	42	8	0
Cohort III						
North High School	Denver Public Schools	6/27/2002	12	30	30	1

CSAP: Student Proficiency in 9th Grade Math – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Manual High	Denver 1	3/1/1999	65	9	2	0
John Mall High	Huerfano R-1	3/1/1999	59	22	17	1
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	91	0	0	0
Cohort III						
North High School	Denver Public Schools	6/27/2002	56	15	2	0

CSAP: Student Proficiency in 10th Grade Reading – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Manual High	Denver 1	3/1/1999	21	24	10	0
John Mall High	Huerfano R-1	3/1/1999	4	42	53	2
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	11	22	44	0

CSAP: Student Proficiency in 10th Grade Reading – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Manual High	Denver 1	3/1/1999	31	34	19	0
John Mall High	Huerfano R-1	3/1/1999	7	19	67	7
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	41	29	29	0
Cohort III						
North High School	Denver Public Schools	6/27/2002	24	28	22	1

CSAP: Student Proficiency in 10th Grade Math – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Manual High	Denver 1	3/1/1999	60	3	0	0
John Mall High	Huerfano R-1	3/1/1999	67	31	2	0
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	67	11	0	0

CSAP: Student Proficiency in 10th Grade Math – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Cohort I						
Manual High	Denver 1	3/1/1999	66	14	2	0
John Mall High	Huerfano R-1	3/1/1999	54	31	13	2
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	31	56	13	0
Cohort III						
North High School	Denver Public Schools	6/27/2002	59	16	2	0

ACT: Scores in 11th Grade Reading and Math – 2000-2001

School Name	LEA/ District	Award Date	Reading Score	Math Score
Manual High	Denver 1	3/1/1999	11.01	11.74
John Mall High	Huerfano R-1	3/1/1999	17.43	15.92
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	17	14.92

ACT: Scores in 11th Grade Reading and Math – 2001-2002

School Name	LEA/ District	Award Date	Reading Score	Math Score
Manual High	Denver 1	3/1/1999	13.22	14.13
John Mall High	Huerfano R-1	3/1/1999	16.57	16.00
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	15.19	14.95
North High School	Denver Public Schools	6/27/2002	10.76	10.35

Appendix C

School Survey

State Evaluation of the CO Comprehensive School Reform Program

School Survey

Dear [SCHOOL NAME] Principal and/or CSR Program Coordinator: Thank you for participating in this important evaluation of the state's CSR program. Beginning in SY 1999-2000, your school was awarded a CSR grant to implement [MODEL]. This survey will focus on your experience in implementing that model over the last three years.

The survey is estimated to take 15-20 minutes. Your responses will be kept completely confidential, so please answer as honestly as possible. Upon completion, use the attached self-addressed envelope to return your survey. Please return the survey by **May 17, 2002**. If you have any questions or concerns, please contact us. Thank you again for your participation.

Sincerely,

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303/866-6791
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Profile of School

Confirm the following information about your school for the 2001-2002 school year. If the information is listed inaccurately, please provide the correct information.

	Yes	No – Correct Statement
1. Your school:		
• Is a [SCHOOL TYPE] school.....		
• Serves grades [GRADE RANGE]		
• Is located in the [REGION] area.....		
• Is considered a [URBANICITY] area.....		
• Serves approximately [###] students		
• Serves [%%] of students below poverty ..		
• [Receives] Title I funds.....		
• (If TI) Uses a [TA/SW] program.		
• (If TI) [HAS/ HAS NOT] been identified as “in need of improvement” under Title I.....		
• (If identified) [HAS/ HAS NOT] been identified for corrective action under Title I.....		
• Has been identified as a [STATUS] performing school through the State Accountability Report.....		

Basics on the CSR Model

- | Yes | No – Correct Statement |
|-----|------------------------|
| | |
2. Your School is using CSR funds to implement [MODEL] [AND MODEL]
 3. Is your school implementing any other models? _____
 - * NOTE: If your school is implementing more than one model, please think about the *primary model funded through CSR* when completing the rest of this survey.
 4. What grades levels are served through your model? _____
 5. What academic subject(s) does your model cover? (Circle *all* that apply.)
 - a. Reading (Language Arts/English)
 - b. Writing
 - c. Mathematics
 - d. Other _____
 6. Who developed your model? (Circle *all* that apply.)
 - a. A national developer
 - b. A university
 - c. Your district
 - d. Your school
 - e. Other: _____

Model Selection

7. **What were the reasons your school decided to pursue this particular model? (Rank all the reasons that apply in priority order with a “1” being the most important reason. If an item does not apply, than write “N/A”.)**
 - a. School Identified as in need of improvement
 - b. Direction of the district.....
 - c. Match with your school’s needs assessment and research on the model
 - d. Direction of the community.....
 - e. School staff recognized the need for change
 - f. Other:
8. **What steps did your school take in selecting and planning to implement this model? (Circle *all* that apply.)**
 - a. Conducted a thorough needs assessment
 - b. Conducted research of various reform models
 - c. Reviewed resources provided by CDE related to various reform models
 - d. Talked to district personnel about various reform models
 - e. Talked to teachers and principals at other schools implementing this model
 - f. Visited a school implementing this model
 - g. Other: _____

