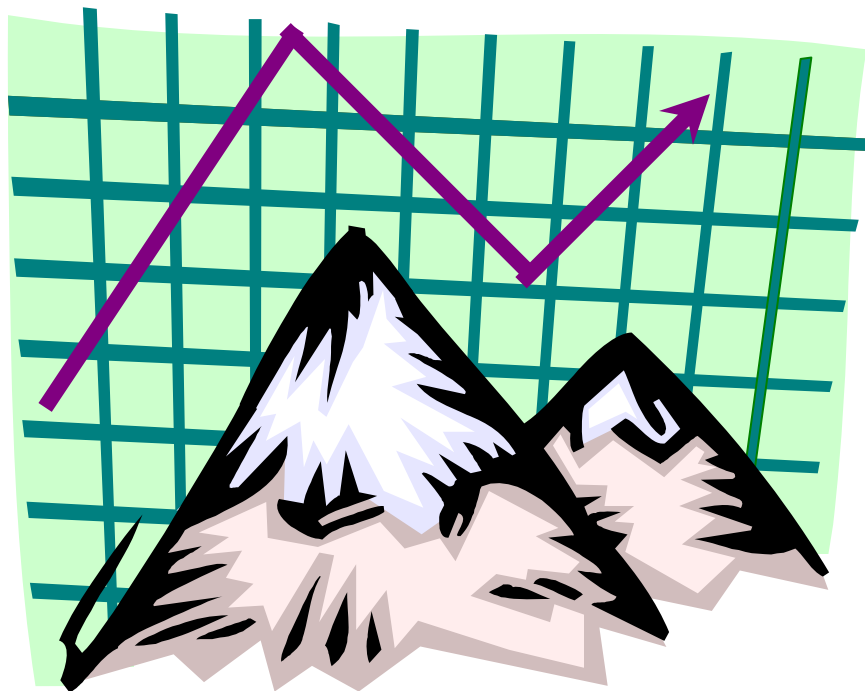**cde**

Colorado Department of Education

STATE EVALUATION OF THE 2002-2003 and 2003-2004 COLORADO COMPREHENSIVE SCHOOL REFORM (CSR) PROGRAM

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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 school-wide 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 as well as ensuring 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 school-wide 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.

The Use of Proven Strategies, Methods, and Practices.

Each component of the proposed CSR design and the overall design must incorporate strategies, methods and practices that either (a) have been found, through scientifically based research, to improve the academic achievement of participating children; or (b) have been found to have strong evidence that they will significantly improve the academic achievement of participating children. "Scientifically based research" is defined in section 9101(37) of the *No Child Left Behind* Act (NCLB) of 2001[1], which was a reauthorization of the Elementary and Secondary Act (ESEA) as research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. Practices, strategies, and programs that demonstrate "strong evidence" of positive effects are derived from a combination of reasonably high-quality research studies that demonstrate relevance, significance and consistency.

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.

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[1] Section 9101(37) is available at http://www.ed.gov/policy/elsec/leg/esea02/pg107.html#sec9101.

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 (CSRD) program. 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, either to significantly improve the academic achievement of participating students, or is found to have strong evidence that it will accomplish this goal. The CSR program also contains an explicit requirement that a comprehensive school reform program provide support for teachers, principals, administrators, school personnel, 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. Each grant proposal was reviewed by multiple reviewers with training in scoring the applications using the rubric. Prior to awarding funds, site visits were made to each school recommended for funding to ensure that they demonstrated the capacity to carry out the activities proposed in their grant. All applicants received written feedback regarding their grant proposals.

Twelve schools (cohort II) received initial awards totaling $1,133,457 in January 2001. On June 17, 2002, award letters for grants totaling $1,360,739 were sent to 15 grantees (cohort III).[2] On July 31, 2003, award letters for grants totaling $1,323,759 were made to 12 grantees with 19 sites (cohort IV). A summary of each CSR project can be found on the CSR website at: www.cde.state.co.us/cdecomp/CSR/funded.htm.   Profiles of the funded sites are presented in Table 2 of this report.

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

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[2] While there are 15 funded grantees in cohort II, one grantee, the Colorado School for the Deaf and the Blind operates three distinct programs with CSR funds, one in its Prek-8 School for the Deaf, one in its High School/Transition School for the Deaf and one in its PreK-12/Transition School for the Blind.

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 of 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. Others were funded with provisions (refer to the discussion on page 18 for details), and were not able to draw down grant funds until the provisions had been met.

Technical Assistance to CSR Schools. To help the CSR sites implement their plans effectively, CDE provided several forms of ongoing technical assistance. These included an orientation day for new grantees, annual networking days, CSR updates disseminated through list servers, 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.

Data Collection

This evaluation covers two program years (2002-2003 and 2003-2004) and the activities of three different cohorts of CSR schools:

Two cohorts implemented CSR programs during the 2002-2003 school year:
- Cohort II schools, which received initial funding in January 2001 and had completed two and one half years of implementation by the end of the 2002-2003 school year, and
- Cohort III schools, which received initial funding in July 2002 and had completed one year of implementation at the end of the year.

Three cohorts implemented CSR programs during the 2003-2004 school year:
- Cohort II schools, whose three-year grant term ended mid way through the 2003-2004 school year in December 2002 with carryover through September 30, 2004,
- Cohort III schools, which were completing their second full year of implementation, and
- Cohort IV schools, which received initial funding in July 2003 and were completing their first full year of implementation.

This state evaluation used a multi-method approach to determine CSR schools' progress in 2002-2003 and 2003-2004 including surveys (school, teacher, and parent level), focus groups, a review of progress reports (submitted in connection with requests for continuation funding), and a review of achievement data (Colorado Student Assessment Program (CSAP) and School Accountability Reports (SAR).

Table 1: Data Collection Methods for Evaluation of Colorado CSR Program

Program Year	School Survey	Teacher Survey	Parent Survey	Focus Groups	Review of Progress Reports	Review of Student and School Achievement Data
2002-2003	X			X	X	X
2003-2004	X	X	X	X	X	X

School Survey
2002-2003

School surveys were distributed to the cohort II and III schools in the fall of 2003. Overall, the return rate was 100% with a total of 26 schools returning a completed survey. This included 11 of the 11 cohort II schools, and 15 of the 15 cohort III schools. Copies of the school survey instruments can be found in Appendix C.

2003-2004

School surveys were distributed to the cohort II, III, and IV schools in the spring of 2004. Overall, the return rate was 84% with 37 schools returning a completed survey. This number included 11 of the 11 (100%) cohort II schools, 12 of the 15 (80%) cohort III schools, and 14 of the 18 (78%) cohort IV schools. Surveys were not completed by Stratton Elementary (Stratton R-4), Rishel Middle School (Denver 1) and Cole Middle School (Denver 1) in cohort III and by Smiley Middle School (Denver 1), Laredo Elementary (Adams-Arapahoe 28J), Billie Martinez Elementary (Greeley 6) and Prairie Creeks Charter School (Strasburg 31J) in cohort IV. Copies of the school survey instruments can be found in Appendix C.

The survey instruments differed slightly by cohorts for two reasons. First, the implementation term was different because the grant for schools in cohort II ended in January, midway through the academic year. Second, schools in cohort II that were completing their final year of implementation were asked to answer additional questions related to strategies for sustaining CSR and program impact. Third, schools in cohort IV that were completing their first year of implementation were asked to answer a series of questions related to program planning and start up.

Teacher Survey
2003-2004

Teacher surveys were distributed to all teachers in cohort II, III, and IV schools in the spring of 2004. Teachers returned completed surveys directly to the evaluator in stamped, return-addressed envelopes that accompanied the questionnaire. This process was followed to increase participation and to encourage frank responses by preserving respondent confidentiality. CSR Questionnaires were completed by 529 teachers, representing 100% of the CSR schools included in this study (11 of the 11 Cohort II schools, 15 of the 15 Cohort III schools and 18 of the 18 Cohort IV schools). Teachers from cohort II schools returned 103 surveys, representing 20% of the total response. Teachers from cohort III and cohort IV schools returned 212 and 214 surveys respectively, representing 40% each of the total response. While 529 surveys were returned, not all of the surveys were completed fully. Therefore, the N varies by questions contained in the survey.

Information from the teacher surveys is reported in the aggregate – it is not used to analyze individual schools. The body of this report refers primarily to aggregated data from the teacher survey, but presents responses by cohorts where the teacher survey responses for any individual cohort substantially differed from the aggregate teacher response. A copy of the teacher survey is included in Appendix D of this report.

Profile of teachers who completed surveys:
- The great majority of respondents were teachers; however, the respondent pool also included nine literacy coaches, six librarians/IMC specialists, six paraprofessionals, four literacy coordinators, three reading specialists, one assistant principal, one counselor, one gifted and talented coordinator, and one school psychologist. (N=524)
- The average teaching experience of the respondents of the teacher survey was 7.4 years. The range was 3 months to 29 years. (N=527)
- Forty-three percent of the respondents had been implementing the model one year or less. Thirty-two percent had been implementing the model for 1.1 to 2.9 years. The remaining 25% of respondents had been implementing the CSR program for 3 or more years. (N=509)

Parent Survey
2003-2004
Parent surveys were distributed by the schools to the Parent Teacher Organization (PTO) and the School Accountability Committee (SAC) at each of the CSR schools in cohorts II, III, and IV in May 2004. Both groups were asked to complete a survey on behalf of all parents in their group and to return the survey in a stamped return envelope.

Fifty-nine parent surveys were completed and returned, representing 35 CSR schools, including 7 of the 11 (64%) schools in cohort II, 11 of the 15 (73%) schools in cohort III and 17 of the 18 schools (94%) in cohort IV. Of the total number of parent surveys returned to the external evaluator, 61% were completed by parent representatives of the School Accountability Committee and 39% were completed by parent representatives of the Parent Teacher Organization. Information from the parent surveys is reported in the aggregate; it is not used to analyze individual schools. Appendix E contains a copy of the parent survey.

Focus groups
2002-2003 and 2003-2004
The focus groups, involving one to two representatives from each participating CSR school, were conducted at the CSR Networking Day (April 2003 and April 2004). To increase opportunities for contribution, participants were divided into several 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 F.

Review of Annual Progress Reports
The data contained in the annual progress reports filed by CSR schools with their requests for continuation funding for the second and third years of the CSR programs is not presented in a way that can be easily or reliably aggregated for use in a state evaluation report. However, the evaluators reviewed the annual progress reports filed by CSR schools to check for major inconsistencies between the information presented in those reports and the data produced through the school and teacher surveys.

Achievement Data
The evaluators gathered various types of student and school achievement data including scores from the Colorado Student Assessment Program (CSAP), School Accountability Report ratings and academic improvement status ratings, Adequate Yearly Progress (AYP) ratings under the *No Child Left Behind* from the Colorado Department of Education. CSAP data for CSR schools can be found in Appendix A and Appendix B.

