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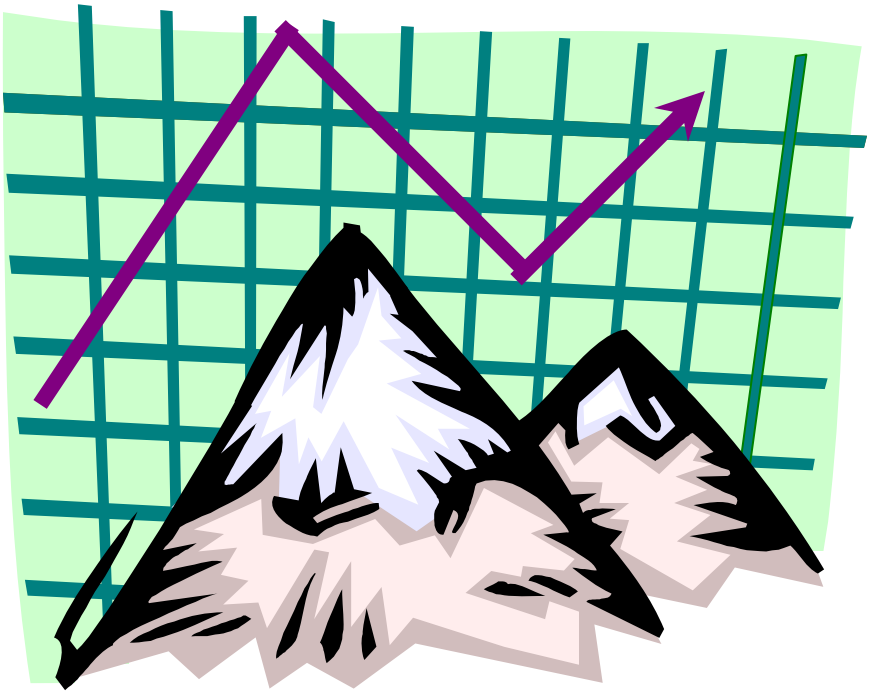
*Colorado Department of Education*

# *STATE EVALUATION OF THE COLORADO COMPREHENSIVE SCHOOL REFORM (CSR) PROGRAM – 2004-2005*



**Colorado Department of Education**
**Office of Competitive Grants and Awards**
**201 East Colfax Avenue**
**Denver, CO 80203**

**January 15, 2006**

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*The following persons have been designated to handle inquiries regarding this policy: Please contact:*

*Patrick Chapman*
*Colorado Department of Education*
*1560 Broadway, Suite 1450*
*Denver, CO 80202*
*Phone: 303-866-6780*
*E-mail: chapman_p@cde.state.co.us*

*Wendi Kispert*
*Colorado Department of Education*
*201 East Colfax Avenue*
*Denver, CO 80203*
*Phone: 303-866-6815*
*E-mail:Kispert_w@cde.state.co.us*

## TABLE OF CONTENTS

**Part I: Introduction**
Purpose of CSR ..... 3
Administration of the Colorado CSR Program ..... 5
Data Collection Process ..... 6

**Part II: Profile of Colorado CSR Schools**
Setting ..... 8
Enrollment ..... 8
Percent Below Poverty ..... 8
Title I Status ..... 8
Subjects and Grades ..... 9

**Part III: Implementation of the 11 CSR Components by Colorado CSR Schools**
*Component 1 – Proven Methods and Strategies Based on Scientifically Based Research*
Methods Schools Used to Identify Potential Reform Models ..... 13
Schools' Reasons for Choosing a Particular Model ..... 13
Parties Involved in Decision ..... 14
Alignment of Model with Local Efforts ..... 14
Fidelity to Model ..... 14
Model Support for Special Populations ..... 15
*Component 2 – Comprehensive Design*
Progress of Implementation ..... 15
Ease of Implementation ..... 15
Barriers ..... 16
Facilitators ..... 17
*Component 3 - Professional Development*
Professional Development Providers ..... 18
Methods of Delivery ..... 18
Training of New Teachers ..... 19
Evaluation of Professional Development ..... 19
*Component 4 – Measurable Goals and Objectives*
SMART Goals ..... 20
Meeting Program Objectives ..... 20
*Component 5 – Support within School*
Teacher Support for Model ..... 21
*Component 6 – Support for Teachers and Principals*
Support for Staff ..... 21
*Component 7 – Parent and Community Involvement*
Strategies Used/Barriers ..... 22
Impact ..... 23
*Component 8 – External Technical Support and Assistance*
Support from Primary Assistance Provider ..... 24
Support from Districts ..... 24
Other Support Needed ..... 25
*Component 9 – Annual Evaluation*
Evaluation Process ..... 25
Using Data in Decision-Making ..... 25

*Component 10 – Coordination of Resources*
Leveraging Resources ..... 26
Sustainability ..... 26
*Component 11 – Strategies that Improve Student Achievement*
Definitions of "Proven Methods" and "Scientifically Based Research" ..... 27
Benefits Gained from the CSR Program ..... 28

**Part IV: Student Achievement in CSR Schools**
Colorado Student Assessment Program (CSAP) ..... 30
Adequate Yearly Progress (AYP) ..... 30
CSR Schools Identified for School Improvement Under Title I ..... 32
School Accountability Reports (SARs) ..... 34

**Part V: Administration of the Colorado CSR Program**
Technical Assistance Provided by CDE ..... 40
Progress Reporting and Evaluation ..... 41

**Appendices**
Appendix A: CSR Schools Selected CSAP Math/Reading Scores Against District, State and Title I Benchmarks
Appendix B: CSR Schools CSAP Writing Scores
Appendix C: School Evaluation Survey

## TABLE OF CONTENTS
## LIST OF TABLES & FIGURES

Tables:
Table 1: Profile of CSR Schools ..... 10
Table 2: CSR Schools that Met AYP in Reading and Math ..... 31
Table 3: CSR Schools Identified as In Need of Improvement Under Title I ..... 33
Table 4: SAR Ratings and Academic Growth Ratings for CSR Schools ..... 36

Figures:
Figure 1: Setting of CSR Schools ..... 8
Figure 2: Grade Levels Served by CSR Schools ..... 9
Figure 3: Subject Area Focus of CSR Grants ..... 9
Figure 4: Fidelity to Reform Model Being Implemented ..... 14
Figure 5: Barriers to Implementing School Reform Programs ..... 17
Figure 6: Methods of Delivering Professional Development in CSR Schools ..... 19
Figure 7: CSR Program Objectives Met in 2004-2005 by Category ..... 21
Figure 8: Distribution of SAR Academic Performance Ratings, 2005 ..... 38
Figure 9: Distribution of SAR Academic Growth Ratings, 2005 ..... 39

# Part I. Introduction

## Purpose

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 students' 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*

The proposed CSR 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] 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

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

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. Local school districts also are expected to provide technical assistance and support for the effective implementation of the comprehensive school reforms selected by the CSR sites.

**The Administration of the Colorado CSR Program**

*Competitive Grant Process.*
The Colorado Department of Education (CDE) has applied for and received CSR funds through its consolidated federal application since 1999. CDE, in turn, has 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. 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. The Request for Proposals included the rubric to be applied in the grant review process. Each grant proposal was reviewed by multiple reviewers who received 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.

The first cohort of Colorado CSR schools received funding in summer of 1999. First year awards totaled $1,381,868 to 18 sites. Initial awards to cohort II (in January 2001) totaled $1,133,457 to 12 grantees.

This evaluation study covers the activities of two CSR cohorts at different stages of implementation. Cohort III includes 15 schools that received first-year grants totaling $1,360,739 on June 17, 2002.[2] Cohort III schools completed their third year of grant funding in 2004-2005. Cohort IV schools received first-year grant awards totaling $1,323,759 on July 31, 2003. Cohort IV includes 12 grantees in 19 sites that completed their second year of grant-funded implementation in 2004-2005.[3]

Cohort V schools, which are not included in this study, began their first year of implementation in 2005-2006. Total first year awards to Cohort V schools totaled $1,574,435.

A summary of CSR programs (organized by cohort) can be found on the CSR website at: http://www.cde.state.co.us/cdecomp/CSRFunded.htm. Profiles of the funded sites are presented in Table 1 of this report. As reflected in the table, the make up of the two cohorts varies substantially, especially in terms of the size and urbanicity of member schools.

[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.
[3] One cohort IV grantee submitted a consortium application on behalf of seven schools to implement the same reform model.

*Requirements for Continuation of Funding*
The design of the CSR program afforded a three-year term of grant funding. However, continuation of funding from year to year was contingent upon schools' demonstration that they were making adequate progress toward achieving the goals set out in their initial applications and in implementing their comprehensive school reforms. To provide evidence of progress, CSR schools filed State CSR 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. A handful of schools (three cohort I schools and one cohort II school) have lost their CSR funding. Others were funded with provisions and were not able to draw down grant funds until the provisions had been met. Based on a panel review of the 2005 CSR State Progress Reports, five sites were recommended for full third year funding. The other 13 sites were funded with provisions that required them to submit additional information to satisfy the review process, such as the following:

- Provide a narrative that clearly justifies the plan for how resources are allocated for supplies and materials as they relate to the goals of the grant.
- Provide data indicating *growth* in teacher/administrative skills, knowledge, and capacity to implement comprehensive school reform efforts and improvements.
- Address on-going refinement of work as it relates to student achievement. Address leveraging of funds.
- Provide clear description of progress toward goals identified in original grant application.
- Provide details for refinement of program goals as they relate to student achievement.
- Provide specific timeline of activities.
- Explain how data provided supports 2004-2005 SY growth toward goals.
- Provide data to show growth in teacher/administrator skills, knowledge, and capacity to implement comprehensive school reform efforts and improvements.

**Data Collection**

This state evaluation uses a multi-method approach to describe the progress of CSR schools in 2004-2005 including surveys, focus groups, a review of 2005 State CSR Progress Reports (submitted in connection with requests for continuation funding), and a review of student and school achievement data.

*CSR Evaluation Questionnaire*
In the spring of 2005, schools in cohort III and IV received a request from CDE to complete the CSR School Survey for 2004-2005. For the first time, the CSR school survey was offered by CDE and completed by respondents online. Overall, the return rate was 94% with 31 of the 34 schools in cohorts III and IV returning a completed survey. This number included 13 of the 15 (87%) cohort III schools, and 18 of the18 (100%) cohort IV schools. Surveys were not completed by Cole Middle School and Rishel Middle School, both being cohort III schools in Denver Public Schools.

The survey instruments differed slightly by cohorts. Schools in cohort III, which had just completed their final year of grant funding, were asked to answer additional questions related to overall program impact. Refer to Appendix C for a copy of the instrument.

*Focused Grantee Conversations*
CDE sponsors a Networking Day for CSR grantees in the spring of every year. The purpose of these conversations is two-fold. The first is to provide grantees an opportunity to share their experiences and discuss common issues of concern. The second is to generate qualitative data for this report.

This year the general topics for the focused conversations included what works, student achievement, sustainability, alignment of resources, parent/community involvement, and CSR Progress Reports and evaluation surveys. From this list of designated topics, participants chose four conversations (of 15 minutes duration each) in which to take part. Each group had a facilitator who asked a series of prompts to lead the participants through a discussion of the topic.

*Review of Annual State CSR Progress Reports*
In May 2005, all (100%) cohort IV schools filed annual Progress Reports with their requests for continuation funding for the third year of the program. Cohort III schools filed their final annual Progress Report (grant-end) in November 2005. Two cohort III schools did not file their final Progress Report, Horace Mann Middle School and Lake Middle School, both in Denver Public Schools.

The evaluators reviewed the 2005 State CSR Progress Reports filed by CSR schools to check for major inconsistencies between the information presented in those reports and the data produced through the evaluation questionnaire. In addition, information presented in the Progress Reports was used in this report to support various findings or conclusions, as noted in the report text.

*Achievement Data*
CDE provided the evaluators with various 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) results under the *No Child Left Behind* act, and information about Title I School Improvement status.

CSAP data are presented with three benchmarks to help the reader evaluate the achievement and progress of CSR schools: average CSAP scores for the State of Colorado, for districts in which the CSR programs are located, and for all Title I schools in the state. Of these three benchmarks, the latter category (all Title I schools in the state) provides the best comparison group to the CSR schools in terms of student demographics and baseline school performance. CSAP data for CSR schools can be found in Appendix A (reading and math scores) and Appendix B (writing scores). The CSAP data presented in the Appendices are the “raw” scores.

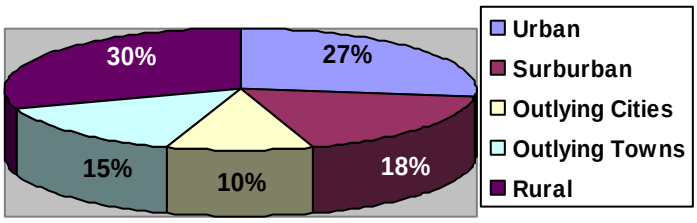
# Part II. Profile of Colorado CSR Schools

This section provides a brief descriptive overview of the CSR schools operating during the 2004-2005 school year. This section encompasses all the CSR schools, including the schools that did not complete the evaluation questionnaire. Table 1 provides profile information for individual schools, organized by funding cohort.

### Setting

The CSR grant sites were located around the state, representing all eight of the state's geographic service regions. The type of locale was also varied, including urban areas (27%), suburban areas (18%), outlying cities 10%), outlying towns (15%), and rural areas (30%).

**Figure 1: Setting of CSR Schools – 2004-2005**




*Data Source: Colorado Department of Education*

### Enrollment

Student enrollment in the CSR schools ranged from 9 students to 1,354 students. The average enrollment was 348 students while the median enrollment was 315.

Schools in cohort IV tended to be smaller. The total enrollment of the 15 schools in cohort III was 7,048 and the total enrollment of the 18 schools in cohort IV was 4,421.

### Percent below Poverty

CSR is primarily aimed at schools highly impacted by poverty and student academic need. It is not surprising, therefore, that the average percentage of students enrolled in CSR schools in 2004-2005 who received free or reduced priced lunch was nearly twice the state average -- 63% compared to 32%. Across CSR schools, the participation rates ranged from 15% to 95%. The median percentage was 63%.

Again, there were major differences across cohorts. The median rate of students receiving free and reduced-price lunch in cohort III schools was 75%, compared to 53% for cohort IV schools.

### 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

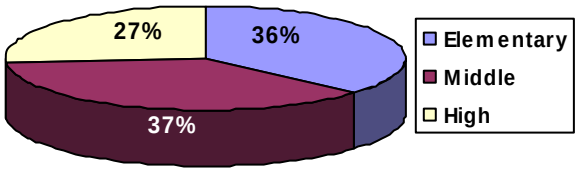
the ESEA. Only schools eligible for Title I were allowed to apply for funds under the section 1602 authority. Any public school was allowed to apply for funds under the FIE authority. However, FIE funds could only be used for up to 30% of the total CSR funding distribution.