9. Were the following factors important in selecting the model? (Rank all the reasons that apply in priority order with a "1" being the most important reason. If an item does not apply, than write "N/A".)
- a. **Research evidence**..... _____
 - b. **Affordability** _____
 - c. **The quality of the professional development component**..... _____
 - d. **Ease of implementation** _____
 - e. **Compatibility with other activities you were trying to implement in the school** _____
 - f. **Improved student performance in a school with populations similar to your school**..... _____
 - g. **The quality of the curriculum** _____
 - h. **Alignment of the model and its curriculum with your content standards** _____
10. Did your teachers vote on adopting the model for your school? (Circle only *one*.)
- a. Yes Go to item #11
 - b. No Go to item #12
11. What percentage of your teachers voted in favor of adopting the model? _____%
12. Identify any parties, other than the school staff, that were involved in selecting or approving the model (e.g. district administrators, parents, school-based decision making committee)?
- _____

Implementation

13. **Characterize your school's progress in implementing the model as of the end of the 2001-02 school year. (Circle only one.)**
- a. Initial selection and planning Go to item #14
 - b. Initial staff training and development Go to item #14
 - c. Partially implemented Go to item #14
 - d. Implemented in most or all aspects Go to item #15
14. When do you expect your model to be fully implemented? _____
15. In implementing the model in your school, did you... (Circle only *one*.)
- a. Strictly adopt the model without making adaptations
 - b. Make small adaptations
 - c. Adopt just parts of the model?
16. What changes have occurred in the way your school uses the model since its adoption? (Circle *all* that apply.)
- a. Expanded to include more grade levels in the school
 - b. Increased the number of teachers that are actively using the model
 - c. Added curricular areas
 - d. Introduced new instructional strategies
 - e. Changed the assessment that tracks students' progress for the model
 - f. Changed the goals and benchmarks for student performance
 - g. Adjusted content of professional development
 - h. Changed the model's evaluation plan
 - i. Altered scheduling, such as extend the school day or initiate block scheduling

- j. Changed your school structure, such as reducing class size or initiating schools within a school
- k. Altered your governance process, such as initiating school-based management

17. To what extent are you finding it difficult to implement the model? (Circle only *one*)
- a. Not at all
 - b. Some extent
 - c. Great extent

18. To what extent did the following barriers hinder implementation of the model during the 2000-01 school year? (Assign the appropriate extent value to each item)

[1 = Not at all, 2 = Some extent, 3 = Great extent, 9 = Not applicable]

- a. Problems with state and/or district regulations..... _____
- b. Insufficient planning time..... _____
- c. Opposition from school staff..... _____
- d. Inadequate support from the model provider _____
- e. Inadequate understanding of the model design _____
- f. Inadequate professional development opportunities for staff..... _____
- g. Inadequate funding or resources to implement the model _____
- h. Lack of substitutes trained in the model..... _____
- i. Lack of alignment with CSAP _____
- j. Staff turnover..... _____
- k. Change in school leadership..... _____
- l. Change in district leadership..... _____
- m. Coordinating CSR with other school reform activities (including other grant-funded programs)..... _____
- n. Other major barriers: _____

19. Did any of the following components facilitate the model's implementation during the 2000-01 school year? (Rank all the components that apply in priority order with a "1" being the most important. If an item does not apply, than write "N/A".)

- a. Alignment of model with district's reform priorities _____
- b. Alignment of model with your content standards..... _____
- c. Alignment of model with CSAP _____
- d. Good fit between the model and the school's needs..... _____
- e. High quality professional development for staff..... _____
- f. Strong support for model on the part of school staff _____
- g. High quality technical assistance from the model provider _____
- h. Strong school leadership..... _____
- i. Strong parent/community involvement approach _____
- j. Other major facilitators: _____

20. To what extent would you say that your model aligns with the following? (Assign the appropriate extent value to each item.)

[1 = Not at all, 2 = Some extent, 3 = Great extent]

- a. Your district's reform priorities and accreditation goals?..... _____
- b. Your content standards? _____
- c. The Colorado Student Assessment Program (CSAP)?..... _____

21. Regarding the model's curriculum and your negotiations with the model provider,

	Yes	No	N/A
a. Did the model provider assure the school of alignment between the model and your content standards?			
b. Did the model provider assure the school of alignment between the model and CSAP?			
c. Did the model's curriculum require fine tuning?			

22. To what extent was the model effective in preparing your students to do the following?
(Assign the appropriate extent value to each item.)

[1 = Not at all, 2 = Some extent, 3 = Great extent]

- a. Meet your content standards?
- b. Take the CSAP?

23. Does your model include...

	Yes	No	N/A
a. Strategies for working with English Language Learners?			
b. Strategies for working with students with IEPs?			