The 44 Colorado CSR schools implementing programs in 2003-2004 (the most recent year included in this study) represented mostly high poverty schools of varying sizes from all across the state. This section provides a brief descriptive overview of the CSR schools operating during the 2003-2004 school year. This section encompasses all the CSR schools, including the schools that did not return their school surveys. Table 2 provides profile information for individual schools, organized by funding cohort.

Setting
The CSR grant sites were located around the state, representing all geographic regions. The type of locale was also varied, including urban areas (27%), suburban areas (23%), outlying cities 11%), outlying towns (16%), and rural areas (23%). The grant sites were also distributed across the state's eight geographic service areas.

Table I: Setting of CSR Schools
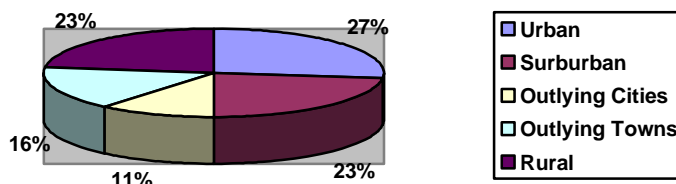
Enrollment
Student enrollment in the CSR schools ranged from 13 students to 1,540 students. The average enrollment was 382 students while, the median enrollment was 366.

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 – 58%. The range was from 1% to 97%. The median poverty rate was 59%. The statewide average for poverty in fall of 2003 was 31%

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 as amended by the *No Child Left Behind* Act (NCLB) of 2001 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, 93% (41 schools) were Title I schools and 7% (3 schools) were not eligible for Title I support. Within the Title I category, 24 schools (59% of all CSR schools) were school-wide schools, 8 schools (20% of all CSR schools) had targeted assistance programs, and the

remainder were Title I eligible, but did not operate Title I programs as a result of decisions made at the district level. It is not surprising that such a large percentage of CSR schools fit the school-wide category, as the emphasis of both programs complement each other.

Subjects and Grades Covered by CSR Programs

CSR grants were fairly divided among elementary, middle, and secondary schools. In 2003-2004, 42% of the CSR schools served elementary grades, 38% served middle school grades and 20% served high school grades. Schools that cross grade levels (e.g. K-12, 7-12) were counted in each grade level category in which they served students. Schools tended to implement their CSR reform efforts in all of the grades in the school, with the exception in some elementary schools of their pre-kindergarten (preschool) classrooms.

Figure 2. Grade Levels Served by CSR Schools (2003--2004)
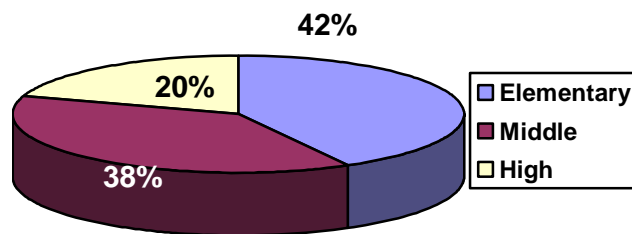
Data Source: Colorado Department of Education

Of the 37 CSR schools that responded to the 2003-2004 school survey, 100% addressed reading and 92% addressed writing in their CSR program. Perhaps reflecting the emerging federal accountability system, over three quarters (78%) of the CSR schools addressed mathematics in 2003-2004. This represents a substantial increase from the half of CSR schools that addressed mathematics in the 2001-2002 school year.

Figure 3. Subject Area Focus of CSR Grants
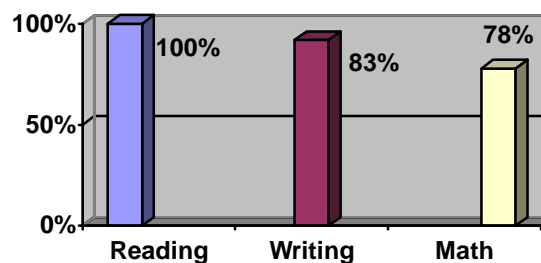
Data Source: CSR School Survey

Table 2. Profile of CSR Schools (2003-2004)

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, Eligible = Eligible for Title I but no Title I funds received; -- = Ineligible for Title I funds

Cohort II (Award Date 12001) in SY 2003-2004 – Final Half-Year 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	501	41%	SW
Lake County Intermediate	Lake County R-1	Ventures	4-8	NW	OT	432	53%	TA
McGlone Elementary School	Denver Public Schools	Success For All	PK-5	M	U	589	78%	SW
Overland Trail Middle School	Brighton 27 J	Turning Points	6-8	M	S	601	35%	TA
Paris Elementary School	Aurora Public Schools	Restructuring Schools for Linguistic Diversity	K-5	M	S	237	97%	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	327	78%	SW
Renaissance School	Douglas County	Expeditionary Learning Outward Bound and The Learning Network	K-8	M	S	300	1%	--
Sierra Grande	Sierra Grande R-30	Core Knowledge	K-8	SW	R	301	83%	SW
Skyline Vista Elementary	Adams County 50	The School Development Program and The Learning Network	K-5	M	S	366	67%	SW
Vikan Middle School	Brighton 27 J	Turning Points	6-8	M	S	594	41%	TA
Vineland Elementary School	Pueblo 70	Integrated Thematic Instruction	K-5	PP	S	253	36%	TA

Data Source: Colorado Department of Education

Cohort III (Award Date 7/02) in SY 2003-2004 – Second Year of Implementation

School Name	LEA/District	Reform Model	Grades Served by Model	Region	Urbanicity	Enrollment	% Poverty	Title I Status
Baker Central School	Fort Morgan Re-3	Co-nect	5-6	NC	OC	466	48%	Eligible
Cole Middle School	Denver 1	Reading and Writing Studio Model	6-8	M	U	425	91%	SW
Co School for Deaf and Blind	Colorado Dept. of Education	School for Deaf PreK-8 – Integrated Thematic Instruction School for Deaf High School/Transition-High Schools that Work School for the Blind PreK-12/Transition-Classroom Instruction That Works	PreK-12	PP	S	222	n/a	SW
Columbine Elementary	Fort Morgan Re-3	Accelerated Math, Step Up to Writing, Accelerated Reader	K-5	NC	OC	312	49%	SW
Dupont Elementary	Adams County 14	Soar to Success, Fast ForWard, Step Up to Writing	K-5	M	U	547	60%	SW
Horace Mann Middle School	Denver 1	Reading and Writing Studio Model	6-8	M	U	612	80%	SW
Lake Middle School	Denver 1	Reading and Writing Studio Model	6-8	M	U	841	83%	SW
Longfellow Elementary	Salida R-32	The Learning Network	K-5	NW	OT	352	40%	TA
Manaugh Elementary	Montezuma-Cortez	Expeditionary Learning Outward Bound	1-5	SW	OC	370	73%	SW
North High School	Denver 1	Reading and Writing Studio Model	9-12	M	U	1,540	69%	SW
Rishel Middle School	Denver 1	Reading and Writing Studio Model	6-8	M	U	883	90%	SW
Sable Elementary	Adams Arapahoe 28J	National Literacy Coalition	K-5	M	S	480	70%	SW
Stratton Elementary	Stratton R-4	National Literacy Coalition, Positive Behavioral Model	preK-6	NE	R	111	60%	SW
Walsenburg Middle School	Huerfano Re-1	Modern Red Schoolhouse	6-8	SE	R	188	69%	SW
Wheatridge Middle School	Jefferson County R-1	Success for All	6-8	M	S	451	68%	TA

Data Source: Colorado Department of Education

Cohort IV (Award Date 7/03) in SY 2003-2004 – First Year of Implementation

School Name	LEA/District	Reform Model	Grades Served by Model	Region	Urbanicity	Enrollment	% Poverty	Title I Status
Bennett Middle School	Bennett 29J	Differentiated Curriculum, Instruction and Assessment Consortium	6-8	EC	OT	263	24%	Eligible
Bennett High School	Bennett 29J	Differentiated Curriculum, Instruction and Assessment Consortium	9-12	EC	OT	302	14%	Eligible
Bethune Jr./Sr. High	Bethune R-5	Differentiated Curriculum, Instruction and Assessment Consortium	7-12	EC	R	58	48%	Eligible
Billie Martinez Elementary	Greeley 6	Six Traits Writing, Step Up to Writing, Investigations Math	K-5	NC	S	384	66%	SW
Federal Heights Elementary	Northglenn-Thornton 12	California Early Literacy Learning, Everyday Math, Second Step	K-5	M	U	523	55%	SW
High Plains Undivided	Hi-Plains R-23	Differentiated Curriculum, Instruction and Assessment Consortium	7-12	EC	R	57	54%	Eligible
Jefferson Middle School	Rocky Ford R-2	Brazosport Model, Three-Dimensional Model of Teaching; Motivational Framework for Culturally Responsive Teaching	6-8	SE	OT	206	74%	SW
Karval Jr./Sr. High	Karval Re-23	Differentiated Curriculum, Instruction and Assessment Consortium	7-12	EC	R	40	75%	Eligible
Lake County High School	Lake County R-1	Hired Dr. Rachel Billmeyer as Technical Assistant	9-12	NW	R	310	39%	Eligible
Laredo Elementary	Adams Arapahoe 28-J	Math and Parent Partnerships in the Southwest, Parent and Child Together Time and Opportunity Before Kindergarten	PreK-5	M	S	425	52%	SW
Laurel Elementary	Poudre R-1	National Literacy Coalition Writing Model, Open Court Reading, and Everyday Math	K-5	NC	S	388	59%	SW

Cohort IV (Award Date 7/03) in SY 2003-2004 – First Year of Implementation (Continued)

School Name	LEA/District	Reform Model	Grades Served by Model	Region	Urbanicity	Enrollment	% Poverty	Title I Status
Pioneer Bilingual Elementary	Boulder Valley RE-2	Sheltered Instruction Observation Protocol, First Steps Reading and Writing, Six Traits Writing, plus Investigations in Numbers, Data and Space and Math Recovery	K-5	M	U	384	66%	SW
Prairie Creeks Charter	Strasburg 31J	Differentiated Curriculum, Instruction and Assessment Consortium	9-12	EC	R	13	8%	--
Red Canyon High School	Eagle County Re-50	Expeditionary Learning Outward Bound	9-12	NW	OT	78	27%	--
Silverton Elementary-High School	Silverton 1	Expeditionary Learning Outward Bound	K-12	SW	R	56	68%	TA
Smiley Middle School	Denver 1	Tri-Acade (themed academies in the International Preparatory Magnet, Integrated math/science and Integrated arts); Connected Math, Reading and Writing Studio	6-8	M	U	493	76%	SW
Wiggins Elementary	Wiggins Re-50(j)	National Literacy Coalition; Discipline with Love and Logic	K-5	NC	R	343	36%	TA
Woodlin Undivided	Woodlin R-104	Differentiated Curriculum, Instruction and Assessment Consortium	7-12	EC	R	166	54%	Eligible

Data Source: Colorado Department of Education

At the time the cohort II 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 school-wide 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 cohort III and IV schools operated under a revised RFP (tracking new federal guidance) requiring that each component in the proposed CSR design must incorporate "strategies, methods, and practices that either (a) have been found, through scientifically based research, to significantly improve the academic achievement of participating children; or (b) have been found to have strong evidence that they will significantly improve the academic achievement of participating children." (Colorado CSR Program RFP, 2003).