Of all the CSR schools implementing programs in 2004-2005, 78% (29 schools) were Title I schools and 12% (4 schools) were not eligible for Title I support. Within the Title I category, 18 of the 29 (62%) eligible schools has school-wide Title I programs, 5 schools (17%) had targeted assistance programs, and the remainder (6 schools or 21%) were Title I eligible, but did not operate Title I programs as a result of decisions made at the district level. The emphasis of the CSR program and the school-wide Title I program are complementary. As a result, many CSR schools leveraged their CSR funds with Title I funds to support program implementation.

### Subjects and Grades Covered by CSR Programs

CSR grants were divided fairly evenly among elementary, middle, and secondary schools. In 2004-2005, 36.5% of the CSR schools served elementary grades, 36.5% served middle school grades and 27% 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 minor exceptions.

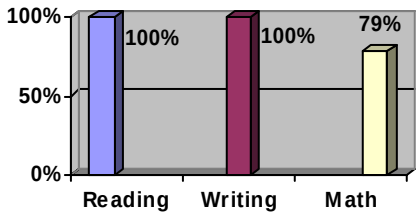
**Figure 2. Grade Levels Served by CSR Schools (2004-2005)**




*Data Source: Colorado Department of Education*

Of the 31 CSR schools that responded to the 2004-2005 evaluation questionnaire, 100% addressed reading and 100% addressed writing in their CSR program. Perhaps reflecting the emerging federal accountability system, over three quarters (79%) of the CSR schools addressed mathematics in 2004-2005, including 100% (18 of 18 schools) of the cohort IV. 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 Evaluation Questionnaire (N=31)*

## Table 1: Profile of CSR Schools (2004-2005)

**Key:**
*Regions:* M = Denver Metro, PP = Pikes Peak, 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, ENF = Eligible for Title I but not funded

### Cohort III (Award Date 7/02) in SY 2004-2005 – Third Year of Implementation

| School Name | LEA/District | Reform Model | Grades Served | Region | Urbanicity | Enrollment | % Poverty | Title I Status |
|---|---|---|---|---|---|---|---|---|
| Baker Central School | Fort Morgan Re-3 | Co-nect | 5-6 | NC | OC | 486 | 66.4% | ENF |
| Cole Middle School | Denver 1 | Reading and Writing Studio Model | 6-8 | M | U | 315 | 93.9% | SW |
| Co School for Deaf and Blind | Colorado Dept. of Education | School for Deaf PreK-8 – Integrated Thematic Instruction<br>School for Deaf High School/Transition-<br>High Schools that Work<br>School for the Blind PreK-12/Transition-<br>Classroom Instruction That Works | 1-12 | PP | S | NA | NA | SW |
| Columbine Elementary | Fort Morgan Re-3 | Accelerated Math, Accelerated Reader Accelerated Vocabulary, Step Up to Writing, Colorado Writing Project | 1-5 | NC | OC | 334 | 64.3% | SW |
| Dupont Elementary | Adams County 14 | Soar to Success, Fast ForWard, Step Up to Writing | preK-5 | M | U | 521 | 87.0% | SW |
| Horace Mann Middle School | Denver 1 | Reading and Writing Studio Model | 6-8 | M | U | 448 | 93.3% | SW |
| Lake Middle School | Denver 1 | Reading and Writing Studio Model | 6-8 | M | U | 697 | 95.4% | SW |
| Longfellow Elementary | Salida R-32 | The Learning Network | K-4 | NW | OT | 419 | 41.5% | TA |
| Manaugh Elementary | Montezuma-Cortez | Expeditionary Learning Outward Bound | 1-5 | SW | OC | 329 | 78.1% | SW |
| North High School | Denver 1 | Reading and Writing Studio Model | 9-12 | M | U | 1,354 | 63.9% | SW |
| Rishel Middle School | Denver 1 | Reading and Writing Studio Model | 6-8 | M | U | 793 | 91.8% | SW |
| Sable Elementary | Adams Arapahoe 28J | Balanced Literacy | K-5 | M | S | 439 | 71.9% | SW |

## Cohort III (Award Date 7/02) in SY 2004-2005 – Third Year of Implementation (Continued)

| School Name | LEA/District | Reform Model | Grades Served | Region | Urbanicity | Enrollment | % Poverty | Title I Status |
|---|---|---|---|---|---|---|---|---|
| Stratton Elementary | Stratton R-4 | National Literacy Coalition | K-6 | NE | R | 116 | 59.4% | SW |
| Walsenburg Middle School | Huerfano Re-1 | Modern Red Schoolhouse | 5-8 | SE | R | 140 | 68.5% | SW |
| Wheatridge Middle School | Jefferson County R-1 | Success for All | 7-8 | M | S | 435 | 76.0% | TA |

## Cohort IV (Award Date 7/03) in SY 2004-2005 – Second Year of Implementation

| School Name | LEA/District | Reform Model | Grades Served | Region | Urbanicity | Enrollment | % Poverty | Title I Status |
|---|---|---|---|---|---|---|---|---|
| Bennett Middle School | Bennett 29J | Differentiated Curriculum, Instruction and Assessment Consortium | 6-8 | EC | OT | 270 | 20.3% | TA |
| Bennett High School | Bennett 29J | Differentiated Curriculum, Instruction and Assessment Consortium | 9-12 | EC | OT | 336 | 14.5% | ENF |
| Bethune Jr./Sr. High | Bethune R-5 | Differentiated Curriculum, Instruction and Assessment Consortium | 7-12 | EC | R | 60 | 55.0% | ENF |
| Billie Martinez Elementary | Greeley 6 | Total Integrated Language Approach, ELL strategies, Literacy Development (5 Components of Reading), | K-5 | NC | S | 583 | 96.4% | SW |
| Federal Heights Elementary | Northglenn-Thornton 12 | California Early Literacy Learning, Extended Literacy Learning, Everyday Math, Second Step | K-5 | M | U | 451 | 68.0% | SW |
| High Plains Undivided | Hi-Plains R-23 | Differentiated Curriculum, Instruction and Assessment Consortium | 6-12 | EC | R | 65 | 36.9% | ENF |
| Jefferson Middle School | Rocky Ford R-2 | Brazopor Model, Three-Dimensional Model of Teaching; Motivational Framework for Culturally Responsive Teaching | 6-8 | SE | OT | 198 | 75.2% | SW |
| Karval Jr./Sr. High | Karval Re-23 | Differentiated Curriculum, Instruction and Assessment Consortium | 6-12 | EC | R | 46 | 63.0% | ENF |

## Cohort IV (Award Date 7/03) in SY 2004-2005– Second Year of Implementation (Continued)

| School Name | LEA/District | Reform Model | Grades Served | Region | Urbanicity | Enrollment | % Poverty | Title I Status |
|---|---|---|---|---|---|---|---|---|
| Lake County High School | Lake County R-1 | Developing Strategic Learning Skills using DuFour's Professional Learning Community model | 9-12 | NW | R | 318 | 44.0% | ENF |
| Laredo Elementary | Adams Arapahoe 28-J | Math and Parent Partnerships in the Southwest, Parent and Child Together Time, and Opportunity Before Kindergarten | K-5 | M | S | 418 | 66.3% | SW |
| Laurel Elementary | Poudre R-1 | National Literacy Coalition Writing Model, Open Court Reading, and Everyday Math | K-6 | NC | S | 348 | 64.9% | SW |
| Pioneer Bilingual Elementary | Boulder Valley RE-2 | Sheltered Instruction Observation Protocol, First Steps Reading and Writing, Six Traits Writing, plus Investigations in Math, Count Me In Math | K-5 | M | U | 377 | 55.1% | SW |
| Prairie Creeks Charter | Strasburg 31J | Differentiated Curriculum, Instruction and Assessment Consortium | 9-12 | EC | R | 9 | NA | ENF |
| Red Canyon High School | Eagle County Re-50 | Expeditionary Learning Outward Bound | 9-12 | NW | OT | 82 | 15.8% | ENF |
| Silverton Elementary-High School | Silverton 1 | Expeditionary Learning Outward Bound | K-12 | SW | R | 29 | 76.0% | TA |
| Smiley Middle School | Denver 1 | International Preparatory Magnet, Connected Math, Reading and Writing Studio | 6-8 | M | U | 506 | 65.4% | ENF |
| Wiggins Elementary | Wiggins Re-50(j) | National Literacy Coalition; Love and Logic Disciple model | preK-6 | NC | R | 274 | 43.8% | TA |
| Woodlin Undivided | Woodlin R-104 | Differentiated Curriculum, Instruction and Assessment Consortium | 7-12 | EC | R | 51 | 39.2% | ENF |

*Data Source: Colorado Department of Education.*

*Enrollment and % free/reduced-lunch participation is shown as of fall count 2004; Title I status is shown as of the end of the 2004-2005 school year.*

# Part III. Implementation of the 11 CSR Components By Colorado CSR Schools

**Component 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 is based on scientifically based research and effective practices and has been replicated successfully in schools.*

As described in Part I of this report, each school applying for CSR funds had to provide a detailed description of its proposed program and the research base supporting that program. CSR sites implementing programs in the 2004-2005 school years tended to use either nationally developed school reform models or district-developed models. CSR schools attempted to implement these at a high degree of fidelity to the model, making only minor adaptations to the program's design. However, through their responses to the evaluation questionnaire, schools expressed confidence that the model they adopted addressed local considerations, such as local content standards, the state assessment system and the needs of special populations.

### Methods Schools Used to Identify Potential Reform Models

The evaluation questionnaire typically asks representatives of CSR schools completing their first year of implementation to provide information regarding the kinds of activities their schools undertook to consider various comprehensive school reform models, their reasons for choosing a particular model, and who was involved in the decision making. This information was not generated for the 2004-2005 school year because a new cohort of CSR schools did not begin implementation in fall of 2004. Cohort V began implementation in fall 2005. Data relevant to these start-up issues provided by cohort III (N=17) and cohort IV (N=14) schools in response to the 2003 and 2004 evaluation questionnaires respectively, are presented below.

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; and
- 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; and
- 74% (23 schools) program matched with a school's needs assessment and research on the program/models.

In making the decision to adopt a particular reform model/program, 90% of the respondent schools considered research evidence and the quality of the professional development offered. Respondents also ranked these same 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 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 Decision 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%).

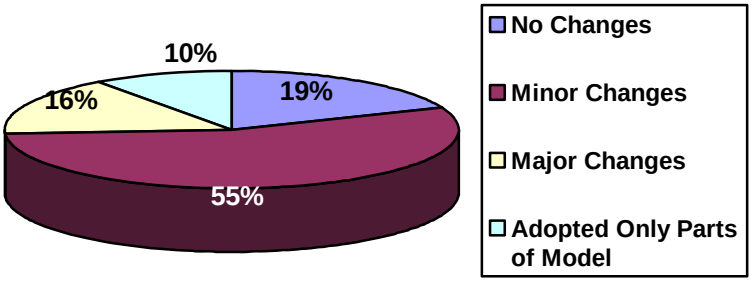
### Alignment of Model with Local Efforts

Returning to spring 2005 survey data, 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, 100% of the schools found that their CSR program aligned with state and local content standards, 61% to "some" extent and 39% to a "great" extent.[4] In addition, all (100%) of the cohort III and IV schools found that their CSR program aligned with the state assessments, 68% to "some" extent and 32% to a "great" extent.[5]

### Fidelity to Model

Selected models appeared to have met local needs fairly well, as most schools (74%) made no or only minor adjustments to the model as they implemented their CSR programs. The majority of the CSR schools implementing programs in 2004-2005 (17 of 31 responding schools or 55%) made small adaptations; another six of the schools (19%) implemented the model strictly. On the other side, five schools (16%) made major adjustments to the model and three schools (10%) adopted only parts of the model.

**Figure 4. Fidelity to Reform Model Adopted by CSR Schools (2004-2005)**




*Data Source: CSR Evaluation Questionnaire, N=31*

[4] 69% of the cohort III schools found their CSR programs aligned with state and local content standards to "some" extent and 31% to a "great extent." In cohort IV, the percentages were 56% and 44% respectively.

[5] In cohort III, 69% of the schools found their CSR programs aligned with the Colorado Student Assessment Program (CSAP) to "some" extent and 31% to a "great extent." In cohort IV, the percentages were 67% and 33% respectively.

### Model Support for Special Populations

Eighty-one percent of the school respondents (87% of cohort III schools and 67% of cohort IV schools) stated that their CSR program included strategies to address the needs of English Language Learners. The same percentage, 81% (including 80% of cohort III schools and 72% of cohort IV schools), stated that the model included strategies to address the needs of students on individualized education plans.

**Component 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.*

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.

### Progress of Implementation

Nearly all (11 of 12 or 92%) of the cohort III schools (which had completed three full years of implementation at the end of the 2004-2005 school year) responded that they were implementing most or all aspects of the adopted CSR program. The remaining school (8%) was at the point of partial implementation. Cohort IV schools, which had completed two full years of grant-funded implementation at the end of the 2004-2005 school year, were at 61% (11 of 18 schools) full implementation, 33% (6 of 18 schools) partial implementation, and 6% (1 of 18 schools) in the stage of initial staff training and development.

Based on a panel review of the 2005 State CSR Progress Reports submitted by cohort IV schools, five schools were fully funded for third year funding (2005-2006) and thirteen schools were funded with provisions. Those cohort IV schools that were funded with provisions subsequently have satisfied the provisions noted in the Progress Report review and currently receive funding.

### Ease of Program Implementation

Over three quarters (81%) of the schools implementing CSR programs in 2004-2005, found the program difficult to implement only to "some" extent. Another 16% responded that they had experienced no difficulty implementing the model. Only one of the schools (3%) in cohorts III and IV found the program difficult to implement to a "great" extent.[6]

### Barriers

The CSR evaluation questionnaire asked schools to report on the barriers that hindered implementation. Implementation barriers encountered to "some" or a "great" extent included:

[6] Within cohort III, 69% of responding schools found the CSR program difficult to implement "to some extent", 23% "not at all" difficult to implement, and 8% to a "great extent". Within cohort IV, 89% found the program difficult to implement "to some extent" and 11% "not at all" difficult to implement. This pattern of increasing ease of implementation with each additional year of experience has been consistent across annual reviews of the Colorado CSR program.