Use of Data/Continuous Program Improvement

- 24. What groups discuss and respond to the student achievement data that your school tracks? (Circle *all* that apply.)
 - a. PTO/PTA
 - b. School Accountability Committee
 - c. Faculty
 - d. Grade level teams
 - f. Students
 - g. Others: _____
- 25. Describe your school's process for analyzing student achievement indicators and how that analysis is used to shape school improvement efforts.
- 26. What types of support has your school received from the district on data analysis and use? Indicate how helpful (e.g., very helpful, somewhat helpful, not helpful) that support has been.
- 27. What are the major capacity issues for your school related to data analysis and use?
- 28. Has CSR driven major changes in the areas of data analysis and data-driven instruction in your school? (Circle only *one*.)
 - a. Yes
 - b. No

Professional Development/Technical Assistance

- 29. Who is providing your professional development or assistance? (Circle *all* that apply and place a "1" next to the primary provider.)
 - a. District Staff

- b. CDE Staff
- c. A comprehensive regional assistance center (e.g., McREL)
- d. The model developer
- e. Teachers from another school
- f. University consultants
- g. Independent consultants
- h. Other: _____

30. How responsive has the primary assistance provider (the entity that you placed a "1" next to in item #29) been to your school's needs? Have they...

	Yes	No
a. Provided the assistance that you need?		
b. Responded to your needs in a timely manner?		
c. Provided adequate materials that are necessary to the implementation of the model?		
d. Provided high quality assistance?		

31. To what extent have the following entities provided an adequate amount of assistance (professional development and/or technical assistance)? What was the quality of this assistance? (Assign the appropriate values to each item)

[Adequacy: 1 = Not at all, 2 = Some extent, 3 = Great extent, 9 = N/A]

[Quality: 1 = Poor, 2 = Moderate, 3 = High, 9 = N/A]

	Adequacy	Quality
a. Model Provider		
b. Your district		
c. CDE		

32. What types of support have been available through your district related to your model?

	Yes	No
a. Administering and interpreting a needs assessment.....		
b. Selecting this particular model		
c. Writing grants to support this model.....		
d. Providing professional development around the needs of your model		
e. Negotiating with the model developer		
f. Securing additional resources for implementation		
g. Implementation.....		
h. Release time for your teachers		

33. What strategies does your school use to bring new teachers up to speed on the model? (Circle *all* that apply.)

- a. Same training activities as original teachers
- b. Observations of teachers using the reform model
- c. Training packets/Reading materials
- d. Select new staff based on prior experience with the model
- e. Select new staff based on willingness to learn the model
- f. Other: _____

34. How does your school evaluate the effectiveness of professional development opportunities for the model? (Circle *all* that apply.)

- a. Teacher surveys
- b. Formal observations of teachers
- c. Informal observations of teachers
- d. General observation of school climate
- e. Attendance records of teachers at professional development activities
- f. Other: _____

35. What further support or assistance would be most helpful in implementing the model?

36. What are the barriers to accessing this support/assistance?

Staff Support

37. To what extent are your teachers buying-in to the model? (Circle only *one*.)

- a. Not at all
- b. Some extent
- c. Great extent

38. Since the adoption of the model, has there been significant staff turnover? (Circle only *one*.)

- a. Yes Go to item #39
- b. No Go to item #40

39. What kind of impact has that significant staff turnover had on the implementation of the model? (Circle only *one*.)

- a. Favorable impact
- b. No impact
- c. Negative impact

Family Involvement/Community Engagement

*** NOTE: If your school adopted an additional model to address parent involvement, please refer to that model for this section.**

40. What types of activities through the model are families and/or community members involved in? (Circle *all* that apply.)

- a. Program planning and/or decision-making
- b. Working at home with students on homework and other activities
- c. Volunteering in the classroom and/or school
- d. Fundraising activities
- e. Other: _____

41. To what extent has the model improved your school's ongoing efforts to engage parents and community members? (Circle only *one*.)

- a. Not at all
- b. Some extent

c. Great extent

42. What barriers have impeded your efforts to engage parents and community members through the model? (Circle *all* that apply.)
- a. Language barriers
 - b. Cultural barriers
 - c. Lack of communication/outreach on the part of the school
 - d. Lack of interest on the part of parents
 - e. Lack of time on the part of parents.
 - f. Parents do not feel welcome or comfortable at the school
 - g. Other: _____

CDE Feedback

43. How effective was the assistance/resources provided by CDE in preparing your CSR grant? (Assign the appropriate extent value to each item.)

[1 = Not at all, 2 = Some extent, 3 = Great extent, 8 = Do not recall at this time, 9 = Not applicable]

- a. "Just in time" consultants (Free consultation on your proposal drafts)..... _____
- b. CSR writing guide (Not available for Cohort 1) _____
- c. Regional trainings..... _____
- d. CSR Website..... _____
- e. CDE staff..... _____

44. How accessible has assistance from CDE been? How helpful and timely has that assistance been? (Assign the appropriate extent value to each item for accessibility, helpfulness, and timeliness of assistance.)