The CSR schools implemented a wide variety of model designs, reflecting their unique needs and settings, populations and reform contexts. Table II presents a detailed description of the models implemented by the Colorado CSR schools.

Process for Identifying a Model
Questions in the CSR school survey were 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. Questions addressed to these issues are included in the first school survey any CSR cohort completes in connection with the state CSR evaluation. The following analysis includes responses from two cohorts -- cohort III in May 2003 (N=17) and cohort IV schools in May 2004 (N=14).

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:
- 74% (23 schools) conducted a thorough needs assessment
- 74% (23 schools) talked to teachers and principals at other schools implementing the same model
- 71% (22 schools) conducted research of various reform models
- 55% (20 schools) talked to district personnel about various reform models.

Schools' Reasons for Choosing A Particular Model
CSR schools identified the following reasons for deciding to adopt their particular CSR program:
- 87% (27 schools) – school staff recognized need for change
- 74% (23 schools) – school identified as in need of improvement
- 74% (23 schools) program matched with a school's needs assessment and research on the program/models.

Ninety percent of the respondents considered research evidence and the quality of the professional development component when selecting the CSR model/program. Respondents also ranked these two factors as the most important factors in their planning and decision-making. Other factors that were important to at least half of the respondent schools included the alignment of the model/program and its curriculum with content standards (74%), improved

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student performance in a school with populations similar to their school (61%), and compatibility of program with other activities being implemented in the school (55%).

Parties Involved In Deciding to Adopt a Reform Program
Teachers voted to adopt the CSR model prior to its implementation in 62% of the responding sites. Interestingly, this percentage was 82% in cohort III schools and only 50% in the cohort IV schools. The percentage of teachers who voted in favor of the model in these schools was high, averaging 90%.

Other parties involved in making decisions about the selection of the CSR model included the school decision-making/accountability committee (65%) and district administrators (59%).

<p align="center">**Reform Program Characteristics**</p>

CSR sites implementing programs in the 2002-2003 and 2003-2004 school years tended to use either nationally developed school reform models or district developed models and attempted to implement them at a high degree of fidelity to the model, with little or no adaptations to the program's design. Respondent schools, however, expressed confidence that the model they adopted addressed local considerations, such as local content standards and the state assessment system and the needs of special populations.

Alignment of Model with Local Efforts
The majority of the respondent schools reported that their CSR model was effective in preparing their students to meet content standards and take the Colorado Student Assessment Program (CSAP). Overall, 97% of the schools found that their CSR program aligned with state and local content standards, 58% to "some" extent and 49% to a "great" extent.[3]   In addition, 92% of the schools found that their CSR program aligned with the state assessments, 61% to "some" extent and 31% to a "great" extent.[4]

Fidelity to Model
Selected models appeared to have met local needs fairly well, as most schools made only minor adjustments in the model. The great majority of the CSR schools implementing programs in 2003-2004 (26 of 36 responding schools or 72%) made small adaptations to the model as they implemented their CSR programs; five of the schools (14%) implemented the model strictly, three schools (8%) made major adjustments to the model and two schools (6%) adopted only parts of the model.

Model Support for Special Populations
Seventy-six percent of the school respondents stated that their adopted CSR model included strategies to address the needs of English Language Learners and 90% stated the model included strategies to address the needs of students on individualized education plans.

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[3] 64% of the cohort II schools found their CSR programs aligned with state and local content standards to "some" extent and 30% to a "great extent." In cohort III, the percentages were 54% and 39% respectively. In cohort IV, 57% reported "some" alignment between the CSR programs and content standards and 43% reported alignment to a "great extent."

[4] In cohort II, 55% of the schools found their CSR programs aligned with the Colorado Student Assessment Program (CSAP) to "some" extent and 36% to a "great extent." In cohort III, the percentages were 54% and 31% respectively. In cohort IV, 71% reported "some" alignment between their CSR programs and the state assessments and 29% reported alignment to a "great extent."

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 two thirds (8 or 62%) of the cohort III schools (which had completed two full years of implementation at the end of the 2003-2004 school year) responded that they were implementing most or all aspects of the adopted comprehensive school reform model, the remaining five schools (38%) responded that they were at the point of partial implementation. Cohort IV schools, which had completed only one full year of implementation at the end of the 2003-2004 school year, were at 50% (7 of 14 schools) full implementation, 28% (4 of 14 schools) partial implementation and 21% (3 of 14 schools) in the stage of initial staff training and development. [5]

The data from the teacher surveys were consistent with the school survey findings. Of the 208 cohort III teachers who responded to this question on the survey, 60% (124) stated they were implementing the model to a great extent, and 39% (82 teachers) to some extent. Less than 1% of the teachers (2) stated that the school was not implementing the model at all. In cohort IV responses, reflecting the schools' earlier stage of implementation, 54% (109 of 201 respondents) stated their schools were implementing the model to some extent and 43% (86 teachers) stated they were implementing the model fully. About 3% (6 of 201) of the cohort IV teachers responded that their schools were not implementing the model at all.

The school and teacher responses are shown in figure 4.

Figure 4. Extent Model is being Implemented
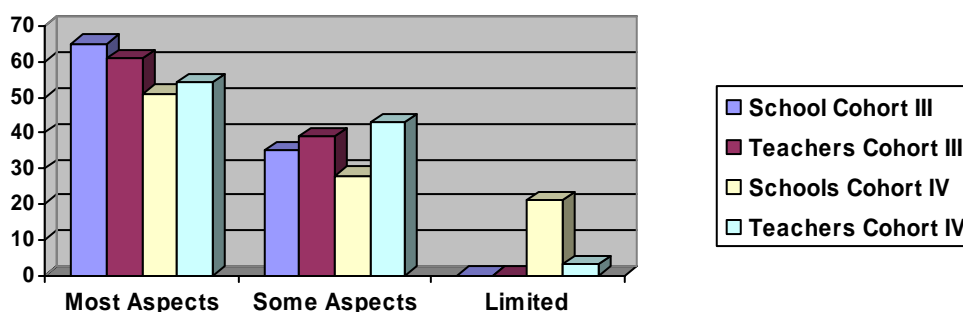
Data Source: CSR School Survey; Teacher Survey

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.

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[5] This question about progress toward full implementation was not asked of the Cohort II schools because they have completed the grant term midway through the survey year.

Based on a panel review of the 2003 Progress Reports, eight of the 12 cohort II schools were approved for their third year funding (for the 2003-2004 school year). Three more schools were approved for continued funding contingent upon further evidence of progress. One cohort II school was not approved for third year funding and did not complete the full three-year grant cycle of this program.

Based on the 2004 Progress Reports, 12 cohort III schools were approved for full third year funding for 2004-2005, one school was funded with provisions (at this writing, the school is still developing an amended implementation plan that addresses the provisions), and two schools were not funded. These schools filed an appeal and were fully funded when they produced the data analysis required by the progress report. In Cohort IV, ten schools were fully funded for second year funding (2004-2005) and eight schools were funded with provisions. (All cohort IV schools have met the provisions noted in the progress report review and current receive 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. Across all three cohorts implementing CSR programs in 2003-2004, 73% of the teacher respondents indicated that they supported the model to a "great" extent, 25% supported the model to "some" extent and only 2% did not support the model at all. [6] Fifty seven 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; 43% agreed with the statement to "some" extent.

In the school surveys, respondents were asked to identify the percentage of teachers in the school that supported and worked toward full implementation of the model during the 2003-2004 school year. Across all three cohorts, 79% of the schools identified a percentage of between the ninetieth and the hundredth percentile. (In cohort II, the figure was 72%; in cohort III, 85%; and in cohort IV, 76%.)

Ease of Program Implementation
About two-thirds (65%) of the schools implementing CSR programs in 2003-2004, found the program difficult to implement to "some" extent. Another 27% responded that they had experienced no difficulty implementing the model. Eight of the schools found the program difficult to implement to a "great" extent.[7] Teachers expressed a more positive outlook regarding the ease of implementation, with 38% across all cohorts reported finding the program "not at all" difficult to implement, 56% difficult only to "some" extent, and 6% difficult to a "great" extent. Figure 5 provides a side-by-side comparison of the school and teacher survey results on this issue.

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[6] These responses were consistent across individual cohorts. Within cohort II, 20% of the teacher respondents supported the CSR program to some extent and 80% to a great extent. Within cohort III, 24% of the teacher respondents supported the CRS program to some extent and 73% to a great extent. 3% of the cohort III teacher did not support implementation of the CSR program at all. Within cohort IV, 29% of the teacher respondents supported the CSR program to some extent and 71% to a great extent.
[7] Within cohort II, 73% of responding schools found the CSR program difficult to implement "to some extent", 9% to a "great extent" and 18% "not at all" difficult to implement. Within cohort III, 67% found the program difficult to implement "to some extent" and 33% "not at all" difficult to implement. Within cohort IV, 57% of the schools found it difficult to implement the CSR program to "some extent", 14% to a "great extent" and 29% "not at all" difficult.

**Figure 5. Reports on Difficulty in
Implementing School Reform Programs**
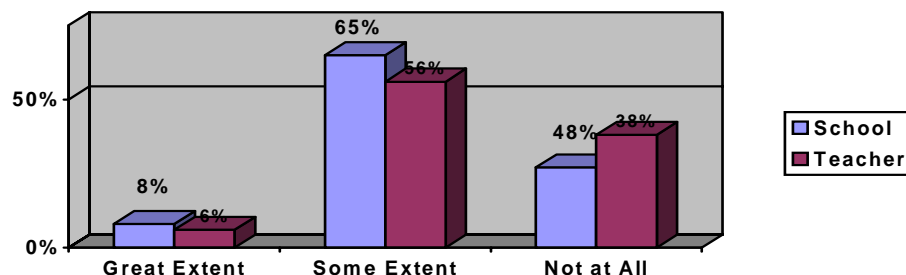
Data Source: CSR School Survey, Teacher Survey

Barriers

The surveys asked both schools and teachers to report on the barriers that hindered implementation. From the schools perspectives, implementation barriers encountered to "some" or a "great" extent included:

- Insufficient planning time (65% across all cohorts)
- Opposition from school staff (41% across all cohorts)
- Lack of substitutes trained in the CSR program or model (38% across all cohorts)
- Coordinating CSR programs with other school reform activities (31% across all cohorts).

The challenges presented by insufficient planning time and lack of trained substitutes were recurring themes in the 2001-2002 evaluation of the Colorado CSR program. The identification of opposition from school staff as a barrier appears inconsistent with other items on the survey that suggest strong levels of teacher support for the CSR program. Focus group discussions (presented below) suggest that maintaining teacher enthusiasm for the program is an ongoing challenge.