- Insufficient planning time (71% across both cohorts);
- Opposition from school staff (58% across both cohorts); and
- Staff turnover (55% across both cohorts).[7]

The challenges presented by insufficient planning time, opposition from school staff, and staff turnover have been consistent themes across CSR cohorts since the inception of the CSR program. The identification of staff opposition as a barrier contrasts with responses to other items on the evaluation questionnaire that suggest strong levels of teacher support for the CSR program. (Refer to the discussion of CSR Component 5, page 23.) Results of the Focused Grantee Conversations from the 2004 CSR Networking Day suggest that maintaining teacher enthusiasm for the program is an ongoing challenge in some schools.

Apparently, the resources available through the CSR grant program were sufficient to minimize typical barriers to school-wide reform, including inadequate funding (81% reported that this was not a barrier at all) and inadequate professional development (68% reported "not at all").

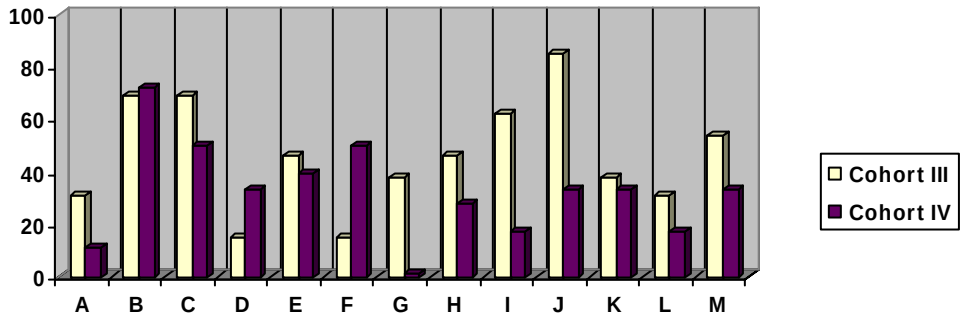
In addition, the state education policy infrastructure does not appear to present significant barriers to implementation, with 81% of schools responding that state and/of district regulations were not a barrier "at all" and 65% that alignment between the model and CSAP was not a barrier "at all". Also of note, 58% of the schools found that coordinating CSR with other school reform activities (including other grants) was not a barrier to implementation "at all".

Barriers mentioned by individual schools in their survey responses included consultant unavailability, lack of community buy-in, and the school's culture.

Figure 5 presents the percentage of schools by cohort that reported various barriers to implementing school reform to "some" or a "great" degree. The differences in experience across the cohorts are striking. Overall, cohort III schools, completing their third and final year of grant-funded implementation perceived more barriers to a greater degree than did cohort IV schools completed their second year.

[7] Results differ by cohort, with 85% of the cohort III schools identifying staff turnover as a barrier to "some" or a "great" extent. In contrast, only 33% of cohort IV schools identified staff turnover as a barrier.

**Figure 5. Barriers to Implementing School Reform Programs by Cohort**




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

*Source: CSR Evaluation Questionnaire, N=31*

### Facilitators

Schools also identified factors that assisted the implementation of their chosen school reform program. Consistent with the results in past evaluation studies, the most significant facilitators of the CSR program was a good fit between the reform model and the school's needs (identified by 68% of the schools as a facilitator to a "great" extent) and high quality professional development (identified as a facilitator to a "great" extent by 61% of the schools). In addition, 61% of the schools identified alignment between the CSR models/programs and content standards to be a facilitator to a "great" extent.

**Component 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.*

CSR respondents identified model developers and independent consultants as the primary providers of professional development in their buildings and expressed a very high degree of satisfaction with the services they received. In both their responses to the CSR evaluation questionnaire and the narrative in their 2005 State CSR Progress Reports, the CSR schools expressed strong support for coaching as an effective method of providing CSR program-related professional development. Also, through the Progress Reports, schools emphasized that the power of the CSR-related professional development lay not just in helping teachers enhance

their skills but in helping teachers adopt a common vision (and vocabulary) for reform and use consistent strategies to implement that vision within and across grade levels.

**Professional Development Providers**

Teachers in CSR schools in cohorts III and IV (N=31) received professional development related to the CSR program in 2004-2005 through:

- District staff – 85%;
- Independent consultants – 52%;
- The model developer – 42%;
- Board of Cooperative Educational Services (BOCES) – 23%;
- CDE staff – 23%;
- A comprehensive regional assistance center (e.g. McREL) – 16%;
- Teachers from another school – 13%; and
- University consultants – 10%.

Other professional development providers mentioned by individual schools included teacher leaders, literacy coaches, and an education non-profit.

Survey respondents identified the model developer and independent consultants as the *primary providers* of professional development to the CSR schools in 2004-2005. CSR schools (N=31) gave high marks to their primary professional development providers, with

- 94% of schools responding that the primary provider supplied the assistance schools needed;
- 97% of schools responding that the primary provider responded to school needs in a timely manner;
- 97% of schools responding that the primary provider supplied adequate materials necessary to the implementation of the program; and
- 94% of schools responding that the primary provider offered high quality assistance.

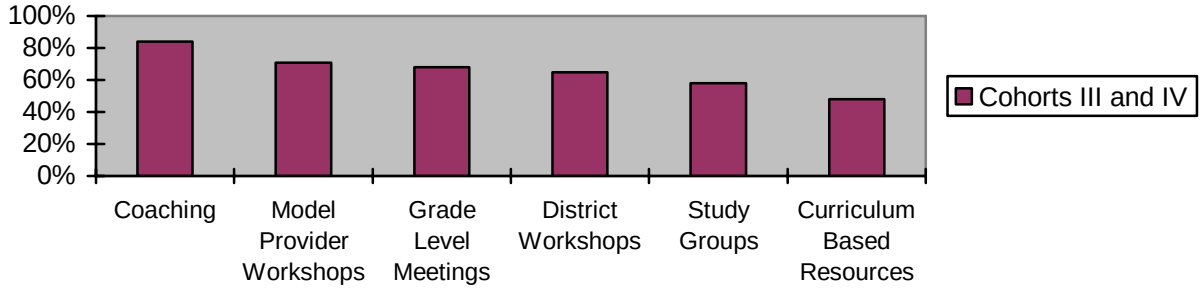
**Methods of Delivery**

CSR schools delivered professional development to their teachers through multiple methods (See Figure 6):

- Classroom based coaching – 84%;
- Workshops offered by the CSR model(s) provider –71%;
- Grade level meetings – 68%;
- Workshops offered by the district or other providers – 65%;
- School-based study groups – 58%; and
- Teacher guides or other curriculum-based resources for teachers – 48%.

Respondents rated classroom based coaching and workshops provided by the CSR model provider (in priority order) as the *most effective* methods of delivering professional development. The priority-ranking given to coaching as the most effective delivery method was reinforced by the discussion of professional development activities contained in the State CSR Progress Reports for 2004-05.

**Figure 6: Methods of Delivering Professional Development in CSR Schools**




### Training New Teachers

One focus of professional development efforts was providing training and support to new teachers (those who arrived at the school after the first year of CSR implementation) so they could learn how to implement the reform model and participate with their peers in a professional community organized around the reform model. The school respondents in cohorts III and IV used the following strategies for ensuring that new teachers were familiar with the CSR program.

- 97% offered new teachers the opportunity to observe veteran teachers implementing the model;
- 94% provided new teachers the same professional development activities as original teachers received;
- 87% selected new staff based on willingness to learn the model;
- 84% provided training packets and reading materials; and
- 48% selected new staff based on prior experience with the model.

Recognition of the value of differentiated staff development that responds to the varied needs of new and returning staff was a common theme in discussions of professional development in the 2005 State CSR Progress Reports.

### Evaluation of Professional Development

School respondents (N=31) reported the use of multiple strategies to evaluate the effectiveness of professional development related to implementation of the CSR program.

- 100% used informal teacher feedback;
- 100% used informal teacher observations;
- 100% used general observation of school climate;
- 90% used formal observations of teachers;
- 90% used attendance records of teachers at professional development activities; and
- 87% used teacher surveys/evaluations of training.

Other strategies mentioned by one or two schools were feedback from literacy coaches, teacher essays/portfolios, and teacher self-assessment of professional growth.

**Component 4 - Measurable goals and benchmarks**

*A comprehensive school reform program includes measurable goals for student academic achievement and establishes benchmarks for meeting those goals.*

### SMART Goals

As part of the competitive grant application process, applicants for CSR grants were required to articulate program objectives using SMART terminology. SMART goals/objectives are **s**pecific, **m**easurable, **a**ttainable, **r**esearch-based, and **t**ime-phased. The grant RFP also required that the goals/objectives proposed in applications submitted for CSR funding be aligned with the state's definition of Adequate Yearly Progress (AYP) under applicable federal law in the *No Child Left Behind* act.

### Meeting Grant Objectives

The 2005 State CSR Progress Reports filed by cohort III and cohort IV schools reported information relevant to the schools' success in meeting identified program objectives. To aggregate this information in a useful way, the evaluation team identified five broad categories of objectives: student achievement, professional development, parent involvement, community partnerships, and disciplinary referrals. Student achievement objectives tended to be ambitious as they were linked to the state's AYP targets. The evaluation team then reviewed the information presented in the Progress Reports to determine whether schools had met at least one of the stated objectives in that category.

Thirteen of the fifteen cohort III schools filed the third and final annual CSR State Progress Reports covering grant activities and impacts in 2004-2005. Of these 13, all had objectives related to student achievement, six had objectives related to professional development, five had objectives related to parent involvement, and two had objectives related to disciplinary referrals. For cohort III as a whole:

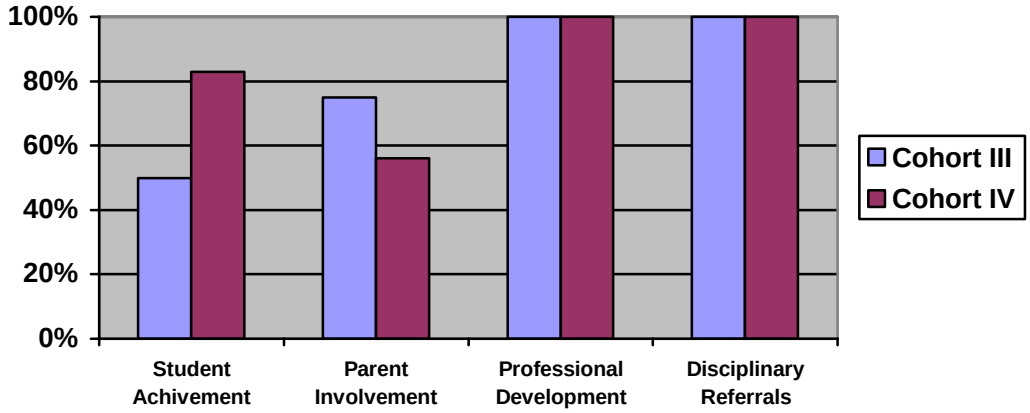
- 46% (six of 13 schools) met at least one objective in the student achievement category;
- 80% (four of the five schools) met at least one objective in the parent involvement category;
- 100% (six of six schools) met at least one objective in the professional development category; and
- 100% (three of three schools) met at least one objective in the disciplinary referral category.

All 18 of the schools in cohort IV filed their second annual CSR State Progress Report covering grant activities and impacts in 2004-2005. Of these 18 schools, all 18 included objectives related to student achievement, nine had objectives related to parent involvement, nine had objectives related to professional development, and one had objectives related to disciplinary referrals. For cohort IV as a whole:

- 83 % (15 of 18 schools) met at least one objective in the student achievement category;
- 56 % (five of nine schools) met at least one objective in the parent involvement category;
- 100% (nine of nine schools) met at least one objective in the professional development category; and
- 100% (one of one school) met at least one objective in the disciplinary referral category.

Figure 7 shows the percentage of schools that met at least one of their objectives in each category, as applicable.

**Figure 7. CSR Program Objectives Met in 2004-2005 by Category**




**Component 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.*

### Teacher Support for CSR Program

The 2005 CSR evaluation questionnaire asked respondents to identify the percentage of teachers in the school that supported and worked toward full implementation of the CSR model or program during the 2004-2005 school year. The average percentage across both cohorts was 91.3%. The range was 40% to 100%. The mode was 100%. This is a higher average level of support across all CSR schools in the evaluation study than in previous years, which was consistently about 80%.

**Component 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.*

### Support for Staff

In the teacher survey administered as part of the 2003-2004 State CSR evaluation, teachers in cohorts III and IV 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).

The 2005 State CSR Progress Reports and the 2005 CSR Networking Day focused conversations also provided information about how the CSR program supports staff. A common theme in both was the positive impact of the CSR program in enhancing professional collegiality and reducing teacher isolation. In many schools, the CSR program was the vehicle for "getting all teachers on the same page", providing a common vision and vocabulary for reform. Another contributing factor was that program professional development was designed not just to convey a discrete body of information to teachers, but also to enliven the way that teachers interact with one another. This was accomplished through the intentional creation of opportunities for teachers to work together to identify best practice, problem solve, and share expertise. It also involved building teacher capacity to take on leadership, coaching or other roles.

**Component 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.*

CSR schools used multiple strategies to engage parents in the life of the school and in their students' academic work. Nearly all schools saw these strategies contribute to improvements in the level and quality of parent involvement in their schools, but significant barriers to parent involvement continue to exist.

**Strategies Used/Barriers**

All but one of the cohort III and IV CRS schools that responded to the evaluation survey (N=31) used multiple strategies as part of the CSR program to involve and engage families and/or community member. The parent involvement strategies used were:

- Regular communications from the school – 84%;
- Working at home with students on homework or other activities – 81%;
- Activities to help families and the school work together more effectively – 77%;
- Training/support to help parents assist their child's learning at home – 75%;
- A CSR grant-funded parent liaison – 66%;
- Program Planning and/or decision-making – 65%;
- A parent/family liaison – 65%;
- Volunteering in the classroom and/or school – 58%; and
- Fundraising activities – 45%.

The overall percentages of schools implementing these various parent involvement strategies was higher than the percentages reported by schools in connection with the 2003-2004 evaluation.

Schools identified the following barriers that impeded efforts to engage parents and community members through the CSR program or model (N=31):

- 90 % - Lack of time on the part of parents ;
- 61% - Lack of interest on the part of parents;
- 45% - Cultural barriers;
- 42% - Language barriers;

- 19% - Lack of communication/outreach on the part of school; and
- 3% - Parents do not feel welcome or comfortable at school.

**Impact**

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

- Parent attendance at conferences – 94%;
- Parent attendance at school functions – 94%;
- Parent involvement in school-based decision making groups – 84%;
- Availability of communications for parents whose primary language is not English – 68%;
- An effectively functioning PTA, PTO or other parent organization – 61%;
- Surveys or focus groups that gather input/feedback from parents – 58%; and
- Number of hours volunteered by parents – 35%.