[1 = Not at all, 2 = Some extent, 3 = Great extent, 9 = Not applicable]

	Accessibility to Assistance	Helpfulness of Assistance	Timeliness of Assistance
a. Advocates			
b. Budget Issues			
C CDE Staff.....			

45. How effectively has CDE communicated its expectations on the progress reports/process for renewal of funding? (Circle only *one*.)

- a. Not at all
- b. Some extent
- c. Great extent

46. What other feedback (positive or negative) would you like to share with CDE staff regarding the CSR program?

Appendix D Teacher Survey

State Evaluation of the CO CSR Program Teacher Survey

Dear [SCHOOL NAME] School Staff Member: Thank you for participating in this important evaluation of the state's CSR program. Beginning in SY [AWARD SCHOOL YEAR], your school was awarded a CSR grant to implement [MODEL]. This survey will focus on your experience in implementing that model.

The survey is estimated to take 10-15 minutes. Your responses will be kept completely confidential, so please answer as honestly as possible. Upon completion, use the attached self-addressed envelope to return your survey **by May 30, 2002**. If you have any questions or concerns, please contact us. Thank you once again for your participation.

Sincerely,

Valerie Bass
CDE – CSR Office
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Joy Fitzgerald
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Profile

1. Your title: _____
2. Your subject area(s): _____
3. Grade Level(s): _____
4. How long have you been working at Lafayette Elementary School? _____
5. How long have you been involved in implementing First Steps and CLIP at this school? _____

(NOTE: If you are not involved in implementing the model, you do not need to complete the survey)

Implementation

6. To what extent are you implementing the model as designed? (Circle only *one*.)
 - a. Not at all
 - b. Some extent
 - c. Great extent

7. To what extent are you finding it difficult to implement the model? (Circle only *one*)
- Not at all
 - Some extent
 - Great extent
8. What top three barriers have hindered your implementation efforts on the CSR model the most? What top three factors have aided your implementation efforts on the CSR model the most? (Indicate your top 3 choices in both columns, assigning a "1" to your top choices.)

	Barriers	Aids
a. Amount of planning time		
b. Amount/quality of training in the model		
c. Adequacy of resources/materials		
d. School leadership		
e. Staff support for the model		
f. Staff turnover		
g. Change in leadership.....		
h. Fit of the model with your school's needs		
i. Alignment of model with district priorities		
j. Coordination of model with other reforms in your school		
k. Other:		

9. To what extent do you think the model has been effective in preparing students academically? (Assign the appropriate extent value.)
- [1 = Not at all, 2 = Some extent, 3 = Great extent]**
- Alignment of model with your content standards (Note if it differs by subject) _____
 - Alignment of model with CSAP
 - Focus on meeting the academic needs of students with ILPs
 - Focus on meeting the academic needs of students with IEPs
 - Focus on meeting the academic needs of ELL students.....
 - Flexibility to meet the diverse needs of individual students.....

Professional Development

10. How responsive has the school and/or an outside assistance provider (e.g., model developer, consultants) been to your needs as you implement the model? Have they...

	Yes	No
a. Provided the assistance that you need?		
b. Met your individual needs for knowledge or skill development?		
c. Responded in a timely manner?		
d. Provided adequate materials that are necessary to the implementation of the model?		
e. Provided high quality assistance?		

11. During this past school year, how much professional development related to the model have you received?
- _____ Hours

12. Overall, to what extent have you found the professional development effective in preparing you to implement the model with students? (Circle only *one*)
- Not at all
 - Some extent
 - Great extent

13. To what extent has each of the following types of professional development activities been helpful to you in understanding the model? If you did not have an opportunity to participate in a specific type of activity, indicate whether you would have been interested in participating had it been available. (Assign an extent value to each activity that you participated in. Make sure to assign a “9” if you did not participate and then indicate whether you would have liked to participate.)

	<i>Extent helpful?</i> [1 = Not at all, 2 = Some, 3 = Great, 9 = N/A]	If did not participate, interest in doing so? [1 = Yes, 2 = No]
a. Conferences/Workshops		
b. Coaching		
c. Classroom Observations		
d. Reading literature		
e. Individual planning time		
f. Scheduled time for staff discussion and coordination, including joint planning time		
g. Study group		

14. To what extent were you able to influence or make choices on the scheduling or content of professional development opportunities related to the model? (Circle only *one*)
- Not at all
 - Some extent
 - Great extent

Resources

15. To what extent do you have the resources that are needed to implement the major elements of the model? (Assign the appropriate extent value)

[1 = Not at all, 2 = Some extent, 3 = Great extent, 9 = Not applicable]

- Materials to support instruction
- Time for instruction
- Time for planning
- Access to staff or consultants that mentor, advise, or provide ongoing support (including emails, phone calls, etc.)
- Technology and connectivity