Apparently, the resources available through the CSR grant program were sufficient to minimize typical barriers to school-wide reform including inadequate funding (84% reported that this was not a barrier at all) and inadequate professional development (76% reported "not at all").

Figure 6 details the barriers to implementation by cohort because there is a different pattern of responses across the cohorts. Cohort II identified staff turnover and insufficient planning time as the most significant barriers (50% of schools identified these as a barrier to "some" or "a great" extent.) Cohort III schools identified lack of planning time, lack of trained substitutes, and inadequate understanding of the model as the most significant barriers (46% of the responding cohort III schools identified these as a barrier to "some" or to a "great" extent). Cohort IV schools identified lack of planning time and inadequate understanding of the model as the most significant barriers. These issues were identified by 57% and 50% of the responding cohort IV schools respectively as a barrier to "some" or to a "great" extent.

**Figure 6a. Barriers to Implementing
School Reform Programs to "Some" Extent**
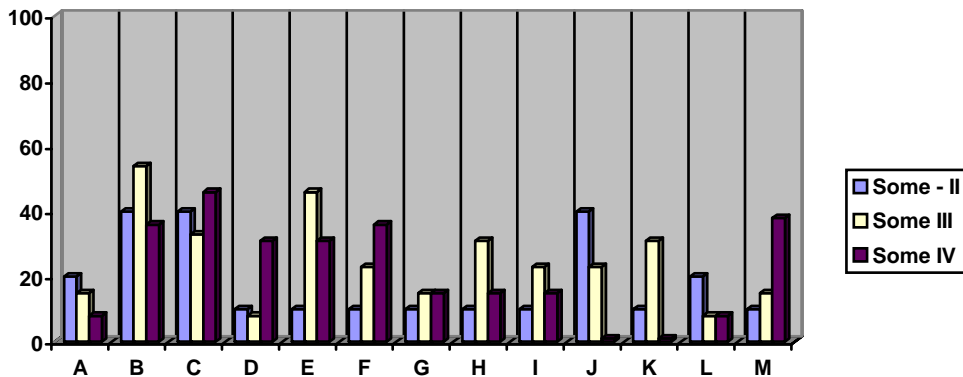
A: Problems with state/district regulations
B: Insufficient planning time
C: Opposition from school staff
D: Inadequate support from model provider
E: Inadequate understanding of model design
F: Inadequate professional development opportunities
G: Inadequate funding
H: Lack of substitutes trained in 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 reforms

**Figure 6b. Barriers to Implementing
School Reform Programs to a "Great" Extent**
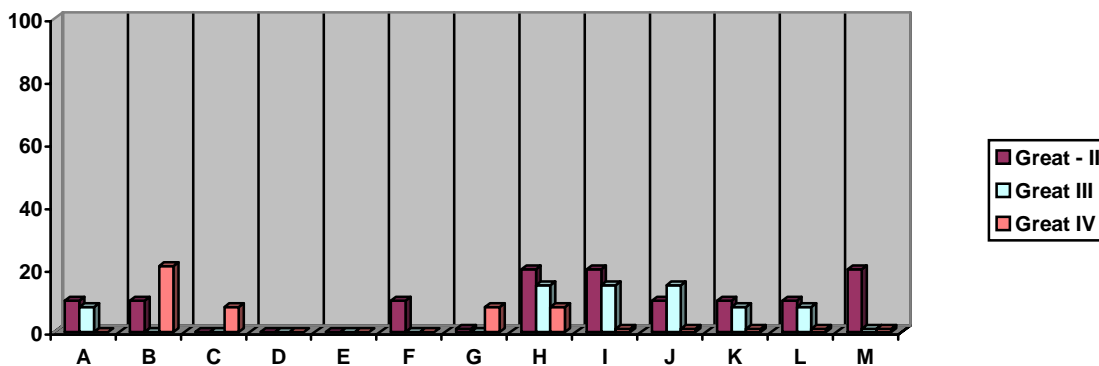
Data Source: CSR School Survey

In 2003-2004, only about 20% of the responding schools indicated that there had been significant (40% or more) staff turnover in their schools over the past year. More than twice this percentage (43%) identified significant staff turnover as a problematic issue in the 2001-2002 Colorado CSR state evaluation report. Of the schools that experienced significant staff turnover in 2003-2004, 67% indicated that the turnover had affected implementation of the CSR program to "some" extent and 33% to a "great" extent.

Consistent with school results and also with results noted in the 2001-2002 Colorado CSR evaluation study, 71% of teacher survey respondents (N=509) identified insufficient planning time as a major barrier to implementation of the CSR program. Just over half identified lack of substitutes trained in the model/program as a barrier.

Discussion from the focus groups offered additional detail about the nature and impact of the identified barriers. Participants in the April 2004 CSR networking day identified these aspects of implementation as "barriers" or "challenges":

- Dwindling teacher enthusiasm
- CSR competing with other reforms
- Hiring external model provider carries an administrative burden, particularly with respect to juggling schedules.

Participants identified these concerns about the next year of CSR implementation:

- Maintaining progress and building on work
- Not losing momentum
- Maintaining level of staff excitement/buy in
- Making sure everyone stays on board, keeping teacher anxiety in check
- Keeping faculty energized to implement at high level
- Integrating new staff into program
- Bringing new staff up to speed
- Are we pushing staff too hard?
- Getting over "flat line"; we need to accelerate results second year
- Reduction in consultant time we will receive from model provider next year
- Sustaining the model in what has been an "outside-driven process".

Focus group participants identified these aspects of implementation as "surprising"

- Theory and practice are much different
- Path of implementation (reality) may take a different course than plans – need to be flexible
- Process is moving slower than we initially thought it would
- Need to be patient with progress
- Collaboration among teachers has been exciting
- Staff have responded amazingly well, especially considering how "beat up" they have been by low test scores
- CSR has involved much additional work and planning, but the teachers have embraced it
- Dwindling enthusiasm – only a small core group of staff is providing energy
- CSR reform is competing with other reforms in the school (e.g. ELL) because our students have so many needs; this strains teacher commitment/resources.

Facilitators

Schools also identified factors that eased the implementation of their chosen school reform program. By far, the most significant facilitators of smooth implementation of the CSR program was a good fit between the reform model and the school's needs and high quality professional development. Both of these factors were identified by 95% (N=38) of the schools as facilitating implementation of the CSR program to some or a great extent. Strong support for the model on the part of school staff was identified by 90% of the schools as facilitating implementation.

At least 90% of teacher survey respondents (N=509) identified the quality of training, effective school leadership and adequate resources to support implementation as factors that facilitated implementation of the CSR program to some or a great extent.

As shown in figure 8, teachers expressed generally high levels of satisfaction with the resources available to implement the program. In particular, teachers reported having appropriate access to instructional materials (88% to a great or some extent) and plenty of instructional time (87% to a great or some extent). However, adequate planning time emerged once again as a concern for some teachers (21% reported not having access to enough planning time; 45% reported some access to planning time). Technology was another perceived gap (20% indicated that they had no access, 53% reported having some access).

Figure 7. Teachers Reporting Accessibility To Necessary Resources
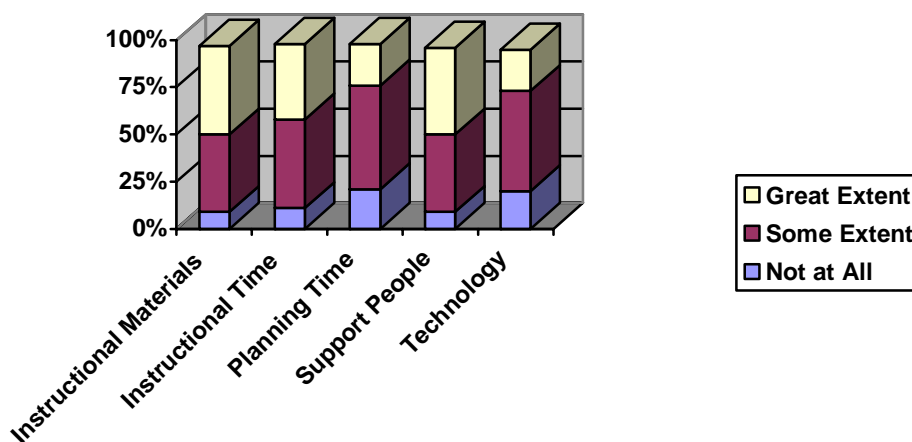
Parent Involvement
The design of the Comprehensive School Reform program requires that implementing sites must provide for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities. To explore what form this involvement has taken in CSR sites, the 2003-2004 state evaluation included parent surveys.

Parent Understanding and Support for the Model
Parent responses to the survey indicated strong parent support and understanding of the CSR Model. Nearly 95% of the respondents stated that the parent community at large understands the CSR program to some extent or a great extent.   Eighty-eight percent of the survey respondents supported implementation of the CSR program in their schools to a great extent (the remainder supported the program to some extent.   Support among the parent community at large was less than on the part of these parent leaders, but still high (55% support to some extent 41% support to a great extent.)   Parent respondents also expressed confidence that the CSR program has been effective in preparing students academically (58% to a great extent, 42% to some extent). N=59

Consistent with school and teacher responses, parents believed the schools had the resources they needed to implement the CSR Program effectively in 2003-2004. (96% that the school had

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the professional development needed, 96% that the school had the time for instruction, 96% that the school had time for planning, 84% agreed that the school had the materials needed to support instruction, 81% that the school had access to needed technical assistance related to implementation and 78% that the school had access to needed technology.)

The survey asked parents to characterize the amount and content of communications parents had received from the school related to the CSR program. Reponses identified an area where schools might try to improve. Just over half of the parent respondents (58%) indicated that they received sufficient communication from the school about the CSR program. About 40% indicated that they received some information about the program but wanted more. Two percent indicated that they received no information about the program.

Parent-respondents were more satisfied with the content (quality) of the communication they received with 12% describing the quality was excellent, 31% very good and 45% adequate. Only about 12% of the parent respondents indicated the quality of the schools communications related to CSR were poor or lacking altogether.

Parent Involvement Activities Offered through the CSR Program
Parent respondents indicated that the following activities and opportunities were offered through the CSR program to involve and engage families during the 2003-2004 school year. Responses are also shown in Figure 10.
- Volunteering in the classroom and/or school – 70%
- Regular communications from the school – 69%
- Activities to help families and the school work together more effectively – 65%
- Training/support to help parents assist their child's learning at home – 49%
- Program Planning and/or decision-making – 48%
- Working at home with students on homework or other activities – 41%
- A CSR grant-funded parent liaison – 33%
- Fundraising activities – 32%.

CSR *schools* identified the following ways that families and community members were involved in the implementation of the CSR reform model (shown on Figure 10 in comparison to parent responses):
- Working at home with students on homework or other activities – 76%
- Training/support to help parents assist their child's learning at home – 75%
- Regular communications from the school – 68%
- A CSR grant-funded parent liaison – 66%
- Program Planning and/or decision-making – 53%
- Volunteering in the classroom and/or school – 53%
- Activities to help families and the school work together more effectively – 50%
- Fundraising activities – 47%.