Looking at all the relevant indicators of parent involvement that their schools track, the majority of CSR survey respondents (52%) stated that the CSR model had improved their ongoing efforts to engage parents and community members to "some" degree. Forty-five percent of the schools characterized the program's impact as improvement to a "great" extent and 3% as "not at all." When the focus shifted to preparing parents to work more effectively with their children at home, 73% of the responding schools (N=30) stated that the CSR program had enhanced school efforts to "some" degree, 20% to a "great" degree and 7% "not at all."

As part of the CSR Networking Day held in spring 2005, representatives from CSR schools shared their ideas for increasing family and community involvement. Among the promising practices mentioned:

- Offer parent events at a variety of times to accommodate diverse schedules, e.g. early morning sessions (breakfast with the principal);
- Value home language by offering interpretation, translation of documents into Spanish;
- Provide students with books and/or math implements to use at home;
- Offer food and feature student exhibitions or performances (music, drama, art, writing) to draw parents to school events;
- Involve students in parent-teacher conferences to increase parent participation;
- Offer ESL classes for parents; and
- Sponsor literacy or math nights through which parents can learn specific tools (aligned with what's going on in the classroom) to support their children's learning.

**Component 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.*

The grant RFP for the Colorado CSR program requires applicants to 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. The perspective provided by qualified external assistance providers is invaluable in keeping school reforms on track. External technical assistance providers offered a wide range of resources and experience, helped schools avoid reform pitfalls and setbacks, and problem-solved issues that did arise. The primary source of CSR schools' external technical support was the designer and provider of the CSR model being implemented in the schools. The other major category of

external assistance providers was independent consultants. Local Education Agencies (LEAs) also contributed support. A common trend across cohort III and IV schools was to employ intensive external assistance in the first year of implementation and move to a more school-based (and sustainable) implementation structure in subsequent years.

### Support from Primary Assistance Provider for CSR Programs

CSR Evaluation Questionnaire respondents identified the model developer and independent consultants as the *primary providers* of technical to the CSR schools in 2004-2005. Schools identified both the types of technical assistance they received from their primary providers and the adequacy and quality of that assistance.

With regard to the type of assistance provided by the *primary* technical assistance provider:

- 100% of the schools received professional development;
- 94% received curriculum materials;
- 94% received assistance with aligning and articulating instruction/ and curriculum within and among grade levels;
- 94% received assistance aligning the CSR program to the school's curriculum or standards;
- 90% addressed building a professional leaning community;
- 81% addressed strengthening the school's governance or decision-making; and
- 77% addressed enhancing parent engagement, involvement strategies and activities.

Schools express high levels of satisfaction with both the quality and the adequacy of the support they received from the primary assistance provider.

### Support from District

In applying for CSR funding on behalf of one or more schools, the local education agency (LEA), or consortium of LEAs, as appropriate, was required to describe its commitment to support the effective implementation of the comprehensive school reforms selected by those schools. This requirement recognizes that school districts are in a unique position to provide technical assistance to CSR schools. Because of their control of district infrastructures, policies, and procedures, LEAs can participate in reform efforts by providing both guidance and flexibility. They can align district-arranged professional development with school reform initiatives. LEAs can also provide practical assistance with budgeting and resource reallocation. In addition, school districts can sometimes waive non-essential district requirements and allow schools to modify some procedures. CSR funds provide financial incentives for reform, but schools can sustain those initiatives only with substantive support at the district level.

Schools districts or LEAs supported cohort III and IV schools as they implemented their CSR programs in the following ways:

- 97% provided release time for the school's teachers to participate in CSR activities;
- 90% provided professional development consistent with the CSR program;
- 90% secured additional resources for implementation of CSR program;
- 84% helped problem solve implementation issues with school leaders and staff;
- 84% helped schools administer and interpret a needs assessment as part of the application process;
- 58% provided grant writing support to the school;
- 52% helped schools select CSR reform model/program; and
- 52% helped schools negotiate with the model/program provider.

Nearly all (97%) of school survey respondents expressed satisfaction with the district support received, 48.5% to "some" extent, and 48.5% to a "great" extent.

### Other Support Needed by CSR Schools

The 2004-2005 CSR evaluation questionnaire included an open-ended question asking respondents what further support or assistance would have been most helpful in implementing the program. Interestingly, the responses did not identify categories of support that had been missing altogether, but concerned the desire for a greater intensity of the interventions that had been applied:

- Another literacy coach;
- More days of support from professional provider;
- More time to collaborate; and
- More time to implement CSR program.

**Component 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.*

### Evaluation Process

The initial application grant process required CSR schools to articulate a plan for the annual evaluation of the implementation of the reforms. Grantee schools subsequently report evaluation data through annual Progress Reports, the satisfactory review of which is tied with continuation funding for the next grant year. Significantly, the progress reporting format is designed to encourage schools to apply data not only for purposes of determining whether the program objectives had been met, but also for identifying opportunities to fine tune their implementation plans to address unexpected issues and to make midcourse corrections.

### Using Evaluation Data in Decision-Making

Nearly all (94%) of the schools in cohort III and IV indicate that the CSR program has driven major changes in the areas of data analysis and data-driven instruction in their schools. The State CSR Progress Reports filed by the schools over time document an increasing maturity in their capacity to analyze data and to apply data to making refinements in the design of the CSR program and in the delivery of instruction within and across classrooms. A theme that emerged clearly across the 2005 Progress Reports submitted by both cohorts was the schools' commitment to identify and administer assessments that provide diagnostic information that teachers can use to differentiate instruction to address the learning needs of individual students. Several schools also addressed the desire to describe the impact of CSR in ways that are not limited to quantitative data.

Without question, CSR schools have applied annual evaluation data to refine their implementation plans and improve program administration, responding to identified gaps and new opportunities. Specifically, schools in both cohorts III and IV (N=31) have fine-tuned their implementation strategies in the following ways since program inception:

- 87% introduced new instructional strategies;

- 87% adjusted the content of professional development;
- 55% increased the number of teachers using model;
- 52% altered scheduling;
- 48% changed the assessment(s) used to track student progress;
- 45% expanded the CSR program's curricular focus to include other subjects;
- 26% changed goals/benchmarks for student performance;
- 26% expanded the program's focus to include more grade levels in the school;
- 23% changed the CSR program's evaluation plan; and
- 23% changed school structure.

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 five schools (16%) indicating in 2005 that they had made no changes in their approach to program implementation since the prior year.

**Component 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.*

### Leveraging Resources

The annual progress reporting process, through which CSR grantees seek continuation funding for the next year, requires schools to state how they are coordinating and leveraging funds from a variety of sources to implement their CSR programs. The Colorado CSR schools combined CSR grants funds with several other types of resources to implement and develop the roots to sustain their programs. One category of resources takes the form of community partnerships that provided CSR schools with volunteers, facilities, expertise and other resources. Other funding sources that CSR schools leveraged to implement their comprehensive school designs included Title I, Read to Achieve (a state literacy initiative), Colorado Reading First, district initiatives (e.g. bond/mill levy funds, professional development dollars), support from model providers (e.g. Outward Bound), Expelled/At-Risk grants, Title X-Homeless grants, grants from private foundations (e.g. The Daniels Fund), and 21st Century Community Learning Center grant funds. One potential barrier to leveraging grant funds from several sources is when individual grant programs have very specific implementation requirements that drive a specific program design.

In cohort IV, coordination of resources took the form of a consortium approach to comprehensive school reform. Seven of the cohort IV grantees are implementing a common "homegrown" CSR model, focused on Differentiated Curriculum, Instruction and Assessment, under the leadership of the East Central Board of Cooperative Educational Services. The consortium framework provides the participating schools with teacher support and development resources to which schools their size would not ordinarily have access.

### Sustainability

One focus of concern in any grant-funded program is sustaining the momentum and impact of reforms after grant funding ends. The investments made in acquiring books and other materials and in building teacher capacity (in terms of both leadership and specific skills) will remain in place and support continued implementation after the grant term ends. Similarly, the new

structures that some schools adopted to enhance school leadership and decision-making will endure. A few schools also identified significant shifts in their school culture or climate that will endure past the CSR term.

Cohort III and IV schools indicated they plan 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 – 84%;
- Receiving district support – 74%;
- Leveraging other federal and state funds – 74%; and
- Pursuing other grant opportunities – 71%.

Thirteen percent of the responding schools expressed concern that the school would not be able to sustain implementation without the federal CSR grant funds.

The focused conversations held in conjunction with the 2005 CSR Networking Day generated these ideas for strategies or resources to sustain CSR programs at the end of the three-year grant term:

- Create a Teacher Best Practices Video;
- Create an observation tool for classroom evaluation tool that reflects CSR changes;
- Provide coaching, e.g. mandatory Literacy Coach, multi-age Literacy Coach;
- Use block scheduling to create bigger chunks of instructional time;
- Dialogue with Critical Friends (on contract time);
- Establish climate of trust to determine future direction;
- Place coaches on leadership team;
- Implement DuFour's Professional Learning Community framework;
- Maintain focus, embed "good" stuff;
- Protect what works;
- Create structures for teachers and coaches to share classroom practice/success, perhaps by using special teachers to cover students;
- Educate the larger community regarding the need for and impact of additional professional development time;
- Support transition of change within community by
  - Highlighting program in local press;
  - Inviting in guest readers;
  - Visiting service organizations; and
  - Modeling some program strategies with adults; and
- Expand leadership team by including district.

**Component Eleven - 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.*

### Definitions of "Proven Methods" and "Scientifically Based Research"

The state competitive grant process for the CSR program was designed to ensure that funded applications addressed each of the 11 components of CSR and that the programs proposed incorporated strategies, methods and practices that either (a) have been found, through scientifically based research[8], to significantly improve the academic achievement of participating children; or (b) have been found to have strong evidence[9] that they will significantly improve the academic achievement of participating children.

### Benefits Gained from CSR Programs

Part IV of this report, which immediately follows this section, sets out the student and school achievement outcomes of CSR schools.

To enrich this perspective of program impact, the evaluation questionnaire for cohort III schools, which completed their third and final year of the grant during the 2004-2005 school year, asked

[8] *Scientifically based research*, as defined in section 9101(37) of the ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. To meet this standard, the research must

- Employ systematic, empirical methods that draw on observation or experiment;
- Involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Rely on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Be evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls
- Ensure that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- Have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

9 "Strong evidence" defines a less rigorous standard than scientific research based evidence. Practices, strategies and programs that demonstrate "strong evidence" of positive effects lack a broad research base that meets the criteria established in the definition of scientifically based research. Strong evidence is derived from a combination of high quality and reasonably high-quality research studies that demonstrate relevance, significance and consistency. In the absence of scientifically based research on the effects of comprehensive reform programs, schools are required to use the "strong evidence" standard by which to judge the quality of their programs.

the schools to look back over the entire term of the CSR grant and identify the benefits they had gained from implementation. Of the 13 schools that responded to this question,

- 100% experienced enhanced teacher quality through professional development;
- 92% saw an increased focus on meeting the academic needs of all students;
- 92% saw evidence of increased/improved interaction with parents and families;
- 85% saw an increased focus on student achievement of standards;
- 85% experienced increased collaboration and professional community among staff;
- 69% saw more coherence across reform efforts;
- 69% experienced enhanced quality in the school's curriculum;
- 69% saw an increased emphasis on the effective use of technology in instruction; and
- 62% saw more effective building leadership.

Cohort III schools also were asked to characterize the cumulative (three-year) impact of the CSR program on their school as a learning community. Ten of the 13 responding schools (77%) described the impact as "very positive". The remaining three schools (23%) described the cumulative impact of the CSR program as "positive".

One of the focused conversations during the spring 2005 CSR Networking Day was organized around the issue of program impact. Participants in this conversation identified the following factors that contributed to the beneficial impact of the CSR program:

- Offers school-wide, "big picture" focus;
- Unifies teachers – common purpose, common language, common strategies;
- Changes environment;
- Focuses on using data more;
- Focuses on building school's capacity, growing own talent, building internal expertise;
- Aligns of program to state standards, state assessments; and
- Provides effective professional development, especially the use of literacy coaches. Teachers are learning new strategies and implementing them.

# Part IV. Student Achievement in CSR Schools

The most important measure of student achievement in the state and federal accountability systems is student performance on the Colorado Student Assessment Program (CSAP). This section provides CSAP data for schools over time, compared to several useful benchmarks. It also applies several other lenses to the issue of student achievement in CSR schools: Title I School Improvement Status, the School Accountability Report ratings issued annually by the Colorado Department of Education, and the progress of CSR schools toward making the targets for Adequate Yearly Progress set out in the federal *No Child Left Behind* act.

### Colorado Student Assessment Program

A review of each school's CSAP results over time reveals their progress on this key measure of academic achievement. Appendix A includes tables for each state math and reading assessment administered that display CSAP results for each school over time. These tables include the district average score as one benchmark for performance. Appendix A also provides graphs that compare the CSAP scores of CSR schools over time, compared with two benchmarks – the average for all Title I schools statewide and the average for all school statewide.

It is important to note that the number of students taking the CSAP test is very small in several of the CSR schools (Refer to Table 1 for enrollment figures). The smaller the sample, the more a single score can skew the results and the more variability there is from year to year based on the movement of individuals in and out of the group. The reader should consider the influence of sample size when reviewing the data. The CSAP scores shown in Appendix A are "raw" scores.

Overall, CSR schools tended to outperform the Title I schools but rarely met or exceeded the average state score. The Title I schools provide a better comparison group for the CSR schools than the state overall because the school demographics and baseline data are more comparable.

Tables containing the CSAP writing scores for CSR schools can be found in Appendix B. The CSAP scores shown in Appendix B are "raw" scores.

### Adequate Yearly Progress

Adequate Yearly Progress (AYP) is an accountability measure for schools, districts and the state. One of the major goals of *No Child Left Behind* is for all students to be proficient in reading and math by 2014. AYP measures the progress schools are making towards reaching this goal.

The Colorado Department of Education (CDE) sets the guidelines and targets for determining AYP. In order for a school to make AYP, all of the following requirements must be met:

1. Achieve a 95% participation rate in state reading and math assessments.
2. Reach targets for either proficiency or decrease non-proficiency in reading and math.
3. Reach targets for one other indicator - advanced level of performance in reading and math for elementary and middle schools, and graduation rate for high schools.

AYP is also determined for the following subgroups: White, Hispanic, Black, Asian, Native American, Economically Disadvantaged students, English Language Learners, and Students with Disabilities, if the school has 30 or more students in the subgroup for two consecutive years.