16. To what extent has the model been clearly communicated to you so that it could be well implemented? (Circle only *one*)
- Not at all
 - Some extent
 - Great extent

Family/Community involvement

17. To what extent do you think your students' families understand the model? (Circle only *one*.)
- Not at all
 - Some extent
 - Great extent

18. To what extent do you think that the model has improved family involvement? (Assign the appropriate extent value.)

[1 = Not at all, 2 = Some extent, 3 = Great extent]

- In your school? _____
- In your classroom? _____

19. (If answered "1" or "2" on 18a or 18b) What do you think is the reason(s) that the model has not influenced family involvement more? (Circle *all* that apply.)
- Not the intent of the model
 - Families are too busy and/or resistant to involvement
 - School has not emphasized that component of the model
 - Other: _____

Staff Support

20. To what extent do you support the model in your school? (Circle only *one*.)
- Not at all
 - Some extent
 - Great extent

21. How has the model affected the following aspects of your work life during this school year?

[1 = Negative impact, 2 = No impact, 3 = Positive impact]

- Your classroom instruction?
- Your professional growth?.....
- Your classroom curriculum?.....
- Your students' engagement in learning?.....
- Your control over selecting content, topics and skills to be taught?
- The quality and amount of professional interactions with other staff?
- Instructional coherence within and between grade levels?
- School climate?
- Communication with parents?

22. Any other issues related to your experience implementing the model that you would like to share?

Appendix E

Focus Group Summary

Summary of CSR Focus Group Notes

Focus groups were facilitated at the CSR Networking Day with cohorts 1 and 2. The group was divided up into four subgroups with one facilitator and one recorder each. Each facilitator worked from the same set of questions. This summary combines feedback from all of the subgroups.

1. What do you know now that you wish you had known when you began?

Amount of work

- The amount of work required is staggering, especially with regard to training because teachers are in such different places.
- Even with the site visit, the vote of teacher commitment and a comprehensive grant development process, getting started was overwhelming to begin with. It was just so much to take on at once.
- This is a complex undertaking (not like Read to Achieve). CSR is time-consuming and not easy to implement. Expectations should reflect the complexity of implementation.
- Another respondent noted that the schools felt paralyzed by all the rules –the rules related to all the grants in the building plus the district rules. Coordinating it all is so time-consuming.

Leadership

- Turnover of the person/people who wrote the grant can derail the program. Change in leadership can result in loss of institutional memory and momentum. New leaders don't always receive even basic briefing about the program during the transition and don't have same level of ownership/commitment. Another respondent noted that it takes a "brand new leader with an inherited model a long time to get up to speed." New leaders need help understanding design/values of reform model and "hooks of the grant." Another respondent echoed this experience and noted that CDE would help fill this gap by meeting with new leadership early on to explain the grant and expectations for performance.
- Implementing CSR has required the principal to spend a lot of time out of the building. The challenge is to juggle the demands of implementing a major program with the demands of being an instructional leader. This comment was echoed by several different respondents.
- Grant administration (preparing required reports, attending meetings, dealing with budget issues) is a huge issue. Several respondents indicated that they didn't appreciate the time that would be required up front and felt "ambushed" by the time demands. A respondent from a school with multiple grants indicated the school's desperate need for a person to take charge of grant administration. Several other

respondents spoke of the critical need for a grant coordinator who is paid well and has right qualifications for the job (not the same skills required for a teacher leader). One respondent said that being the recipient of three major grants is too much – “it’s not worth it.”

- Schools need to provide generous stipends for teachers who take on extra work (grant managers, coaches, etc.). CDE needs to train readers to look for this. If teacher leaders are not compensated (especially in first year) they will not be able to do what is required of them and they will get totally burned out.
- Leadership team needs to be out front – visible, enthusiastic, committed. Strong leadership is key to the process.
- It is critical that the teacher leaders involved in the grant have great relationships with the staff. They need to have expertise and credibility/trust.

Staff Commitment

- During the grant development stage teachers seemed excited about the opportunity and indicated their assent to the program. Once we started implementation, there was resistance by teachers – they did not want to participate in additional training or to change their practice. A second respondent indicated that their experience had been opposite – teachers had not been excited about the program at the conceptual level, but had embraced the program at implementation and have been very positive about training. A third respondent noted that there are some teachers who will never come around -- accept this fact and offer support and help for those teachers who want help.
- Commitment from staff is vital. Without their support, the model will never be implemented in the classroom and therefore never really be implemented in the school.
- Schools need to ensure that staff know everything about the grant and what it will mean to their practice and schedules in advance. Asking for a vote of approval is not enough if teachers don’t have a deep understanding of the program they are approving.
- Staff needs rewards/results in order to keep focus.

Budgeting/Resources

- We wish we had a more realistic understanding of the amount of money required to operate this program when we developed our application. If schools don’t understand the full cost implications of their programs and apply using the budget guidelines in the grant they’ll come up very short. Our building has supplemented grant funds annually to implement the program.
- Need to build in funds for professional development. Teachers need time to plan and time to develop curriculum. This includes release time and bringing in substitutes.