Considerable discrepancy exists between the parent and school responses about the frequency of parent involvement activities and opportunities offered through the CSR program. These discrepancies may result, in part, from different terms or labels used by parent and school respondents to identify a particular parent involvement activity. They may also reflect legitimate differences in perspectives.

Figure 8 – Parent Involvement Activities/Opportunities Offered through CSR Program
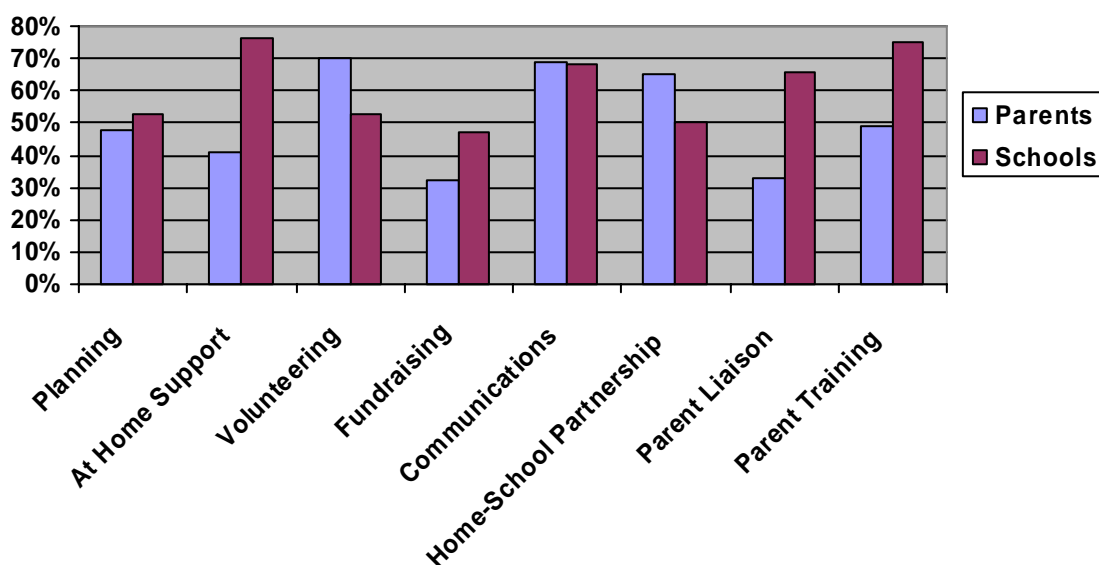
Schools identified the following barriers that impeded efforts to engage parents and community members through the model (N=38)

- 50% - Lack of interest on the part of parents
- 54 % - Lack of time on the part of parents
- 24% - Cultural barriers
- 51% - Language barriers
- 66% - Lack of communication/outreach on the part of school
- 11% - 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. (N=509)

Tracking Parent Involvement
CSR schools used the following indicators to track parent involvement in their school:

- Parent attendance at conferences –95%
- Parent attendance at school functions – 84%
- Parent involvement in school-based decision making groups – 66%
- Availability of communications for parents whose primary language is not English – 66%
- The effective functioning of a PTA, PTO or other parent organization –54%
- Surveys or focus groups that gather input/feedback from parents – 53%
- Number of hours volunteered by parents – 39%.

The school, parent, and teacher surveys all asked respondents to characterize the impact of the CSR program on the quality and amount of parent involvement. These results are discussed in the next section of the report, focused on the impact of the CSR program.

Technical Assistance and Professional Development

As whole school reform is a difficult process and CSR presumes that schools have much to learn from model providers or other experts, another key component of the Comprehensive School Reform program is high quality professional development and technical assistance.

Relationship with Assistance Providers
In 2003-2004, all CSR-funded 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 majority (60%) of CSR schools. Other providers (which may be in addition to the model provider) included district staff (57%), independent consultants (49%), CDE staff (24%), a comprehensive regional assistance center (14%), university consultants (8%) and teachers from another school (8%).

The responding schools (N=38) expressed very high levels of satisfaction with their model providers:
- 92% agreed that their school's technical assistance needs had been met by the provider
- 90% of the schools agreed that the model provider responded to their needs in a timely manner
- 95% agreed that the model provider provided adequate materials to implement the program
- 90% agreed that the model provider provided high quality assistance.

Teachers also gave the assistance providers high marks for the professional development they participated in through the CSR program. Specifically, of 506 teacher survey respondents,
- 91% agreed that the professional development addressed the relevant content to "some" or a "great" extent
- 91% agreed that the assistance provider responded to teacher requests or questions in a timely manner to "some" or a "great" extent.

The focus groups held in conjunction with the CSR Networking days, held annually in April generated these additional perspectives about the CSR schools' relationship with their technical assistance providers:

Model Provider Strengths:
- Is accommodating
- Offers good support on evaluation, data analysis, and reporting
- Provides good support regarding sustainability
- Offers comprehensive planning and evaluation
- Asks tough questions
- Teaches schools to evaluate best practices, align curriculum
- Teaches schools how to evaluate best practices and curriculum
- Achieves a good balance between helping us implement the "program" and building capacity.

Concerns about Model Providers:
- Provider underestimates uniqueness of school in comparison to national model
- Suffering with model provider's growing pains
- Schools have to be very flexible

- Costs greater than originally defined; we encountered many ancillary ("other") expenses
- Grant authorship and staff awareness are not always in sync
- Coordination of time, schedules, and services can be challenging
- Provider lacks experience with embedded professional development
- Model providers may translate into "high dollar expert solutions"
- Transition in model provider's representative can be difficult for school
- Teachers' confusion about role of model provider's representative (to assist or to evaluate) can be problematic.

Suggestions about Working Effectively with Model Providers:
- Need good communication – ongoing
- Sets cap for consultant fees – otherwise this item can escalate
- Need to define specific roles of provider in advance as well as own expectations for provider's responsiveness to concerns and issues that arise
- Need to make sure all costs (including mileage, technology upgrades, etc.) are spelled out in advance and in writing to help set clear, grant-defined parameters to consultant costs from outset
- CSR schools should think about their needs within the context of their own districts – choice is to import outside program or find someone who can work with their school to adapt program to district reform context.

Professional Development

Teachers were positive about the extent to which the professional development was effective in helping them implement the model within their classrooms, with 42% (N=509) of teacher survey respondents saying the learning opportunities were effective to "some" extent and 51% saying they were effective to a "great extent." Only 7% of the teachers found the professional development to be of no value to them in implementing the model.

Teachers were also positive about the role professional development provided through the CSR program assisted them in meeting the diverse needs of students in their classroom (45% to some extent, 42% to a great extent), sharing their expertise with other teachers in a learning community (37% to some extent, 51% to a great extent) and in aligning their instruction with state standards and assessment (43% to some extent, 45% to a great extent). Teachers were less positive about the extent to which CSR-driven professional development opportunities helped them to work in partnership with parents (47% to some extent, 20% to a great extent and 29% not at all).

Professional Development Delivery. CSR schools delivered professional development to their teachers through multiple methods, including classroom based coaching (82%, N=38), workshops provided by the CSR model/program provider (68%), workshops offered by the district or other providers (68%), grade level meetings (63%), and school-based study groups (59%). Respondent schools rated workshops provided by the CSR model provider and classroom based coaching as the *most effective* methods of delivering professional development.

Participants in the focus groups held in conjunction with the CSR Networking days, held annually in April made these comments about professional development in the CSR schools:

Concerns:
- Achieving 100% participation in CSR-related professional development because of issues related to release time, personal time, stipends
- Balancing staff development demands of CSR program with those of district/other initiatives
- Keeping "all the balls in the air" with so much going on
- Teachers are reluctant to participate in training that takes them out of their classrooms during the school day
- Fitting CSR training into the district's dedicated staff development schedule.

Delivery Models that Have Proven Effective
- Weekly embedded professional development is effective in shifting the school's culture
- One way to encourage broad participation is to create monthly chunks of time for staff development
- Specialists work with each grade level every six weeks.
- Write substitute costs (release time) into the CSR grant
- Design a schedule that provides daily professional development as part of the school's structure/schedule
- Four-day school week provides time for professional development every Monday without taking time from classroom and offers a more quiet reflective setting for this work
- Award college credit for professional development
- Implement a schedule that provides for two planning periods a day, one of which is dedicated to staff development
- Implement an apprenticeship model for new staff – choose people who are implementing the model effectively and make them mentors for new teachers, locating their classrooms in close geographic proximity if possible
- Use staff meetings for professional development.

Training New Teachers. Given teacher turnover, one critical focus of professional development was 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 in cohorts II and III (N=24)[8] used the following strategies for ensuring that new teachers were familiar with the CSR program.
- 92% provided new teachers the same professional development activities as original teachers received
- 92% offered new teachers the opportunity to observe veteran teachers implementing the model
- 88% provided training packets and reading materials
- 71% selected new staff based on willingness to learn the model
- 46% selected new staff based on prior experience with the model.

Evaluating Professional Development. School respondents (N=38) reported the use of the following strategies to evaluate the effectiveness of professional development related to implementation of the CSR program.

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[8] This question was not asked of cohort II schools because they were completing their first year of program implementation in 2003-2004.

- 100% used informal teacher feedback
- 97% used informal teacher observations
- 97% used general observation of school climate
- 92% used formal observations of teachers
- 96% used teacher surveys/evaluations of training
- 73% used attendance records of teachers at professional development activities.

Technical Assistance from Districts and CDE

District Support. Most schools indicated that they were receiving at least "some" support (41% reported a "great" amount of support; 45% reported some support) from their district. About 43% of the schools reported that the quality of that support was "great"; another 48% characterized the quality of district support as "good".

CSR schools received technical assistance from their districts in a variety of ways, including:
- Providing professional development around needs of model (84%)
- Approving release time for teachers (74% of CSR schools)
- Securing additional resources for implementation (76%)
- Helping school administer needs assessment in connection with selection of the model (59%)
- Negotiating with model provider (58%)
- Writing grants to support the model (51%)
- Providing direction in the selection of a particular model (43%)

Focus groups held in connection with annual CSR networking days identified these issues as being relevant to school-district relationships as schools implement CSR programs:
- More communication between school and district would help
- Grant writing support from district is very helpful
- Communication with teachers' union is helpful
- Coordination of CSR professional development training with district staff development priorities can be problematic if district does not value and understand CSR program.

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, 20% of the schools reported "great"; 47% reported "some" 27% "not at all", and 6% reported non-applicable (N=30). The *quality* of that support was rated: 30% of the schools reported "great"; 37% reported "some"; 7% reported "not at all"; 26% reported not applicable (N=27). As detailed below, feedback at the CSR networking meetings about program administration was largely positive.