If any one of these subgroups does not meet a target, the school will not make AYP. The performance targets are the same for all subgroups. [10] The AYP determinations for schools that receive Title I funds carry a series of consequences, described in the following section of the report.

AYP performance targets increase every three years, so that by 2014 the target will be 100 percent of students scoring proficient. In 2005, performance targets increased from five to thirteen percentage points, depending upon the grade level and content area. Because of this increase, *it is possible that a school that showed growth across the board in reading and math in 2005 still may not have made AYP.*

Statewide, 75% of schools in Colorado made AYP for 2004-2005. This compares to 79% in 2003-2004 (when performance targets were lower). If performance targets had remained constant, 80% of Colorado schools would have made AYP.[11]

Of the 15 schools in cohort III, 5 (33%) made AYP in math, 6 schools (40%) made AYP in reading, and five (33%) made AYP overall. Of the 18 schools in cohort IV, 12 (67%) made AYP in math, 14 (78%) in reading and 12 (67%) overall. Combined, 52% of the schools in cohorts III and IV made AYP in math, 61% in reading and 52% overall. Scores for individual schools are presented in Table 2.

**Table 2: CSR Schools that Met AYP in Math and Reading – 2005**

| SCHOOL NAME | Made Reading | Made Math | MADE AYP |
|---|---|---|---|
| **Cohort III** | | | |
| Baker Central School | No | No | No |
| Cole Middle School | No | No | No |
| Colorado School For Deaf And Blind | No | Yes | No |
| Columbine Elementary School | Yes | Yes | Yes |
| Dupont Elementary School | Yes | Yes | Yes |
| Horace Mann Middle School | No | No | No |
| Lake Middle School | No | No | No |
| Longfellow Elementary School | Yes | Yes | Yes |
| Manaugh Elementary School | No | No | No |
| North High School | No | No | No |
| Rishel Middle School | No | No | No |
| Sable Elementary School | No | No | No |
| Stratton Elementary School | Yes | Yes | Yes |
| Walsenburg Middle School | Yes | Yes | Yes |
| Wheat Ridge Middle School | No | Yes | No |

[10] Colorado Department of Education (CDE), www.cde.state.co.us/fedprograms/ayp/index.asp. Accessed via the World Wide Web November 21, 2005. Denver, CO: CDE.
[11] Colorado Department of Education (CDE), http://www.cde.state.co.us/fedprograms/ayp/download/AYPPressRelease0405.doc. Accessed via the World Wide Web November 21, 2005. Denver, CO: CDE.

**Table 2: CSR Schools that Met AYP in Math and Reading – 2005 (Continued)**

| SCHOOL NAME | Made Reading | Made Math | MADE AYP |
|---|---|---|---|
| **Cohort IV** | | | |
| Bennett High School | Yes | Yes | Yes |
| Bennett Middle School | Yes | Yes | Yes |
| Bethune Junior-Senior High School | Yes | Yes | Yes |
| Billie Martinez Elementary School | No | Yes | No |
| Federal Heights Elementary School | Yes | Yes | Yes |
| Hi Plains Undivided High School | Yes | Yes | Yes |
| Jefferson Middle School | No | No | No |
| Karval Junior-Senior High School | Yes | Yes | Yes |
| Lake County High School | No | No | No |
| Laredo Elementary School | No | Yes | No |
| Laurel Elementary School | Yes | Yes | Yes |
| Pioneer Bilingual Elementary School | Yes | Yes | Yes |
| Prairie Creeks Charter School | No | No | No |
| Red Canyon High School | Yes | Yes | Yes |
| Silverton Elementary School | Yes | Yes | Yes |
| Smiley Middle School | No | No | No |
| Wiggins Elementary School | Yes | Yes | Yes |
| Woodlin Undivided High School | Yes | Yes | Yes |

*Source: Colorado Department of Education*

### CSR Schools Identified for School Improvement under Title I

The Colorado Department of Education and local school districts are required to intervene in schools that fail to meet AYP targets over time. These progressively more comprehensive interventions are identified as “School Improvement”, “Corrective Action”, and “Restructuring”. Being identified as a school in need of any of these interventions allows the school to access assistance in identifying and addressing instructional issues that prevent students from attaining proficiency in the core academic subjects of reading and mathematics. The school improvement process and timeline are designed to create a sense of urgency about reform and to focus identified schools on quickly and efficiently improving student outcomes.

In the first year of School 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 of seven 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. After correction action comes restructuring status. In the first year, restructuring planning, the LEA must make a plan to restructure the school while continuing to ensure that options related to choice and supplemental tutoring are still available to parents. The final intervention is

restructuring-implementation. If a school misses AYP for six or more years, the LEA must implement the restructuring plan.[12]

Table 3 shows the Title I School Improvement status of CSR schools during each year of their CSR grant. Cohort III schools completed their third and final year of grant-funded implementation of the CSR program in 2004-2005. No schools in cohort III that were on School Improvement or Corrective Action in 2004 improved their designation after the 2004-2005 school year. The four cohort III schools that were on Corrective Action last year (2004) were placed in Restructuring Planning. The two cohort III schools placed on School Improvement status last year continued in that status for the second year.

In 2005, after two years of CSR implementation, one cohort IV school pulled itself out of "school improvement" status. The two cohort IV schools that were on Corrective Action last year (2004), remained in that status for a second year in 2005.

**Table 3. CSR Schools Identified for School Improvement under Title I**

● = In Need of Improvement ⊙ = Corrective Action RP – Restructuring Planning
N/A = Not applicable, no Title I funds received

**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 | N/A |
| Cole Middle School | Denver 1 | ● | ● | ⊙ | RP |
| 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 | ● | ● | ⊙ | RP |
| Lake Middle School | Denver 1 | ● | ● | ⊙ | RP |
| Longfellow Elementary | Salida R-32 | | | | |
| Manaugh Elementary | Montezuma-Cortez | ● | ● | ● | ⊙ |
| North High School | Denver 1 | | | ● | ● |
| Rishel Middle School | Denver 1 | ● | ● | ⊙ | RP |
| Sable Elementary | Adams Arapahoe 28J | | | | |
| Stratton Elementary | Stratton R-4 | | | | |
| Walsenburg Middle School | Huerfano Re-1 | | | | |
| Wheatridge Middle School | Jefferson County R-1 | | | ● | ● |

[12] Colorado Department of Education (CDE), (2005*). NCLB- School Improvement.* Accessed via the World Wide Web November 21, 2005 www.cde.state.co.us/fedprograms/improvement/schimp.asp.. Denver, CO: CDE.

**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 | N/A | |
| Bethune Jr./Sr. High | Bethune R-5 | | | N/A | |
| Billie Martinez Elementary | Greeley 6 | ● | ⊙ | ⊙ | |
| Federal Heights Elementary | Northglenn-Thornton 12 | ● | ⊙ | ⊙ | |
| High Plains Undivided | Hi-Plains R-23 | | | N/A | |
| Jefferson Middle School | Rocky Ford R-2 | ● | | | |
| Karval Jr./Sr. High | Karval Re-23 | N/A | N/A | N/A | |
| Lake County High School | Lake County R-1 | N/A | 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 | N/A | |
| Red Canyon High School | Eagle County Re-50 | N/A | 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 | | | N/A | |

*Source: Colorado Department of Education*

## 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 categories (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 overall academic performance ratings are based on the results of the CSAP assessments, and for high schools, the results of the ACT assessment, obtained by non-excluded students enrolled at the school.[13] Academic performance ratings are calculated and assigned separately for schools within each level (e.g., elementary, middle, and high school) to ensure that

[13] Scores from all 2005 CSAP tests (CSAP reading, CSAP mathematics, CSAP writing, and CSAP science) and the 2005 ACT assessments are used to calculate the overall academic performance ratings. For the American College Test assessment, the rating includes the reading, English (writing) and math sub0scores. CDE statistically combined the percentages of students achieving various levels of proficiency at each grade level to calculate a score for each academic assessment. In calculating the school's overall academic performance rating, the SAR analysis includes the Spanish CSAP results, and excludes students new to the school after October 1, 2004, limited-English proficient students attending Colorado public schools for a short amount of time, and students eligible for taking an alternate assessment do not have their scores included in the school's SAR rating.

elementary schools are compared to other elementary schools, middle schools to other middle schools, and high schools to other high schools. Performance ratings are assigned based on the following distribution: Excellent = Top 8% (and ties at the lowest eligible score); High = Next 25% (and ties at the lowest eligible score); Average = Next 40% (and ties at the lowest eligible score); Low = Next 25% (and ties at the lowest eligible score); Unsatisfactory = Lowest 2%. The ratings are not related to academic growth.

The SAR rating is different than the AYP rating is several key respects. First, AYP measures only reading and math. The SAR-rating includes all CSAP test subject areas as well as ACT scores. Second, AYP disaggregates data by subgroups; the SAR rating aggregates all scores. Third, AYP is an all or nothing proposition – a school either makes the statewide target or does not. In contract, the SAR rating uses five performance levels and three improvement levels that are capable to showing finer distinctions in school performance over time.

Beginning with the 2005 School Accountability Reports, the reports included an Academic Growth rating. This new category was added to show whether students' performance at a school has improved or declined from the prior year. Academic growth is not related to the school's overall performance rating. There are five rankings: Significant Improvement, Improvement, Stable, Decline, Significant Decline, and Decline.[14]

Table 4 sets out the SAR ratings for schools implementing CSR programs in 2004-2005. The table presents the ratings over time and against a baseline (the year prior to launch of the CSR program.)

[14] For an explanation of the methodology CDE applied to determine the Academic Growth Rating, see http://www.cde.state.co.us/cdeassess/SAR/2005/Academic_Growth_of_Students_new.htm.

**Table 4. SAR Academic Performance and Academic Growth Ratings for CSR Schools**
*Rating Key:* E = Excellent, H = High, A = Average, L = Low, U = Unsatisfactory
*Academic Growth Symbols:* ↔= Stable, ↗ = Improvement, ↑ = Significant Improvement, ↙ = Decline, ↓ = Significant Decline
*Source:* Colorado Department of Education

**Cohort III (Award Date 7/02)**

| School Name | LEA/District | Baseline (2002)[15] | After Year 1 of grant (2003) | After Year 2 of Grant (2004) | After Year 3 of Grant (2005) | Academic Growth Rating (2005) |
|---|---|---|---|---|---|---|
| Baker Central School | Fort Morgan Re-3 | L | L | L | L | ↙ |
| Cole Middle School | Denver 1 | U | U | U | | |
| Co School for Deaf and Blind[16] | Colorado Dept. of Education | No Rating | No Rating | No Rating | No Rating | No Rating |
| Columbine Elementary | Fort Morgan Re-3 | A | A | A | A | ↙ |
| Dupont Elementary | Adams County 14 | L | L | L | L | ↙ |
| Horace Mann Middle School | Denver 1 | L | L | L | L | ↔ |
| Lake Middle School | Denver 1 | L | L | L | L | ↙ |
| Longfellow Elementary | Salida R-32 | A | H | H | A | ↗ |
| Manaugh Elementary | Montezuma-Cortez | L | L | L | L | ↔ |
| North High School | Denver 1 | L | L | L | L | ↙ |
| Rishel Middle School | Denver 1 | L | L | L | L | ↙ |
| Sable Elementary | Adams Arap 28J | L | L | L | L | ↑ |
| Stratton Elementary | Stratton R-4 | H | H | H | H | ↑ |
| Walsenburg Middle School | Huerfano Re-1 | L | L | L | L | ↗ |
| Wheatridge Middle School | Jefferson County R-1 | L | L | L | L | ↓ |

[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.

[16] The Colorado School for the Deaf and the Blind is exempted by state law from receiving a School Accountability Report.

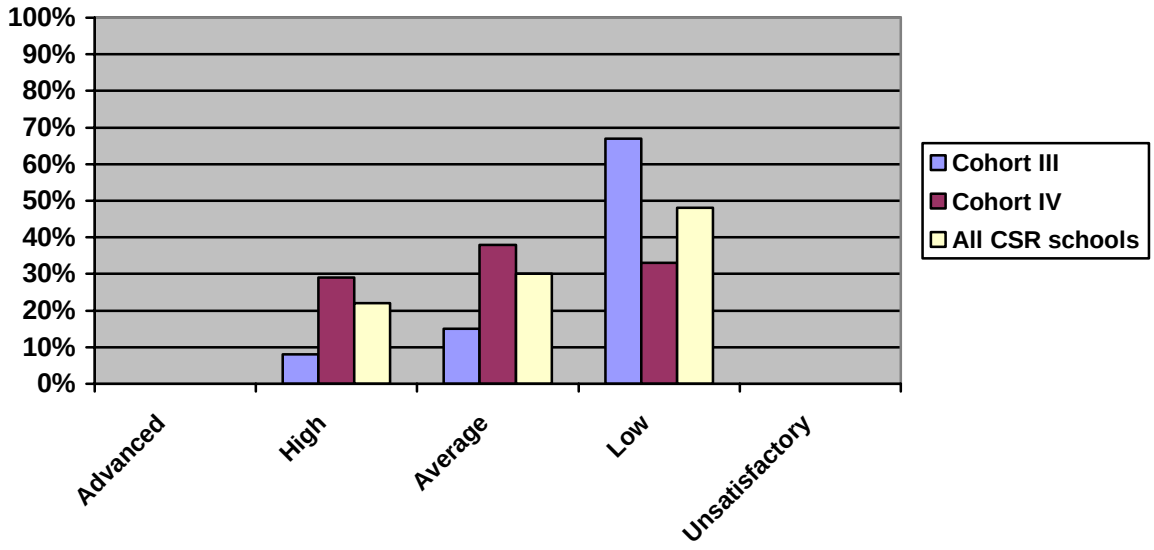
## Cohort IV (Award Date 7/03)

| School Name | District / Grade Level | Baseline (2003) | After Year 1 of grant (2004) | After Year 2 of Grant (2005) | Academic Growth Rating (2005) | After Year 3 of Grant (2006) | Academic Growth Rating (2006) |
|---|---|---|---|---|---|---|---|
| Bennett Middle | Bennett 29J | A | A | A | ↔ | | |
| Bennett High School | Bennett 29J | A | A | A | ↙ | | |
| Bethune Jr./Sr. High | Bethune R-5 7-8 | A | H | H | ↙ | | |
| | 9-12 | A | H | A | ↔ | | |
| Billie Martinez Elementary | Greeley 6 | L | L | L | ↓ | | |
| Federal Heights Elementary | Northglenn-Thornton 12 | L | L | L | ↗ | | |
| High Plains Undivided | Hi-Plains R-23 7-8 | A | H | H | ↙ | | |
| | 9-12 | A | H | H | ↔ | | |
| Jefferson Middle School | Rocky Ford R-2 | L | A | A | ↔ | | |
| Karval Jr./Sr. High | Karval Re-23 | H | H | H | ↑ | | |
| | | H | H | H | ↔ | | |
| Lake County High School | Lake County R-1 | A | L | L | ↔ | | |
| Laredo Elementary | Adams Arapahoe 28-J | L | L | L | ↗ | | |
| Laurel Elementary | Poudre R-1 | A | A | A | ↔ | | |
| Pioneer Bilingual Elementary | Boulder Valley RE-2 | L | A | A | ↙ | | |
| Prairie Creeks Charter | Strasburg 31J | L | L | L | ↓ | | |
| Red Canyon High School | Eagle County Re-50 | L | L | A | ↙ | | |
| Silverton Elementary-High School | Silverton 1 1-5 | L | L | L | ↑ | | |
| | 6-8 | No Rating | L | L | ↗ | | |
| | 9-12 | A | L | A | ↑ | | |
| Smiley Middle School | Denver 1 | L | L | L | ↙ | | |
| Wiggins Elementary | Wiggins Re-50(j) | A | A | A | ↗ | | |
| Woodlin Undivided | Woodlin R-104 7-8 | L | A | H | ↑ | | |
| | 9-12 | L | A | H | ↗ | | |