Flexibility

- At the grant development stage, we were totally working in abstract trying to address the question “what will help kids”. When the first year plan didn’t have the intended impact, we needed to readjust our approach in a major way. We struggled with how to tell this

story during the October progress report. The process should allow (and even encourage) changes to the design if the initial plan proves not to be effective.

- More than 3 years is needed to properly implement these reform models. It takes 3 years alone to truly understand the process. Several more years are needed to apply that understanding and effectively implement the program.

Communication

- Communication is the key. Principal must be in classroom providing support and academic leadership. Teachers must feel principal's trust and support. Teachers must be willing to support each other to implement model. Change is scary for people. Principals have to get people on board. One good way of doing this is sharing successes of teachers in building or of other schools implementing the model.

Multiple Models

- A school that tried to combine two different reform models noted that the providers had set approaches to implementation and their own values, and were not willing to work together. The school could see how the programs complemented each other, but the providers could not. They were not willing to learn from each other or to adopt stronger programmatic aspects of the other. At the school level, the challenge was to understand both programs at a deep level in order to key in on the strengths of each and determine how to combine them.

2. What surprised you about implementation of Comprehensive School Reform?

2a. What was easier than expected?

Grant Requirements

- Writing the actual grant was easy. The grant requirement to have teacher buy-in facilitated later implementation.
- We wrote the grant together as a team. Implementation was easier because of all the work we had done ahead.
- CSR gave the school a head start on raising CSAP scores in anticipation of new accountability requirements.

Supports

- Teachers bought in right away and that's what made it work.
- We received great initial support from the model provider.
- In-house facilitator to implement grant has been terrific. CDE should require this for all schools.

2b. What barriers did you encounter?

District/State Issues

- Changes in the district accountability structure – i.e. switched to different assessment.

- If only one school in the district is implementing the program, the school is virtually an island. This raises two concerns. First, the school (leaders and teachers) does not have access to a support network from other schools (leaders and teachers). Second, the district can adopt requirements that are inconsistent with the program.
- District rules and requirements (local bureaucracy) can undercut implementation.
- All the assessments (state, district, program) make it difficult to maintain continuity of literacy instructional block required by our model.
- Need the genuine support of the district in order to succeed. One school relates that it became a problem that they were doing things differently than other schools in the district – other schools were “jealous”. As time went on, district support dwindled.

Turnover

- Teacher attrition – trained teachers leave and new teachers have to start training cycle over.
- Staff turnover is a huge challenge.
- It is difficult to initiate excitement in implementing the model after significant staff turnover and a change in leadership.
- One new principal voiced that it is difficult to balance a commitment to prior efforts while staying true to self. Open communication is the key. Another new principal agreed and stated that a new principal operates in crisis mode in the beginning; it is very difficult to catch up.

Budget Issues

- Down-time in receiving second year funding. Had verbal confirmation, but couldn't access funds for four months.
- District charged 8% in indirect costs, so school had to change whole budget to make room for this cost item.
- Often new grant programs say you can't use the money to do what you're already doing. But what if what you're already doing is effective? Why not continue a program that's working.
- Need funding beyond 3 years to truly show change – at least 5 years. The additional 2 years should be aimed at sustaining the program. The first 3 years are focused on start-up and tweaking the program. And this assumes that there is no staff turnover.

Student Population

- Mobility – many of the students in the cohort the school initially starts with aren't there a few years later. New kids haven't had same depth of exposure to the program. Makes data for evaluation hard to track.

- Getting parents involved – many parents do not hold public schools in high regard and/or do not see a role for themselves in their children's education. Parent support dwindles even more in middle and high school.

Internal Conflict

- One school was surprised by the amount of internal conflict that arose – even with a close-knit staff. They began to question the focus of the programs and curriculum. Even with 100% support for adoption, some kind of conflict is inevitable. However, there is no support available to help school's resolve these issues. The technical assistance providers are not equipped to deal with conflict during implementation.

Time

- Concerns about the amount of additional time required of staff to plan and effectively implement the models. Incentives seem necessary.

Model Providers

- Surprised at how much money went to model providers, concerned that money is not getting to the classroom.

Results

- Unreasonable expectations about results – it takes five years to see results.

3. What elements of the CSR program have having the most positive impact on student achievement?

Student Changes

- Creates a love for learning. Student mobility makes it difficult to see achievement growth on assessments like CSAP, but can see growth on internal measures.
- We're seeing change in student attitudes – talking to peers and teachers about what they are learning.

Staff Changes

- Staff development has been high quality, focused on teaching teachers how to assess student needs and deliver instruction.
- Our school has built a culture where teachers speak to one another in a different (more collegial) way. We use a shared vocabulary in discussing student work and in describing the goals of reform.
- Embedded professional development.
- Coordinated, coherent approach to professional development that is needs based, not scatter shot.
- Data-driven professional development – giving staff what they need to know to get to outcomes. Giving teachers student assessment data is not enough. They also need to know how to use data to change instruction.