Cohort IV schools rated the specific types of technical assistance offered by CDE during the grant writing phase and these results are shown in Figure 9. (N=13)

**Figure 9. School Reports on the Helpfulness of
CDE Grant Writing Assistance**
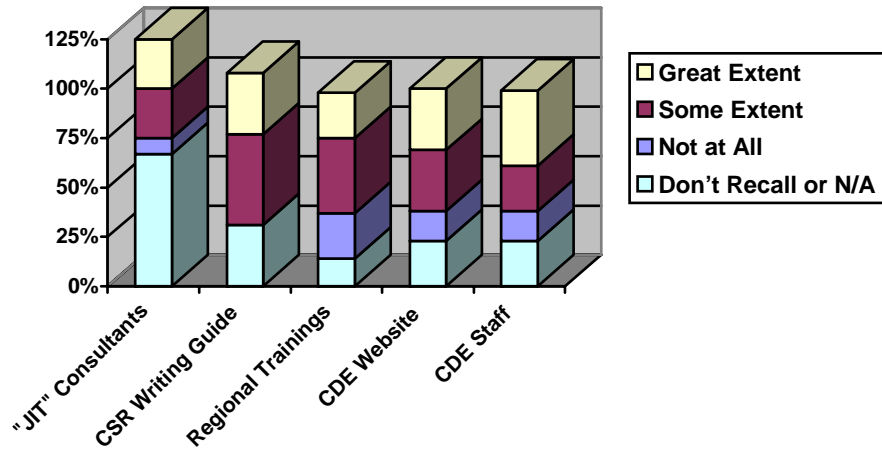
Data Source: CSR School Survey,

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. Of the schools that expressed an opinion about the quality of various aspects of CDE assistance in their survey responses (N-36), Figure 10 shows the percentage of those schools that rated the assistance as timely, helpful, and accessible to "some" or a "great" extent.

Information generated through both the focus groups and the school surveys indicate that the advocates tended to be a very helpful resource to schools when they were actively engaged, especially when they had some background knowledge about the reform context of the school's CSR program and/or district. However, there are still some CSR schools that have little or no contact with their advocates.

**Figure 10. School Reports on CDE Assistance During
Implementation -- To a Great Extent and Some Extent**
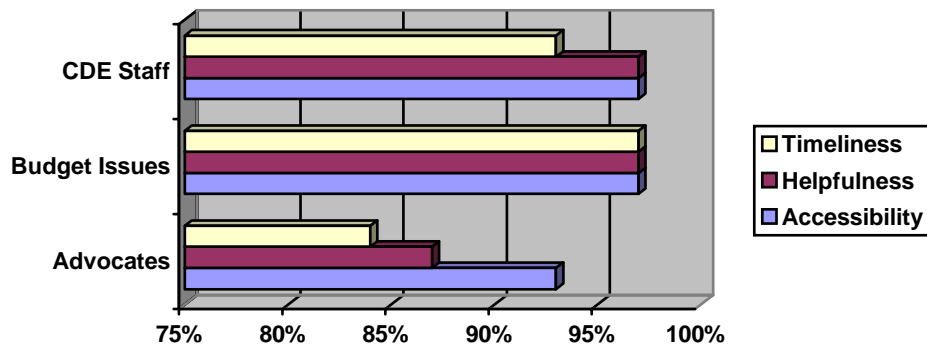
Data Source: CSR School Survey

Over two-thirds (69%, N=36) 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. An additional 31% responded that CDE had communicated its expectations to "some" extent. CDE revised its progress reporting format and rubric to respond to concerns expressed by CSR schools during the first several years of program implementation.

The focus groups held in conjunction with the CSR Networking days and responses to an open-ended question on the school survey provided some concrete feedback and suggestions related to CDE's administration of the CSR program.

Positive
- School has moved to a place where CDE is not the "enemy" but an advocate
- Feel that CDE staff care about our school and want us to succeed
- CDE/CSR website is impressive, helpful
- Good response/feedback to questions and requests for information
- Networking meetings are helpful and effective
- CSR program staff at CDE is responsive, enthusiastic, and supportive.

Concerns:
- Reporting processes focus on nit-picky requirements and discourage honesty
- Writing to the progress report rubric restricts reporting and sharing of story/successes
- Feel need to report an overly "rosy" picture in progress reports
- Have received competing/contradictory information from CDE personnel regarding the CSR program
- Schools need five rather than three years of implementation to show meaningful results in student achievement.

Suggestion for Improvement:
- Send fewer e-mails with more information
- Strengthen advocate component of technical assistance – clarify role of advocates, monitor frequency of contacts between advocates and sites to ensure adequate contact; encourage advocates to meet with whole CSR team, not just principal
- Would be helpful to have a "heads up" regarding changes in policies and also some concrete guidance/suggestions about how to handle changes
- Combine progress report and next year's application into one document
- Help CSR schools with like programs coordinate – e.g. leveraging efforts to train new teachers
- Streamline paper work
- Provide master calendar of critical events at the outset of program year that includes all dates–training/networking days, due dates of progress report and evaluation surveys, deadlines for expenditures, etc.
- Encourage new grantees to take advantage of just-in-time consultants when writing original grant; such feedback is invaluable
- Notify schools of end-of-year requirements earlier
- Change due date of progress reports to mid-June to allow full analysis of school data
- Provide more assistance with fiscal regulations; answers to specific questions (who needs to request funds, when to request funds, allowable uses of money, etc.)
- Offer exemplars of reports that need to be filed
- Suggestions for future networking days:

- Provide opportunity to share updates of work with like and unlike program sites
- Allow each site to share short overview of program status
- Progress check-in about status of annual progress report
- Provide opportunity for schools to bring data to meeting and practice analyzing and reporting data
- Include presentations based on successes reported in progress reports
- Focus on sustainability with an emphasis on capacity building that intentionally occurs from project's outset; provide suggestions about how to think about this and examples of successful practice

Advocates:
- They can facilitate coordination of staff development across CSR sites
- Advocate is non-threatening information channel, high awareness of what's coming up
- Advocate knows our district well; helped us balance CSR and district requirements

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*).

Changes Driven by the Model
The CSR schools have had to make numerous changes in their schools to accommodate their chosen reform programs. Schools (N=38) reported on the types of changes that have occurred since the adoption of their model(s).

- Introduced new instructional strategies – 55%
- Adjusted content of professional development – 42%
- Increased number of teachers using model – 29%
- Changed goals/benchmarks for student performance – 26%
- Changed the model's evaluation plan – 26%
- Added curricular areas – 24%
- Changed assessment that tracks student progress – 18%
- Altered scheduling –18%
- Changed school structure –18%
- Expanded to include more grade levels in school –16%
- Altered governance process – 8%

The schools evidenced an ongoing commitment to learning from experience and fine-tuning their CSR program as they move through the three-year grant term, with only 1 of the 11 (9%) cohort II schools making no changes in program implementation since the prior year, 6 of the 13 cohort (46%) III schools making no changes, and 8 of the 14 (57%) cohort IV schools making no changes.

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.) N=502

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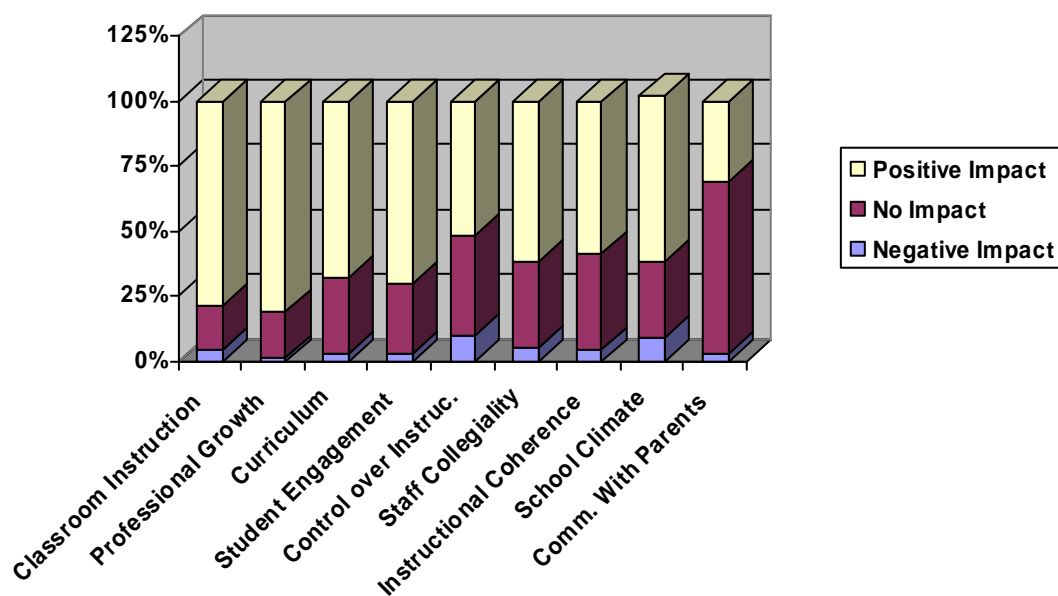
Parent Involvement

School Perspective. Looking at all the relevant indicators of parent involvement they track, the majority of CSR school respondents (49%) stated that the CSR model had improved the *quality* of their ongoing efforts to engage parents and community members to "some" degree. Forty-six percent of the schools characterized the impact of the model on family engagement as improvement to a "great" extent and 5% as "none at all." By similar margins, 49% of school respondents stated that the CSR program had improved the *quantity* (amount) of parent involvement in their school. Forty-three percent characterized the impact as "great" and 8% as "none at all". Finally, 49% of the school respondents found that the CSR program prepared parents to work more effectively with their children to "some" extent, 32% to a "great" extent and19% as "none at all". (N=37)

Teacher Perspective. Teacher responses were a little more restrained. Fifty-eight percent of the teacher respondents responded that the model had impacted family/community engagement in the school to "some" extent, 16% to a "great" extent and 26% "not at all". (N=498) When the focus of family engagement shifted to the classroom level, the results were even less positive (47% identified "some" improvement, 12% improvement to a "great extent" and 40% "not at all"). (N=490)

Parent Perspective. The great majority of parent respondents believe that the CSR program had improved both the quality (56% to "some" extent and 39% to a "great" extent) and the quantity (58% to "some" extent and 30% to a "great" extent) of family involvement in the school. About 85% responded that the CSR program prepared parents to work more effectively with their children at home (63% to "some" extent and 22% to a "great" extent). Finally, 90% of the parent respondents indicated that the CSR program had a positive impact on the school (57% positive and 33% very positive). The remainder found the impact of the CSR program neutral. None of the parent survey respondents characterized the impact of the CSR program as negative.

Benefits Gained
The school survey for cohort II schools, which completed their third and final year of the grant term in December 2003, asked the schools to look back over the entire term of the CSR grant and identify the benefits they had gained from implementation. Of the 11 schools that responded to this question,

- 100% saw an increased focus on student achievement of standards
- 91% saw more coherence across reform efforts
- 91% experienced enhanced teacher quality through professional development
- 91% saw an increased focus on meeting the academic needs of all students
- 82% saw evidence of increased/improved interaction with parents and families
- 73% experienced enhanced quality in the school's curriculum
- 73% saw more effective building leadership
- 73% experienced increased collaboration and professional community among staff
- 46% saw an increased emphasis on the effective use of technology in instruction.