*SAR Academic Performance Ratings.* Of the 15 cohort III schools, 13 received SAR ratings and academic growth ratings. Of these, 10 schools (67%) received a "low" rating, two schools (15%) received an "average" rating, and one school (8%) received a "high" rating,

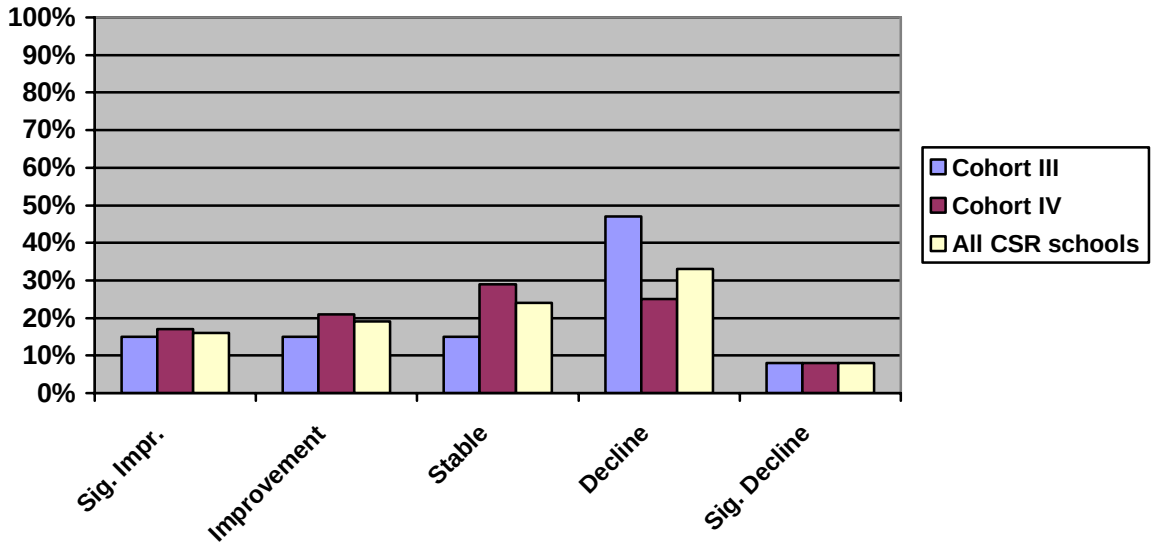
The 18 schools in cohort IV received 24 SAR academic performance ratings because several schools in cohort IV crossed grade level categories. Of the 24 ratings received by cohort IV schools, nine (38%) were "average", eight (33%) were "low" and seven (29%) were "high". No CSR school received an "unsatisfactory" rating in 2005. Figure 8 shows the distribution of SAR academic performance ratings for each cohort individually and for both cohorts combined.

**Figure 8. Distribution of SAR Academic Performance Ratings, 2005**




*SAR Academic Growth Ratings.* In cohort III, six schools (47%) showed a decline in students' performance from the prior year, two schools each (15%) showed stable, improvement and significant improvement in student academic growth, and one school (8%) showed a significant decline in student academic growth. In cohort IV, seven schools (29%) showed stable academic growth, six schools (25%) showed a decline in students' performance, five schools (21%) showed improvement, four schools (17%) showed significant improvement, and two schools (8%) showed significant decline. Figure 9 shows the distribution of SAR academic growth ratings for each cohort individually and for both cohorts combined.

**Figure 9. Distribution of SAR Academic Growth Ratings, 2005**



# Part V. Administration of the Colorado CSR Program

### Technical Assistance from CDE

CDE used a variety of strategies to inform districts and schools about the CSR program and the opportunity to apply for CSR grants. To assist schools in making good decisions about the reform models to pursue, CDE held several meetings for schools during the planning process. CDE provided written information about many model providers and disseminated various resources (including self-assessment tools) to help schools match their needs with the offerings of model providers. The department also sponsored a grant-writing workshop and offered schools the support of on-call consultants in grant writing at no cost to the schools.

To help the CSR sites implement their plans effectively, CDE provided several forms of ongoing technical assistance. These included an orientation for new grantees, annual networking days, CSR updates disseminated through listservs, and the assignment of CSR advocates. The advocates were CDE staff members who had an interest in working with a particular school or reform model. The advocates checked in with the schools periodically to provide a useful "outside" perspective on issues of concern to the schools and also to serve as a point of contact for questions about the administration of the program.

The CSR program director was responsible for overall administration of the program. In addition to overseeing the delivery of state-level technical assistance, the director's' responsibilities included making regular monitoring visits to the schools; overseeing the State CSR Progress Report review process, including following up on conditions or provisions that were set through the review process; and responding to grantee questions and concerns about program implementation, including budget requirements.

Overall, CSR schools indicated satisfaction with the level of technical assistance provided by CDE for the CSR program. Of the 31 cohort III and IV schools that responded to the 2004-2005 evaluation questionnaire, 29% rated the quality of that assistance as "high", 42% "moderate" and only 3% as low. The remainder of the schools (26%) answered this survey question with a "non-applicable" response.

Over 90% of survey respondents expressed satisfaction to a "great" or "some" extent with the accessibility, helpfulness and timeliness of the support they received from CDE staff. In response to an open-ended survey question about what other kinds of assistance from CDE would have been helpful, respondents answered:

- Understanding on the part of CDE that change in building administration creates a new learning curve for the building; and
- Change in timeframe for reporting data to CDE, May is too early.

A second open-ended question soliciting any feedback that respondents would like to offer regarding administration of the CSR program yielded these responses:

- CDE staff does a great job; the CSR unit is well organized;
- Timing of Progress Reports is most challenging, falling at the busiest time of the year;
- An earlier date for the Networking Day focused on the reporting process would be helpful; and
- Consider checking in with schools after their grant cycle ends to see how they are progressing.

### Progress Reporting and Evaluation Questionnaire

Nearly three quarters (71%, N=31) 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 19% responded that CDE had communicated its expectations to “some” extent.

One of the focused conversations at the 2005 CSR Networking Day concerned the CSR State Evaluation Surveys and the State CSR Progress Reports. The following suggestions were made:

- Consider doing progress report data collection online – the system could ask whether or not each goal was met, progress was made, or progress was not made and why or why not.
- Collect more feedback from readers of Progress Reports to give back to grantees. Reader feedback can be used in an iterative process to make program decisions.
- Reconsider biannual administration of parent and teacher surveys; last year the survey of teachers, schools, and parents felt like a lot.
- Administer future teacher survey online; the online administration of this year’s school survey was appreciated.
- Be sure that parents who are “in the know” respond to the parent survey.

# APPENDIX A.III

## Cohort III (6/27/2002 Award Date)

# Math and Reading CSAP Scores for Cohort III CSR Schools

# 3rd Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Columbine | Fort Morgan RE-3 | 2002 | **5** | **25** | **67** | **3** |
| | | 2003 | **8** | **27** | **60** | **5** |
| | | 2004 | **11** | **31** | **57** | **1** |
| | | 2005 | **6** | **27** | **61** | **5** |
| | *District benchmark* | *2005* | *7* | *25* | *65* | *3* |
| Dupont | Adams County 14 | 2002 | **30** | **32** | **36** | **2** |
| | | 2003 | **16** | **22** | **54** | **7** |
| | | 2004 | **23** | **35** | **41** | **1** |
| | | 2005 | **17** | **45** | **38** | **0** |
| | *District benchmark* | *2005* | *12* | *31* | *56* | *2* |
| Longfellow | Salida R-32 | 2002 | **3** | **16** | **68** | **12** |
| | | 2003 | **7** | **15** | **65** | **13** |
| | | 2004 | **3** | **17** | **65** | **12** |
| | | 2005 | **6** | **24** | **62** | **6** |
| | *District benchmark* | *2005* | *6* | *24* | *62* | *6* |
| Manaugh | Montezuma-Cortez RE-1 | 2002 | **26** | **20** | **46** | **7** |
| | | 2003 | **24** | **27** | **42** | **2** |
| | | 2004 | **18** | **27** | **48** | **5** |
| | | 2005 | **22** | **36** | **37** | **3** |
| | *District benchmark* | *2005* | *14* | *31* | *53* | *3* |
| Sable | Adams-Arapahoe 28J | 2002 | **13** | **29** | **50** | **1** |
| | | 2003 | **12** | **30** | **44** | **1** |
| | | 2004 | **30** | **29** | **38** | **0** |
| | | 2005 | **27** | **40** | **33** | **0** |
| | *District benchmark* | *2005* | *23* | *27* | *45* | *2* |
| Stratton | Stratton R-4 | 2002 | **0** | **25** | **58** | **17** |
| | | 2003 | **0** | **19** | **56** | **25** |
| | | 2004 | **11** | **11** | **44** | **33** |
| | | 2005 | **6** | **13** | **69** | **13** |
| | *District benchmark* | *2005* | *6* | *13* | *69* | *13* |

# 4th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Columbine | Fort Morgan RE-3 | 2002 | **10** | **37** | **49** | **5** |
| | | 2003 | **18** | **32** | **49** | **1** |
| | | 2004 | **17** | **34** | **46** | **3** |
| | | 2005 | **21** | **35** | **40** | **4** |
| | *District benchmark* | *2005* | *16* | *29* | *51* | *3* |
| Dupont | Adams County 14 | 2002 | **20** | **41** | **39** | **0** |
| | | 2003 | **16** | **44** | **38** | **1** |
| | | 2004 | **10** | **43** | **45** | **2** |
| | | 2005 | **26** | **39** | **33** | **2** |
| | *District benchmark* | *2005* | *23* | *33* | *41* | *2* |
| Longfellow | Salida R-32 | 2002 | **8** | **27** | **61** | **4** |
| | | 2003 | **5** | **21** | **69** | **4** |
| | | 2004 | **6** | **25** | **63** | **3** |
| | | 2005 | **13** | **23** | **49** | **11** |
| | *District benchmark* | *2005* | *13* | *23* | *49* | *11* |
| Manaugh | Montezuma-Cortez RE-1 | 2002 | **25** | **36** | **35** | **3** |
| | | 2003 | **42** | **18** | **36** | **2** |
| | | 2004 | **35** | **31** | **31** | **0** |
| | | 2005 | **33** | **18** | **45** | **5** |
| | *District benchmark* | *2005* | *24* | *25* | *46* | *5* |
| Sable | Adams-Arapahoe 28J | 2002 | **32** | **28** | **31** | **0** |
| | | 2003 | **14** | **35** | **41** | **2** |
| | | 2004 | **32** | **40** | **27** | **0** |
| | | 2005 | **29** | **36** | **33** | **0** |
| | *District benchmark* | *2005* | *27* | *31* | *38* | *2* |
| Stratton | Stratton R-4 | 2002 | **10** | **29** | **52** | **10** |
| | | 2003 | **4** | **17** | **65** | **13** |
| | | 2004 | **7** | **29** | **57** | **7** |
| | | 2005 | **0** | **30** | **60** | **10** |
| | *District benchmark* | *2005* | *0* | *30* | *60* | *10* |

# 5th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Baker Central | Fort Morgan RE-3 | 2002 | **30** | **23** | **43** | **3** |
| | | 2003 | **21** | **31** | **44** | **4** |
| | | 2004 | **21** | **27** | **50** | **2** |
| | | 2005 | **25** | **25** | **46** | **3** |
| | *District benchmark* | *2005* | *25* | *25* | *46* | *3* |
| Dupont | Adams County 14 | 2002 | **21** | **38** | **35** | **0** |
| | | 2003 | **20** | **39** | **36** | **0** |
| | | 2004 | **22** | **26** | **47** | **3** |
| | | 2005 | **14** | **33** | **49** | **1** |
| | *District benchmark* | *2005* | *22* | *30* | *46* | *1* |
| Manaugh | Montezuma-Cortez RE-1 | 2002 | **20** | **31** | **45** | **2** |
| | | 2003 | **29** | **22** | **38** | **5** |
| | | 2004 | **26** | **25** | **43** | **3** |
| | | 2005 | **34** | **22** | **38** | **5** |
| | *District benchmark* | *2005* | *20* | *21* | *54* | *2* |
| Sable | Adams-Arapahoe 28J | 2002 | **20** | **30** | **43** | **2** |
| | | 2003 | **20** | **24** | **39** | **1** |
| | | 2004 | **23** | **21** | **50** | **0** |
| | | 2005 | **27** | **23** | **47** | **1** |
| | *District benchmark* | *2005* | *22* | *25* | *46* | *3* |
| Stratton | Stratton R-4 | 2002 | **7** | **14** | **72** | **7** |
| | | 2003 | **0** | **18** | **68** | **9** |
| | | 2004 | **4** | **30** | **57** | **9** |
| | | 2005 | **0** | **25** | **56** | **19** |
| | *District benchmark* | *2005* | *0* | *25* | *56* | *19* |
| Walsenburg | Walsenburg | 2002 | **24** | **35** | **39** | **2** |
| | | 2003 | **20** | **32** | **44** | **0** |
| | | 2004 | **13** | **43** | **43** | **0** |
| | | 2005 | **10** | **22** | **63** | **4** |
| | *District benchmark* | *2005* | *11* | *21* | *61* | *7* |