- Once teachers have some basic experience with the reform model, modeling has been important to help teachers take their understanding to the next level.
- Focus on teacher performance (Are they delivering model? have they changed their practices?)
- Reports need to be later to allow more time to show growth. Expectations for immediate results are unrealistic.
- Coaching and mentoring has provided the best professional development.

School Changes

- One school has restructured the way it groups students. Staff are thinking outside of the traditional classroom and have shifted to talking about kids' needs rather than focusing on placements by age. Data is a big piece of this discussion. They have also built in a half-day in order to discuss aligning content issues.

3a. Will your school be able to sustain the program after funding is discontinued?

Problems

- At our school, we won't be able to continue the program without additional outside funding.
- We get absolutely no support from district for sustainability. "We are on our own." Writing other grants detracts focus and staff time from implementation.
- Consistency of school plans with district reform priorities/strategies supports continuity as well as stability of teachers. Schools need to look at how district looks at reform. Consider the need to have a district level person as an advocate. Sustainability of program is dependent on superintendent leadership. A new superintendent can come in and completely change the focus and priorities.
- Our staff is so tired; they want to know when the program will "be over." This does not bode well for sustainability.
- Its hard to find additional dollars to even keep the program going.
- One school wonders how to sustain the program while at the same time improve other neglected pieces of their school efforts.

Coordinating Grants

- It is critical to coordinate multiple grants to make sure there is a clear focus and common goals.
- As a school attracts other grants to complement CSR, this brings more demands related to grant management. Also, if CDE expects schools to attract other grant funds to implement the program does this mean CSR is not really "comprehensive" standing alone?

- CDE needs to require more from districts in terms of support than a letter attached to the application. Districts need to be willing to play a role in sustaining promising programs. Ongoing financial commitments from the districts are critical.

Resources

- Our program is easily sustained because we invested in materials that can continue to be used and training of trainers.
- Key to sustainability is long-term shifts in resources. In our model, for example, we need to find a way to fund teacher leaders over the longer term.
- Need data to support keeping the staff that are funded with soft money.

School Culture

- Several schools spoke of how the program has become a part of their culture and training has become automatic. The end of the grant will not affect this.
- Connecting with other schools implementing model can provide opportunity for transitioning new administrators, networking, etc.

3b. How did the CSR Framework contribute to your work?

- CSR construct very valuable. It allows schools to move in and out from “Big picture” and the component parts that make it up. Realize relatedness and “domino-like quality” of all these components.
- One respondent thought that the nine components were just a part of the grant. A good program is going to do all of this anyway.
- During the initial phase, the nine components helped one school to evaluate potential models.

4. Other Implementation Issues

Model Providers

- Turnover of the model provider’s facilitator can be very distracting.
- It would be great if our model provider could provide more targeted assistance addressed to improving student performance on CSAP.
- Some providers (e.g. Comer model) require you to travel to attend trainings at provider’s out-of-state headquarters. This has major budgetary implications.
- Provider does not understand Hispanic culture and the majority of our students are Hispanic.
- Several respondents commented favorably on provider’s accessibility and responsiveness to questions (e.g., provider (SFA) was responsive to our needs, provided clear answers to our questions.

- Model (SFA) made it easier for parents to know what their children were doing academically and the distance they needed to cross.
- Visiting other schools that were actually implementing the program was valuable to us during the grant development/early implementation process.
- (Learning Network) The structure and processes you learn from the reform model can be overlaid on other content areas and other contexts.
- Two respondents (LN and ITI) expressed strong opinions that they are not getting their money's worth from the model providers.
- If model provider liaison is not responsive to needs of school or does not have a good rapport with staff, school needs to ask for a different person to be assigned. Schools need to act as soon as they receive negative feedback from staff.
- One respondent (Ventures-Turning Pts) noted that the model provider was very aggressive in running the show. The provider's attitude is that the school needs to accommodate and listen to the provider. "You work for us" attitude toward schools. Another respondent indicated the same frustration (with PEBC) but indicated that after a direct conversation with the provider, the provider has been more willing to tailor its program to meet the specific needs of the school.

Serving Students with Special Needs

- Need program to be developmentally appropriate; need to individualize to needs of specific students.
- Need better strategies to work with ELA students.

5. Quality of Supports Provided by CDE

Advocates

- It would be helpful to have a list of contacts of people to call for specific issues. Several respondents did not know who their advocates were or how to contact them.
- Site visits from advocates or project director are useful. It helps to put faces with names.
- Advocates can play important role if schools can overcome trust factor
- Have program director/advocates meet with district level people (Superintendent, curriculum manager) to get districts on same page as schools.
- Schedule meetings with advocates up front, so schools can count on their visits.
- It would be great to use the same advocate for each school for all of their grants.

Communication

- Lack of information for principals who joined CSR schools in the middle of the implementation period was a concern for several schools.