Sustainability
One focus of concern in any grant-funded program is sustaining the momentum and impact of reforms after grant-funding ends.

Cohort II schools, which completed the third and final year of the grant term in January 2004, responded to several questions regarding sustainability on their school survey. Of the eleven schools that responded, ten (91%) indicated that they were still implementing their CSR program at the end of the 2003-2004 school year. One school (9%) was still implementing the CSR program, but had eliminated some components of the program as designed.

These cohort II schools indicated that they had attempted to sustain implementation of the CSR program after the end of grant funding through:

- Integrating key components of the program into the school improvement planning/budgeting process – 64%
- Receiving district support – 64%
- Pursuing other grant opportunities – 55%
- Leveraging other federal and state funds – 36%.

In general, information generated from the CSR focus groups and the year-end progress reports suggest that sustainability may be a difficult issue. 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. It appears that 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.

The focus groups held in conjunction with the CSR Networking days produced these specific comments related to sustaining CSR programs at the end of the three-year grant term:

Issues:
- Student numbers need to grow to sustain program
- From the very beginning of program, CSR sites need to invest grant dollars to build capacity to sustain program when grant funding ends
- Nurture leadership from within, invest in people, build expertise at school level so there is the capacity/culture to keep moving
- This program is more sustainable than others have been because it has become so much a part of the school's culture
- If people are getting results, they will find a way to keep doing what they are doing.
- Need to build capacity of teachers so the program can withstand administrator turnover; staff must have common vocabulary, know research to back up what they are doing so they can make case to new administrators
- Comprehensive, school-wide reform simply could not occur without the significant financial support provided by CSR program; power of this money is very strong.
- Program changes (shifts in emphasis) make it difficult to keep the momentum
- Staff turnover is a huge concern once grant-funded training of whole staff is completed
- For program to be sustained, teachers have to own it; can't be top down
- When schools are off of improvement, they have less funding available.

Strategies:
- As program documents success, district will step in and help us apply for other grants or assume funding
- Solicit district support
- Involve/engage district administrators in the program
- Challenge district's use of federal dollars
- Talk with national model provider about partnerships to support sustainability
- Build networking capacity
- Build the capacity to provide ongoing professional development on-site with own expertise; "grow" own in-house experts in the model
- Redefine roles of current staff to continue implementation without grant funds
- Build capacity of current staff
- Peer coaches (at grade level or school level)
- Leveraging funds
- Emphasize data and research-based decision-making
- Staff discussions around sustainability need to center on how to use data, research-based practices to inform instruction; shift in thinking about research, applying it to practice.
- Focus on best practices and consistency
- Engrain best practices in their culture
- Embed CSR strategies into Consolidated Application.

The 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 –the Improvement Status of CSR Schools under Title I, the School Accountability Report ratings issued annually by the Colorado Department of Education under the state accountability system, and the progress of CSR schools toward making the targets for Adequate Yearly Progress set out in the federal *No Child Left Behind* law. A critical measure of student achievement in the state and federal accountability systems is student performance on the Colorado Student Assessment Program (CSAP). CSAP scores for the three cohorts of CSR schools in this study are included in the Appendix.

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 identified as in need of improvement or corrective action. Title I schools that do not make AYP (Adequate Yearly Progress) for two consecutive years are identified for school improvement by their local education agencies (LEAs). Once schools are placed on improvement, the school is required to participate in a structured set of actions that are intended to support the school in improving student achievement.

In the first year of improvement, the school must develop and implement an improvement plan, notify parents regarding the school improvement status, and offer a school choice option. In the second year, the school must offer supplemental educational services in addition to school choice and notify parents regarding both of these options. If a Title I school does not make AYP after two years of being on improvement and implementing a school improvement plan, it is identified as being in need of corrective action. The LEA must notify parents of the corrective action status and implement one or more designated corrective actions. LEAs must continue to provide technical assistance to the school and ensure that the option to transfer and supplemental educational services are still available.[9] [10]

After the full implementation term of their CSR programs, two cohort II school pulled themselves out of "school improvement" status, one in 2003, the other in 2004 (not shown on Table 3).

After two years of CSR implementation (in 2004), one cohort III school pulled itself out of "school improvement" status. Four cohort III schools were placed on "Corrective Action" and two on "school improvement" in 2004. Next year's report will check the status of these schools following their third year of CSR implementation.

Two cohort IV schools were placed on "Corrective Action" and one on "School Improvement" in 2004, their first full year of participation in the CSR program. These schools will have two more years of CSR implementation to make progress. Table 3 details schools' status during each year of their grant.

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[9] Colorado Department of Education (CDE), (2004*). No Child Left Behind: School Improvement.* Accessed via the World Wide Web December 20, 2004 http://www.cde.state.co.us/cdeunified/schimp.htm. Denver, CO: CDE.
[10] Colorado Department of Education (CDE), (2004*). The ABCs of AYP.* Accessed via the World Wide Web December 20, 2004 http://www.cde.state.co.us/ayp/faq.asp. Denver, CO: CDE.

Table 3. 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 II (Award Date 1/1/2001)

School Name	LEA/District	Baseline[11] (2000)	After 1.5 years (2002)	After 2.5 years (2003)	After Year 3 of Grant (2004)
Bea Underwood Elementary	Garfield County 16	●	●	●	
Lake County Intermediate School	Lake County R-1	N/A	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	N/A
Sierra Grande	Sierra Grande R-30				
Skyline Vista Elementary	Adams County 50				
Vikan Middle School	Brighton 27 J				
Vineland Elementary School	Pueblo 70				

Cohort III (Award Date 7/02)

School Name	LEA/District	Baseline (2002)	After Year 1 of grant (2003)	After Year 2 of Grant (2004)	After Year 3 of Grant (2005)
Baker Central School	Fort Morgan Re-3	N/A	N/A	N/A	
Cole Middle School	Denver 1	●	●	○	
Co School for Deaf and Blind	Colorado Dept. of Education				
Columbine Elementary	Fort Morgan Re-3				
Dupont Elementary	Adams County 14	●	●		
Horace Mann Middle School	Denver 1	●	●	○	
Lake Middle School	Denver 1	●	●	○	
Longfellow Elementary	Salida R-32				
Manaugh Elementary	Montezuma-Cortez	●	●	●	
North High School	Denver 1			●	
Rishel Middle School	Denver 1	●	●	○	

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[11] Baseline data are included in this table to help show the school's performance over time. It is important to note, however, that at the time the initial grant applications were submitted by each cohort, the data for the year just prior to the first year of CSR implementation was not yet available. Accordingly, the data presented in the grant applications by each cohort was for the year before the baseline year shown in these tables.

School Name	LEA/District				
Sable Elementary	Adams Arapahoe 28J				
Stratton Elementary	Stratton R-4				
Walsenburg Middle School	Huerfano Re-1				
Wheatridge Middle School	Jefferson County R-1			●	

Cohort IV (Award Date 7/03)

School Name	LEA/District	Baseline (2003)	After Year 1 of grant (2004)	After Year 2 of Grant (2005)	After Year 3 of Grant (2006)
Bennett Middle School	Bennett 29J	N/A	N/A		
Bennett High School	Bennett 29J	N/A	N/A		
Bethune Jr./Sr. High	Bethune R-5				
Billie Martinez Elementary	Greeley 6	●	○		
Federal Heights Elementary	Northglenn-Thornton 12	●	○		
High Plains Undivided	Hi-Plains R-23				
Jefferson Middle School	Rocky Ford R-2	●			
Karval Jr./Sr. High	Karval Re-23	N/A	N/A		
Lake County High School	Lake County R-1	N/A	N/A		
Laredo Elementary	Adams Arapahoe 28-J				
Laurel Elementary	Poudre R-1				
Pioneer Bilingual Elementary	Boulder Valley RE-2				
Prairie Creeks Charter	Strasburg 31J	N/A	N/A		
Red Canyon High School	Eagle County Re-50	N/A	N/A		
Silverton Elementary-High School	Silverton 1				
Smiley Middle School	Denver 1		●		
Wiggins Elementary	Wiggins Re-50(j)				
Woodlin Undivided	Woodlin R-104				

Source: Colorado Department of Education

Adequate Yearly Progress

Adequate yearly progress (AYP) is a measure defined by the *No Child Left Behind* act to make certain that states establish a timeline for ensuring that all students meet or exceed a proficiency level on the state assessment by school year 2013-14.[12] AYP data is generated at the elementary, middle, and high school levels. Some of the CSR schools in Colorado range across these levels so it is possible for the elementary grade levels within a CSR school to have a different AYP outcome than the middle or high school grades within that same school.

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[12] Colorado Department of Education (CDE), (2004*). The ABCs of AYP.* Accessed via the World Wide Web December 20, 2004 http://www.cde.state.co.us/ayp/faq.asp. Denver, CO: CDE.

Of the 20 elementary schools that responded to the CSR survey and identified reading as a focus of their CSR program, 15 (75%) of these schools made AYP in reading for the 2003-04 school year. Nineteen middle schools that responded to the survey identified reading as a focus of their CSR program. Of these schools, 13 (68%) made AYP in reading for the 2003-2004 school year. Of the ten high schools that responded to the survey and indicated that reading was a focus of their CSR program, 6 (60%) made AYP in reading for the 2003-2004 school year.

In math, the AYP data show that of 14 elementary schools that responded to the survey and indicated that math was a focus of their CSR program, 13 (93%) made AYP in math for the 2003-2004 school year. Fifteen middle schools responded to the survey and indicated that math was a focus of their CSR program, of these schools 12 (80%) made AYP in math for the 2003-2004 school year. Nine high schools responded to the survey and indicated that math was a focus of their CSR program, of these schools 7 (78%) AYP in math for the 2003-2004 school year.

Title I schools that do not make AYP for two consecutive years are identified for school improvement. If a Title I school does not make AYP after two years of being on improvement it is identified as being in need of corrective actions to be taken by the local education agency. [13] Table 4 presents the AYP data for the CSR schools implementing programs in 2004, organized by cohort.

Table 4: CSR Schools that Met AYP in Math and Reading – 2004[14]
Grade Level Key: E= Elementary, M= Middle School, H=High School

SCHOOL NAME	Grade Level	Made Reading	Made Math	MADE AYP
Cohort II				
Bea Underwood Elementary School	E	Yes	Yes	Yes
Lake County Intermediate School	M	Yes	No	No
Mc Glone Elementary School	E	No	No	No
Overland Trail Middle School	M	No	No	No
Paris Elementary School	E	Yes	Yes	Yes
Pioneer Elementary School	E	Yes	Yes	Yes
Renaissance Expedition Learning/Outward Bound	E	Yes	Yes	Yes
Renaissance Expedition Learning/Outward Bound	M	Yes	Yes	Yes
Sierra Grande Elementary School	E	Yes	Yes	Yes
Sierra Grande Junior High School	M	Yes	Yes	Yes
Skyline Vista Elementary School	E	No	Yes	No
Vikan Middle School	M	Yes	Yes	Yes
Vineland Elementary School	E	Yes	Yes	Yes

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[13] Colorado Department of Education (CDE), (2004*). No Child Left Behind: School Improvement.* Accessed via the World Wide Web December 20, 2004 http://www.cde.state.co.us/cdeunified/schimp.htm. Denver, CO: CDE.