# 6th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Baker Central | Fort Morgan Re-3 | 2002 | **24** | **31** | **42** | **3** |
| | | 2003 | **14** | **32** | **49** | **5** |
| | | 2004 | **17** | **30** | **49** | **5** |
| | | 2005 | **18** | **28** | **50** | **4** |
| | *District benchmark* | *2005* | *18* | *28* | *50* | *4* |
| Cole | Denver Public Schools | 2002 | **45** | **32** | **10** | **0** |
| | | 2003 | **45** | **33** | **13** | **0** |
| | | 2004 | **45** | **28** | **12** | **0** |
| | | 2005 | **50** | **32** | **14** | **1** |
| | *District benchmark* | *2005* | *27* | *31* | *34* | *5* |
| Horace Mann | Denver Public Schools | 2002 | **27** | **33** | **28** | **0** |
| | | 2003 | **32** | **39** | **25** | **0** |
| | | 2004 | **40** | **35** | **22** | **0** |
| | | 2005 | **35** | **38** | **17** | **0** |
| | *District benchmark* | *2005* | *27* | *31* | *34* | *5* |
| Lake | Denver Public Schools | 2002 | **33** | **34** | **15** | **0** |
| | | 2003 | **28** | **42** | **21** | **0** |
| | | 2004 | **50** | **35** | **14** | **0** |
| | | 2005 | **39** | **36** | **16** | **0** |
| | *District benchmark* | *2005* | *27* | *31* | *34* | *5* |
| Rishel | Denver Public Schools | 2002 | **30** | **42** | **21** | **0** |
| | | 2003 | **32** | **40** | **24** | **0** |
| | | 2004 | **36** | **35** | **22** | **0** |
| | | 2005 | **38** | **37** | **22** | **0** |
| | *District benchmark* | *2005* | *27* | *31* | *34* | *5* |
| Stratton | Stratton R-4 | 2002 | **8** | **19** | **54** | **8** |
| | | 2003 | **0** | **25** | **69** | **6** |
| | | 2004 | **0** | **14** | **76** | **10** |
| | | 2005 | **0** | **16** | **56** | **28** |
| | *District benchmark* | *2005* | *0* | *26* | *56* | *28* |
| Walsenburg | Walsenburg | 2002 | **22** | **29** | **47** | **2** |
| | | 2003 | **4** | **47** | **49** | **0** |
| | | 2004 | **22** | **29** | **46** | **2** |
| | | 2005 | **20** | **28** | **52** | **0** |
| | *District benchmark* | *2005* | *19* | *28* | *53* | *0* |

# 7th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Cole | Denver Public Schools | 2002 | **54** | **28** | **8** | **0** |
| | | 2003 | **53** | **25** | **11** | **0** |
| | | 2004 | **47** | **37** | **5** | **0** |
| | | 2005 | **60** | **24** | **10** | **0** |
| | *District benchmark* | *2005* | *30* | *28* | *33* | *4* |
| Horace Mann | Denver Public Schools | 2002 | **39** | **27** | **25** | **0** |
| | | 2003 | **39** | **32** | **22** | **0** |
| | | 2004 | **44** | **29** | **21** | **0** |
| | | 2005 | **37** | **32** | **28** | **1** |
| | *District benchmark* | *2005* | *30* | *28* | *33* | *4* |
| Lake | Denver Public Schools | 2002 | **34** | **28** | **15** | **0** |
| | | 2003 | **44** | **31** | **16** | **0** |
| | | 2004 | **37** | **35** | **16** | **0** |
| | | 2005 | **45** | **36** | **12** | **0** |
| | *District benchmark* | *2005* | *30* | *28* | *33* | *4* |
| Rishel | Denver Public Schools | 2002 | **35** | **29** | **22** | **0** |
| | | 2003 | **43** | **34** | **18** | **0** |
| | | 2004 | **48** | **32** | **16** | **0** |
| | | 2005 | **41** | **34** | **18** | **0** |
| | *District benchmark* | *2005* | *30* | *28* | *33* | *4* |
| Walsenburg | Walsenburg | 2002 | **15** | **28** | **57** | **0** |
| | | 2003 | **24** | **31** | **43** | **2** |
| | | 2004 | **16** | **34** | **50** | **0** |
| | | 2005 | **18** | **38** | **45** | **0** |
| | *District benchmark* | *2005* | *19* | *38* | *40* | *4* |
| Wheat Ridge | Jefferson County | 2002 | **36** | **33** | **29** | **1** |
| | | 2003 | **28** | **29** | **31** | **0** |
| | | 2004 | **28** | **33** | **33** | **1** |
| | | 2005 | **31** | **35** | **21** | **1** |
| | *District benchmark* | *2005* | *8* | *18* | *62* | *11* |

# 8th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Cole | Denver Public Schools | 2002 | **42** | **28** | **10** | **0** |
| | | 2003 | **40** | **30** | **15** | **0** |
| | | 2004 | **44** | **32** | **14** | **0** |
| | | 2005 | **50** | **36** | **10** | **0** |
| | *District benchmark* | *2005* | *29* | *29* | *32* | *4* |
| Horace Mann | Denver Public Schools | 2002 | **26** | **35** | **29** | **0** |
| | | 2003 | **28** | **32** | **32** | **1** |
| | | 2004 | **35** | **38** | **22** | **0** |
| | | 2005 | **34** | **34** | **27** | **1** |
| | *District benchmark* | *2005* | *29* | *29* | *32* | *4* |
| Lake | Denver Public Schools | 2002 | **25** | **35** | **24** | **0** |
| | | 2003 | **33** | **40** | **16** | **0** |
| | | 2004 | **36** | **41** | **16** | **0** |
| | | 2005 | **43** | **35** | **21** | **0** |
| | *District benchmark* | *2005* | *29* | *29* | *32* | *4* |
| Rishel | Denver Public Schools | 2002 | **25** | **36** | **24** | **0** |
| | | 2003 | **32** | **37** | **26** | **0** |
| | | 2004 | **40** | **37** | **17** | **0** |
| | | 2005 | **43** | **31** | **17** | **0** |
| | *District benchmark* | *2005* | *29* | *29* | *32* | *4* |
| Walsenburg | Walsenburg | 2002 | **12** | **28** | **55** | **5** |
| | | 2003 | **15** | **11** | **68** | **4** |
| | | 2004 | **20** | **39** | **41** | **0** |
| | | 2005 | **7** | **34** | **51** | **2** |
| | *District benchmark* | *2005* | *6* | *29* | *56* | *4* |
| Wheat Ridge | Jefferson County | 2002 | **27** | **28** | **41** | **1** |
| | | 2003 | **25** | **29** | **30** | **2** |
| | | 2004 | **28** | **30** | **36** | **2** |
| | | 2005 | **34** | **30** | **32** | **0** |
| | *District benchmark* | *2005* | *8* | *19* | *60* | *11* |

# 9th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| North | Denver Public Schools | 2002 | **12** | **30** | **30** | **1** |
| | | 2003 | **15** | **31** | **28** | **0** |
| | | 2004 | **24** | **35** | **24** | **0** |
| | | 2005 | **28** | **38** | **20** | **0** |
| | *District benchmark* | *2005* | *20* | *35* | *33* | *2* |

# 10th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| North | Denver Public Schools | 2002 | **24** | **28** | **22** | **1** |
| | | 2003 | **11** | **25** | **36** | **2** |
| | | 2004 | **20** | **36** | **29** | **1** |
| | | 2005 | **25** | **36** | **30** | **1** |
| | *District benchmark* | *2005* | *19* | *33* | *35* | *5* |

# 3rd Grade Math

(Note: This assessment was administered beginning in 2005)

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Columbine | Fort Morgan RE-3 | 2002 | | | | |
| | | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **5** | **34** | **49** | **12** |
| | *District benchmark* | *2005* | *5* | *29* | *52* | *15* |
| Dupont | Adams County 14 | 2002 | | | | |
| | | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **15** | **43** | **32** | **8** |
| | *District benchmark* | *2005* | *15* | *42* | *37* | *6* |
| Longfellow | Salida R-32 | 2002 | | | | |
| | | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **1** | **18** | **41** | **31** |
| | *District benchmark* | *2005* | *1* | *18* | *41* | *39* |
| Manaugh | Montezuma-Cortez RE-1 | 2002 | | | | |
| | | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **26** | **36** | **28** | **7** |
| | *District benchmark* | *2005* | *13* | *37* | *41* | *8* |
| Sable | Adams-Arapahoe 28J | 2002 | | | | |
| | | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **24** | **33** | **39** | **5** |
| | *District benchmark* | *2005* | *19* | *37* | *33* | *8* |
| Stratton | Stratton R-4 | 2002 | | | | |
| | | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **6** | **13** | **13** | **69** |
| | *District benchmark* | *2005* | *6* | *13* | *13* | *69* |

# 4th Grade Math

(Note: This assessment was administered beginning in 2005)

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Columbine | Fort Morgan RE-3 | 2002 | | | | |
| | | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **15** | **36** | **40** | **8** |
| | *District benchmark* | *2005* | *14* | *34* | *42* | *10* |
| Dupont | Adams County 14 | 2002 | | | | |
| | | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **12** | **33** | **43** | **9** |
| | *District benchmark* | *2005* | *23* | *33* | *41* | *2* |
| Longfellow | Salida R-32 | 2002 | | | | |
| | | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **5** | **20** | **45** | **25** |
| | *District benchmark* | *2005* | *13* | *23* | *49* | *11* |
| Manaugh | Montezuma-Cortez RE-1 | 2002 | | | | |
| | | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **30** | **33** | **29** | **6** |
| | *District benchmark* | *2005* | *24* | *25* | *46* | *5* |
| Sable | Adams-Arapahoe 28J | 2002 | | | | |
| | | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **22** | **39** | **38** | **1** |
| | *District benchmark* | *2005* | *27* | *31* | *38* | *2* |
| Stratton | Stratton R-4 | 2002 | | | | |
| | | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **0** | **10** | **30** | **60** |
| | *District benchmark* | *2005* | *0* | *10* | *30* | *60* |

# 5th Grade Math

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Baker Central | Fort Morgan RE-3 | 2002 | **19** | **41** | **28** | **13** |
| | | 2003 | **19** | **45** | **26** | **10** |
| | | 2004 | **24** | **39** | **30** | **7** |
| | | 2005 | **27** | **37** | **28** | **8** |
| | *District benchmark* | *2005* | *24* | *39* | *29* | *8* |
| Dupont | Adams County 14 | 2002 | **19** | **44** | **27** | **5** |
| | | 2003 | **29** | **43** | **23** | **2** |
| | | 2004 | **14** | **53** | **29** | **4** |
| | | 2005 | **16** | **36** | **40** | **8** |
| | *District benchmark* | *2005* | *20* | *40* | *29* | *11* |
| Manaugh | Montezuma-Cortez RE-1 | 2002 | **14** | **26** | **41** | **14** |
| | | 2003 | **31** | **24** | **32** | **7** |
| | | 2004 | **17** | **49** | **22** | **11** |
| | | 2005 | **39** | **25** | **22** | **12** |
| | *District benchmark* | *2005* | *20* | *30* | *31* | *17* |
| Sable | Adams-Arapahoe 28J | 2002 | **31** | **39** | **26** | **2** |
| | | 2003 | **26** | **50** | **10** | **1** |
| | | 2004 | **25** | **51** | **18** | **3** |
| | | 2005 | **30** | **32** | **34** | **4** |
| | *District benchmark* | *2005* | *18* | *32* | *32* | *15* |
| Stratton | Stratton R-4 | 2002 | **0** | **21** | **29** | **43** |
| | | 2003 | **0** | **24** | **57** | **19** |
| | | 2004 | **4** | **17** | **39** | **39** |
| | | 2005 | **6** | **25** | **31** | **38** |
| | *District benchmark* | *2005* | *6* | *25* | *31* | *38* |
| Walsenburg | Walsenburg | 2002 | **24** | **49** | **25** | **2** |
| | | 2003 | **24** | **61** | **12** | **2** |
| | | 2004 | **9** | **68** | **23** | **0** |
| | | 2005 | **10** | **33** | **41** | **16** |
| | *District benchmark* | *2005* | *10* | *33* | *41* | *16* |

# 6th Grade Math

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Baker Central | Fort Morgan Re-3 | 2002 | **24** | **41** | **25** | **10** |
| | | 2003 | **22** | **36** | **29** | **14** |
| | | 2004 | **24** | **40** | **26** | **11** |
| | | 2005 | **27** | **37** | **28** | **8** |
| | *District benchmark* | *2005* | *27* | *37* | *28* | *8* |
| Cole | Denver Public Schools | 2002 | **65** | **18** | **3** | **0** |
| | | 2003 | **61** | **31** | **3** | **0** |
| | | 2004 | **51** | **25** | **10** | **0** |
| | | 2005 | **52** | **31** | **12** | **5** |
| | *District benchmark* | *2005* | *24* | *34* | *22* | *9* |
| Horace Mann | Denver Public Schools | 2002 | **42** | **33** | **15** | **0** |
| | | 2003 | **50** | **30** | **12** | **3** |
| | | 2004 | **51** | **35** | **10** | **0** |
| | | 2005 | **41** | **38** | **13** | **1** |
| | *District benchmark* | *2005* | *24* | *34* | *22* | *9* |
| Lake | Denver Public Schools | 2002 | **43** | **35** | **6** | **0** |
| | | 2003 | **44** | **35** | **10** | **1** |
| | | 2004 | **58** | **31** | **11** | **1** |
| | | 2005 | **37** | **37** | **14** | **3** |
| | *District benchmark* | *2005* | *24* | *34* | *22* | *9* |
| Rishel | Denver Public Schools | 2002 | **50** | **33** | **9** | **0** |
| | | 2003 | **47** | **35** | **12** | **2** |
| | | 2004 | **49** | **31** | **13** | **1** |
| | | 2005 | **41** | **35** | **17** | **2** |
| | *District benchmark* | *2005* | *24* | *34* | *22* | *9* |
| Stratton | Stratton R-4 | 2002 | **23** | **35** | **42** | **0** |
| | | 2003 | **25** | **19** | **44** | **13** |
| | | 2004 | **19** | **43** | **24** | **14** |
| | | 2005 | **8** | **32** | **40** | **20** |
| | *District benchmark* | *2005* | *8* | *32* | *40* | *20* |
| Walsenburg | Walsenburg | 2002 | **25** | **33** | **33** | **8** |
| | | 2003 | **31** | **45** | **24** | **0** |
| | | 2004 | **51** | **37** | **10** | **0** |
| | | 2005 | **30** | **50** | **16** | **4** |
| | *District benchmark* | *2005* | *30* | *50* | *16* | *4* |