- No support first year – no advocate visit, no word from CDE until first progress report was due. Since the new Program Administrator has taken over, this has changed.
- It's not been uncommon for us to get one answer from the CSR office and a different answer from grant fiscal management. We need one person to call with questions and get it answered. Where communication breaks down is when you hear "I'll check and get back to you."
- CDE needs to emphasize consistent and reliable communications – cannot rely just on e-mail; need to use both e-mail and traditional mail for important announcements. One respondent drove to Denver for a meeting that had been cancelled because she didn't receive e-mail notice of the meeting cancellation.
- When communicating with the school, the grants contact is really the right person to send things to. The principal should be included, but not necessarily the one expected to pass on information to the correct person.

Technical Assistance/Resources for Schools

- It would be helpful to have more support regarding how to refine program between first year and second year, and how to make a case for these changes in terms of continued funding.
- Be direct in telling schools what has worked and what has not worked. If some schools have had problematic relationships with model providers, other schools need to know this. Create a "black list" of programs that have not worked and why.
- Provide schools guidance about how to work with model providers (e.g. include a clause in contract allowing school to ask for different site liaison), including assertiveness training.
- McRel component (research, data, etc.) has been a great resource.
- CDE should encourage schools to "buddy up" – let sites know what the others are doing.
- It would be helpful to have the whole year's calendar in advance – so we know what to expect in terms of meetings, long term planning, reports due, etc. Try to be as specific as possible.
- It would be helpful to have a checklist of activities school needs to complete each year.
- Send forms via e-mail. Use writeable PDF documents. Do everything possible on-line.

Progress Report

- Several respondents mentioned difficulty using the progress reports last year in the absence of rubrics.
- One school was also upset that they did not receive feedback on the progress report for a long period of time. They felt "lost in the shuffle" – they were used to more support from CDE.

- Set up electronic template for progress reports to streamline reporting process.
- There was some confusion around reporting expectations. Need this information right away, especially when data needs to be collected.
- First report was due too soon.

Budget

- Our biggest challenge was budgeting. It's really difficult to plan for programs that start in the middle of the academic year.
- Several respondents noted concerns with Grant Fiscal Management's lack of follow-up in terms of responding to phone messages or e-mail messages and his absence at networking meetings. Schools feel like they are "on hold" until he answers their questions.
- One school found the budget office responsive, but they had to initiate contact.
- Consider making CSR a five-year project rather than a three-year project. Our funding ends this year, and we feel like we're just hitting our stride.
- Fiscal year did not match up with district's fiscal year. This created carry over problems. It would be helpful to line these up.

Networking Day

- It would be helpful to do the networking days on a regional basis so that we are not required to spend grant funds on travel.
- Divide schools into rural and urban subgroups. These groups' experiences and access to resources are so different, that there is not much to learn from one another.
- Would it be possible to link a new school with a more mature CSR school implementing the same model? This would be especially useful in helping the new school learn how to interact with the model provider.
- Provide an opportunity for new comers (new principals, new grant coordinators/teacher leaders) to the program to get to know one another, meet advocates, etc.
- More Networking Days would be helpful, although this may not be realistic. Perhaps there is a more informal way to get grant sites together more often.
- CDE needs to be more aware of the school calendar. For example, do not schedule meetings during CSAP.

Grant Process

- Model other grants after CSR. Don't make schools reinvent the wheel every time they write other grants.

- Consider reducing the number of pre-application meetings from four to three. On Western slope, schools dropped out because meeting requirements were too onerous.
- Give opportunities for school leaders to be grant readers. This can be a real help to schools when they begin to develop additional grant applications.
- Consider requiring districts to agree to maintain consistency in building leadership during the term of the grant.
- All of the grant preparation opportunities were helpful, especially the “just in time” consultants and the examples. Schools thought that these supports also helped to weed out the schools that were not ready to apply.

ⁱ **Cohort I:** Centennial – 18 surveys (8% total); Chatfield – 11 surveys (5%); Columbian – 7 surveys (3%); Hayden Valley – 5 surveys (2%); Amesse – 12 (5%); John Mall – 2 (1%); Lafayette – 18 (8%) Manual – 0 (0%); Moffat Schools – 6 (2.5%); Monte Vista Schools – Marsh 10 + Metz – 11(9% of total, both schools combined); Monterey – 13 (5%); Monterey – 15 (6%); Odyssey – 7 (3%); Southwest – 6 (2.5%); Winona – 8 (3%). **Cohort II:** Bea Underwood – 9 surveys (4%); Gilpin – 3 surveys (1%); Lake County – 6 surveys (2.5%); McGlone – 0 surveys (0%); Overland – 6 surveys (2.5%); Paris – 5 surveys (2%); Pioneer – 10 surveys (4%); Renaissance – 5 surveys (2%); Sierra Grande – 6 surveys (2.5%); Skyline Vista – 18 surveys (8%); Vikan – 21 surveys (9%)