[14] Colorado Department of Education (CDE), (2004*). Adequate Yearly Progress: School AYP Determinations.* Accessed via the World Wide Web December 20, 2004 http://www.cde.state.co.us/ayp/0304Results.asp. Denver, CO: CDE.

SCHOOL NAME	EMH	Made Reading	Made Math	MADE AYP
Cohort III				
Baker Central School	E	No	No	No
Cole Middle School	M	No	No	No
Colorado School For Deaf And Blind	E	No	Yes	No
Colorado School For Deaf And Blind	H	No	No	No
Colorado School For Deaf And Blind	M	Yes	Yes	Yes
Columbine Elementary School	E	Yes	Yes	Yes
Rishel Middle School	M	No	No	No
Horace Mann Middle School	M	No	No	No
Lake Middle School	M	No	No	No
Longfellow Elementary School	E	Yes	Yes	Yes
Manaugh Elementary School	E	Yes	Yes	Yes
North High School	H	No	No	No
Rishel Middle School	M	No	No	No
Sable Elementary School	E	Yes	Yes	Yes
Stratton Elementary School	E	Yes	Yes	Yes
Walsenburg Middle School	M	Yes	Yes	Yes
Wheat Ridge Middle School	M	No	No	No
Cohort IV				
Bennett Middle School	M	Yes	Yes	Yes
Bennett High School	H	No	Yes	No
Bethune Junior-Senior High School	M	Yes	Yes	Yes
Bethune Junior-Senior High School	H	Yes	Yes	Yes
Billie Martinez Elementary School	E	No	No	No
Federal Heights Elementary School	E	No	Yes	No
Hi Plains Undivided High School	H	Yes	Yes	Yes
Hi Plains Undivided High School	M	Yes	Yes	Yes
Jefferson Middle School	M	Yes	Yes	Yes
Karval Junior-Senior High School	H	Yes	Yes	Yes
Karval Junior-Senior High School	M	Yes	Yes	Yes
Lake County High School	H	No	No	No
Laredo Elementary School	E	Yes	Yes	Yes
Laurel Elementary School	E	Yes	Yes	Yes
Pioneer Bilingual Elementary School	E	Yes	Yes	Yes
Prairie Creeks Charter School	H	No	Yes	No
Red Canyon High School	H	Yes	Yes	Yes
Silverton Elementary School	E	Yes	Yes	Yes
Silverton Elementary School	E	Yes	Yes	Yes
Smiley Middle School	M	No	No	No
Wiggins Elementary School	E	Yes	Yes	Yes
Woodlin Undivided High School	H	Yes	Yes	Yes
Woodlin Undivided High School	M	Yes	Yes	Yes

Source: Colorado Department of Education

School AYP determinations for the 2003-2004 school year show that 79% of schools in Colorado made AYP. It is possible to compare how all CSR schools (those who responded to the survey and those who did not) performed on AYP to schools across the state.

Across all elementary schools in the state 876 out of 976 (89.8%) elementary schools made overall AYP for the 2003-2004 school year. In reading 890 (91%) elementary schools across the state made AYP for the 2003-2004 school year. In math 941 (96%) elementary schools across the state made AYP for the 2003-2004 school year. There are 22 CSR schools with elementary level programs, in reading 16 (73%) of the CSR elementary schools made AYP, in math 19 (86%) of the CSR elementary schools made AYP, and 16 overall (73%) of the CSR elementary schools made AYP.

Across middle schools in the state 310 of 462 (67%) of middle schools made overall AYP for the 2003-2004 school year. In reading 340 (74%) middle schools made AYP for the 2003-04 school year. In math 331 (72%) middle schools across the state made AYP for the 2003-04 school year. There are 20 CSR schools with middle school level programs, in reading 13 (65%) of the CSR middle schools made AYP, in math 12 (60%) of the CSR middle schools made AYP, and overall 12 (60%) of the CSR middle schools made AYP.

Across high schools in the state 254 of 384 (66%) of high schools made overall AYP for the 2003-2004 school year. In reading 297 (77%) high schools made AYP for the 2003-2004 school year. In math 274 (71%) high schools across the state made AYP for the 2003-2004 school year. There are 11 CSR schools with high school level programs, in reading 6 (55%) of the CSR high schools made AYP, in math 8 (73%) of the CSR high schools made AYP, and overall 6 (55%) of the CSR elementary schools made AYP. Table 5 demonstrates a comparison of the percentage of CSR Schools that met AYP as compared to the overall percentage of schools that made AYP overall.

Table 5: Comparison of State and CSR Schools that Met AYP – 2004

	Made Reading AYP		Made Math AYP		Made AYP	
	All Schools	CSR Schools	All Schools	CSR Schools	All Schools	CSR Schools
2003-2004 Elementary School	91%	73%	96%	86%	89.8%	73%
2003-2004 Middle School	74%	65%	72%	60%	67%	60%
2003-2004 High School	77%	55%	71%	73%	66%	55%

School Accountability Report Ratings

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.

CSR schools generally received an average or low rating, although the results differed by cohort. In 2003, of the 11 cohort II schools, six schools (55%) received an "average rating and 5 schools (45%) a "low" rating. Of the 14 cohort III schools, 10 schools (72%) received a "Low" rating, one school (7%) an "average" rating, two schools (14%) a "high" rating and one school (7%) an "unsatisfactory" rating. Between the 2003 and 2004 ratings, the cohorts tended to remain stable or improve. (In cohort II, nine schools remained stable, one significantly improved, and one significantly declined. In cohort III, seven schools remained stable, four improved, one significantly improved, and two declined.)

In 2004, the ratings for the 14 cohort III schools remained the same. (Six schools (55%) received an "average rating and 5 schools (45%) a "low" rating.) Of the 18 cohort IV schools, eight schools (44%) received a "low rating", seven schools (39%) received an average rating, and three schools (17%) received a high rating. The School Accountability Reports issued by the Colorado Department of Education in the fall of 2004 did not contain improvement ratings to depict movement (stable, decline, significant decline, improvement, significant improvement) between the 2003 and 2004 ratings. CSR school ratings can be viewed in Table 6.

Table 6. 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 II (Award Date 1/1/2001)

School Name	LEA/District	After .5 year of grant (2000)	After 1.5 years of Grant (2001)	Progress Between 2000-01	After 2.5 Years of Grant (2002)	Progress Between 2001-02	After 3 years of Grant (2003)	Progress Between 2002-03
Bea Underwood Elementary	Garfield County 16	A	A	↔	A	↔	A	↔
Lake County Intermediate School	Lake County R-1	L	L	↙	L	↙	L	↔
McGlone Elementary School	Denver Public Schools	L	L	↔	L	↔	L	↔
Overland Trail Middle School	Brighton 27 J	L	L	↔	L	↔	A	↔
Paris Elementary School	Aurora Public Schools	U	U	↑	U	↑	L	↑
Pioneer Elementary School	Fort Morgan RE-3	L	L	↔	L	↔	A	↔
Renaissance School	Douglas County	A	A	↗	H	↗	A	↓
Sierra Grande	Sierra Grande R-30	L	A	↑	A	↑	A	↔
Skyline Vista Elementary	Adams County 50	L	L	↔	L	↔	L	↔

Vikan Middle School	Brighton 27 J	L	L	↔	L	↔	L	↔
Vineland Elementary School	Pueblo 70	A	A	↙	A	↙	A	↔

Cohort III (Award Date 7/02)

School Name	LEA/District	Baseline (2002)[15]	After Year 1 of grant (2003)	Progress Between Year 1 and 2	After Year 2 of Grant (2004)	After Year 3 of Grant (2005)
Baker Central School	Fort Morgan Re-3	L	L	↗	L	
Cole Middle School	Denver 1	U	U	↔	U	
Co School for Deaf and Blind	Colorado Dept. of Education	No Rating	No Rating	No Rating	No Rating	
Columbine Elementary	Fort Morgan Re-3	A	A	↔	A	
Dupont Elementary	Adams County 14	L	L	↑	L	
Horace Mann Middle School	Denver 1	L	L	↔	L	
Lake Middle School	Denver 1	L	L	↔	L	
Longfellow Elementary	Salida R-32	A	H	↗	H	
Manaugh Elementary	Montezuma-Cortez	L	L	↙	L	
North High School	Denver 1	L	L	↔	L	
Rishel Middle School	Denver 1	L	L	↔	L	
Sable Elementary	Adams Arapahoe 28J	L	L	↗	L	
Stratton Elementary	Stratton R-4	H	H	↔	H	
Walsenburg Middle School	Huerfano Re-1	L	L	↗	L	
Wheatridge Middle School	Jefferson County R-1	L	L	↙	L	

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[15] Baseline data are included in this table to help show the school's performance over time. It is important to note, however, that at the time the initial grant applications were submitted by each cohort, the data for the year just prior to the first year of CSR implementation was not yet available. Accordingly, the data presented in the grant applications by each cohort was for the year before the baseline year shown in these tables.

Cohort IV (Award Date 7/03)

School Name	LEA/District	Baseline (2003)	After Year 1 of grant (2004)	After Year 2 of Grant (2005)	Progress Between Year 1 and 2	After Year 3 of Grant (2006)
Bennett Middle School	Bennett 29J	A	A			
Bennett High School	Bennett 29J	A	A			
Bethune Jr./Sr. High	Bethune R-5	A	H			
Billie Martinez Elementary	Greeley 6	L	L			
Federal Heights Elementary	Northglenn-Thornton 12	L	L			
High Plains Undivided	Hi-Plains R-23	A	H			
Jefferson Middle School	Rocky Ford R-2	L	A			
Karval Jr./Sr. High	Karval Re-23	H	H			
Lake County High School	Lake County R-1	A	L			
Laredo Elementary	Adams Arapahoe 28-J	L	L			
Laurel Elementary	Poudre R-1	A	A			
Pioneer Bilingual Elementary	Boulder Valley RE-2	L	A			
Prairie Creeks Charter	Strasburg 31J	L	L			
Red Canyon High School	Eagle County Re-50	L	L			
Silverton Elementary-High School	Silverton 1	A	L			
Smiley Middle School	Denver 1	L	L			
Wiggins Elementary	Wiggins Re-50(j)	A	A			
Woodlin Undivided	Woodlin R-104	L	A			

Source: Colorado Department of Education

Colorado Student Assessment Program

While the SAR ratings and AYP determinations are based upon CSAP data, a review of each school's CSAP results over time reveals more about their progress. Appendix A presents a comparison of CSR, Title I and statewide schools' CSAP results in selected grades in math and reading. 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. Tables containing the CSR schools' writing CSAP scores can be found in Appendix B.