# 7th Grade Math

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Cole | Denver Public Schools | 2002 | **69** | **17** | **2** | **0** |
| | | 2003 | **66** | **27** | **2** | **0** |
| | | 2004 | **60** | **28** | **2** | **0** |
| | | 2005 | **53** | **38** | **6** | **0** |
| | *District Benchmark* | *2005* | *37* | *38* | *14* | *7* |
| Horace Mann | Denver Public Schools | 2002 | **45** | **38** | **7** | **1** |
| | | 2003 | **46** | **37** | **10** | **1** |
| | | 2004 | **59** | **27** | **8** | **1** |
| | | 2005 | **42** | **47** | **7** | **1** |
| | *District Benchmark* | *2005* | *37* | *38* | *14* | *7* |
| Lake | Denver Public Schools | 2002 | **50** | **24** | **3** | **0** |
| | | 2003 | **48** | **43** | **6** | **0** |
| | | 2004 | **50** | **34** | **5** | **0** |
| | | 2005 | **41** | **40** | **10** | **2** |
| | *District Benchmark* | *2005* | *37* | *38* | *14* | *7* |
| Rishel | Denver Public Schools | 2002 | **49** | **33** | **5** | **0** |
| | | 2003 | **59** | **33** | **3** | **0** |
| | | 2004 | **56** | **31** | **8** | **1** |
| | | 2005 | **47** | **37** | **9** | **1** |
| | *District Benchmark* | *2005* | *37* | *38* | *14* | *7* |
| Walsenburg | Walsenburg | 2002 | **33** | **47** | **18** | **2** |
| | | 2003 | **33** | **47** | **20** | **0** |
| | | 2004 | **30** | **61** | **9** | **0** |
| | | 2005 | **48** | **45** | **8** | **0** |
| | *District Benchmark* | *2005* | *44* | *42* | *10* | *4* |
| Wheat Ridge | Jefferson County | 2002 | **42** | **44** | **10** | **2** |
| | | 2003 | **47** | **34** | **8** | **1** |
| | | 2004 | **42** | **40** | **11** | **2** |
| | | 2005 | **29** | **53** | **11** | **1** |
| | *District Benchmark* | *2005* | *11* | *32* | *33* | *24* |

# 8th Grade Math

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Cole | Denver Public Schools | 2002 | **83** | **7** | **0** | **0** |
| | | 2003 | **78** | **9** | **1** | **0** |
| | | 2004 | **70** | **17** | **2** | **2** |
| | | 2005 | **62** | **13** | **3** | **1** |
| | *District Benchmark* | *2005* | *50* | *27* | *12* | *5* |
| Horace Mann | Denver Public Schools | 2002 | **63** | **21** | **6** | **0** |
| | | 2003 | **64** | **25** | **4** | **0** |
| | | 2004 | **68** | **22** | **5** | **1** |
| | | 2005 | **58** | **29** | **7** | **1** |
| | *District Benchmark* | *2005* | *50* | *27* | *12* | *5* |
| Lake | Denver Public Schools | 2002 | **54** | **28** | **3** | **1** |
| | | 2003 | **58** | **35** | **4** | **0** |
| | | 2004 | **58** | **29** | **9** | **1** |
| | | 2005 | **54** | **35** | **8** | **1** |
| | *District Benchmark* | *2005* | *50* | *27* | *12* | *5* |
| Rishel | Denver Public Schools | 2002 | **51** | **30** | **5** | **0** |
| | | 2003 | **74** | **20** | **3** | **0** |
| | | 2004 | **72** | **18** | **3** | **1** |
| | | 2005 | **56** | **25** | **9** | **1** |
| | *District Benchmark* | *2005* | *50* | *27* | *12* | *5* |
| Walsenburg | Walsenburg | 2002 | **41** | **38** | **16** | **5** |
| | | 2003 | **43** | **34** | **19** | **2** |
| | | 2004 | **55** | **24** | **18** | **2** |
| | | 2005 | **46** | **39** | **12** | **0** |
| | *District Benchmark* | *2005* | *40* | *38* | *15* | *6* |
| Wheat Ridge | Jefferson County | 2002 | **48** | **34** | **14** | **3** |
| | | 2003 | **63** | **23** | **7** | **2** |
| | | 2004 | **58** | **28** | **8** | **3** |
| | | 2005 | **53** | **30** | **9** | **3** |
| | *District Benchmark* | *2005* | *15* | *29* | *33* | *21* |

# 9th Grade Math

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| North | Denver Public Schools | 2002 | **56** | **15** | **2** | **0** |
| | | 2003 | **57** | **16** | **2** | **0** |
| | | 2004 | **74** | **13** | **4** | **1** |
| | | 2005 | **66** | **16** | **3** | **0** |
| | *District Benchmark* | *2005* | *59* | *19* | *9* | *3* |

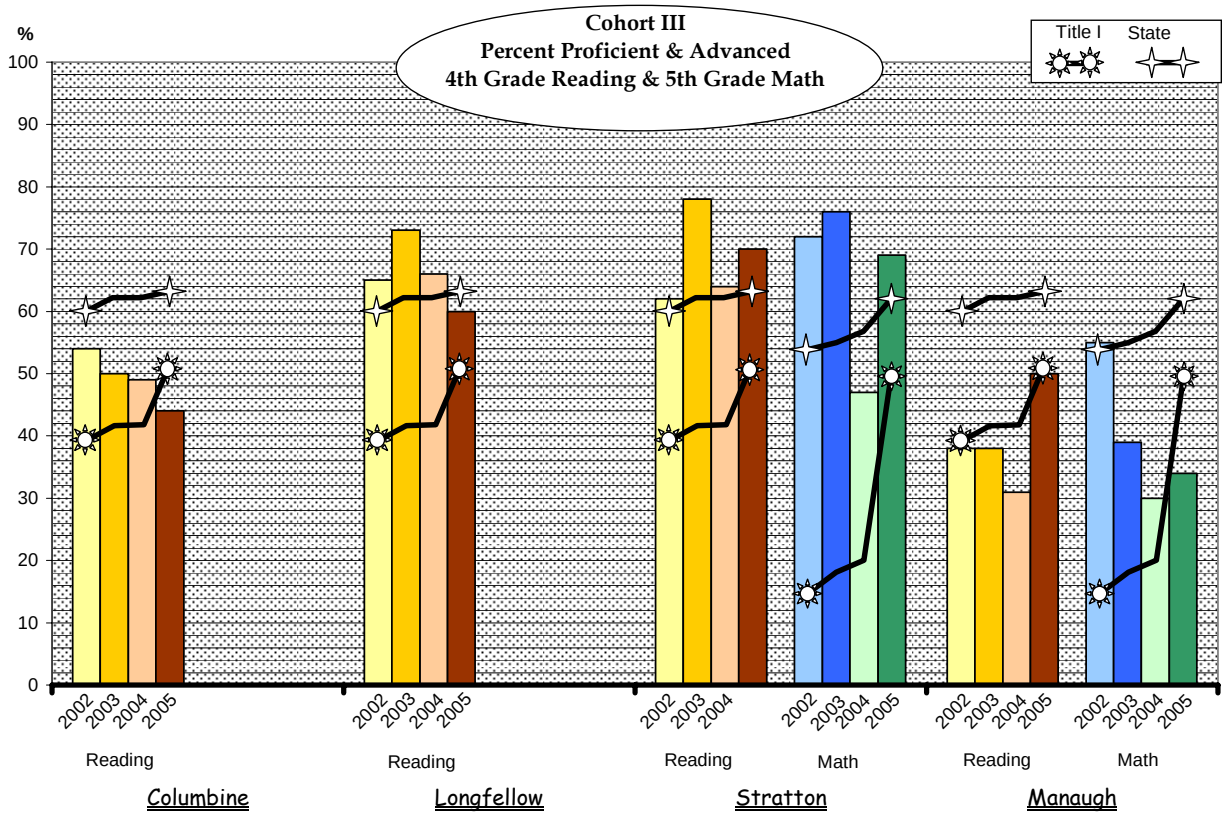
# 10th Grade Math

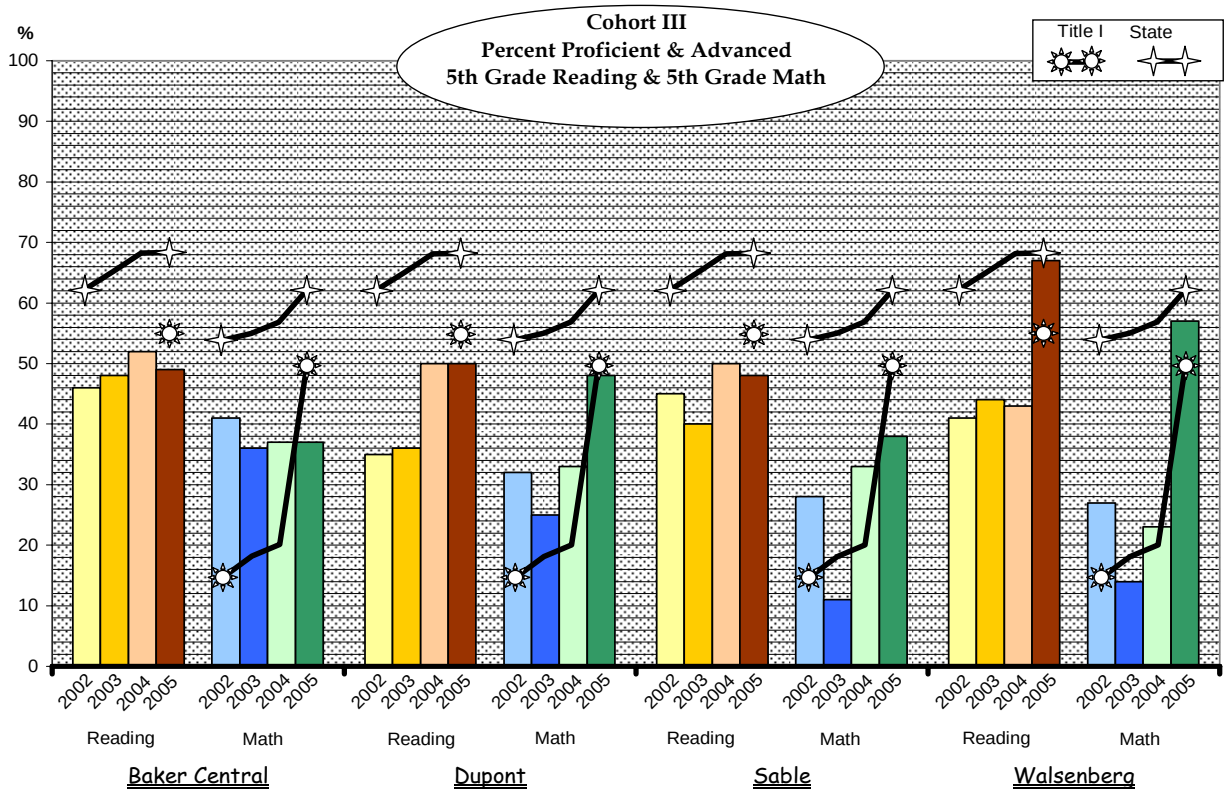
| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| North | Denver Public Schools | 2002 | **59** | **16** | **2** | **0** |
| | | 2003 | **57** | **16** | **3** | **0** |
| | | 2004 | **71** | **21** | **2** | **0** |
| | | 2005 | **59** | **26** | **2** | **0** |
| | *District Benchmark* | *2005* | *57* | *23* | *11* | *2* |

# CSR Cohort III

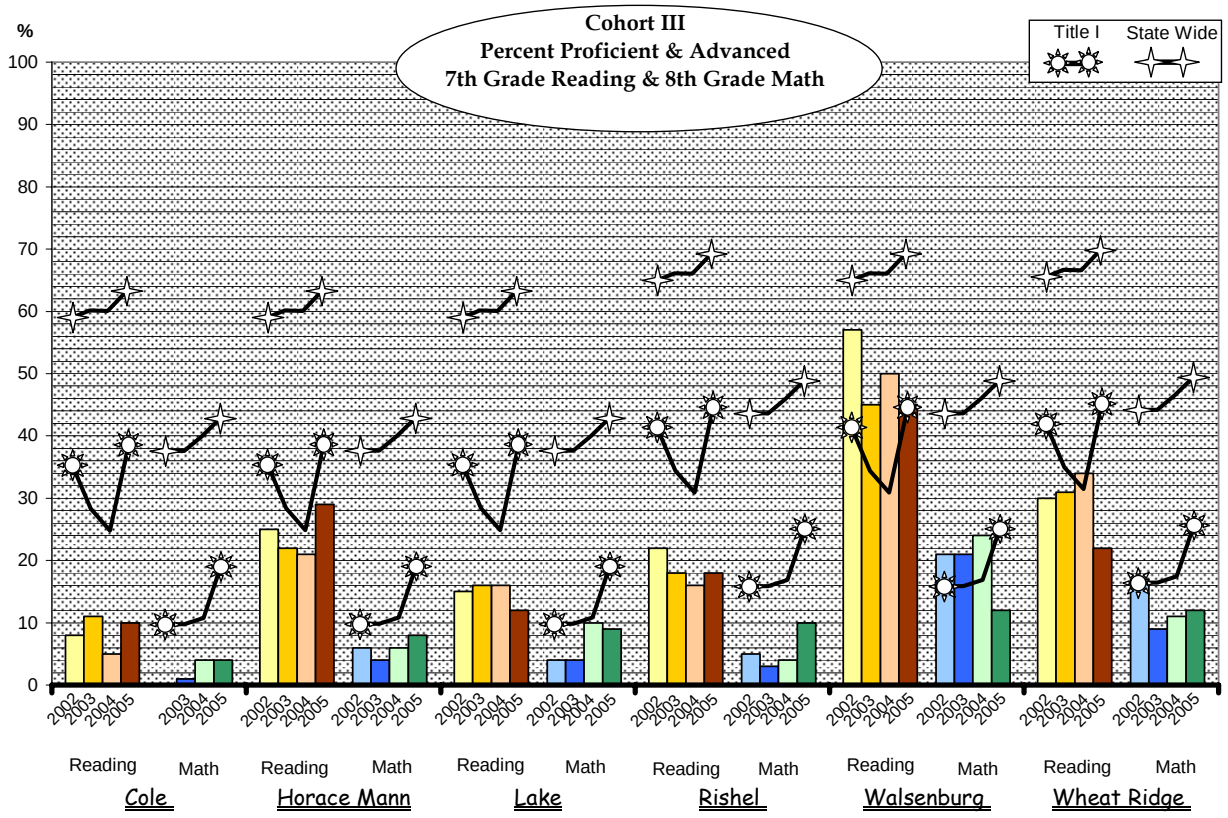
# Graphs Showing Selected Math and Reading CSAP Scores Over Time Against State and Title I Benchmarks

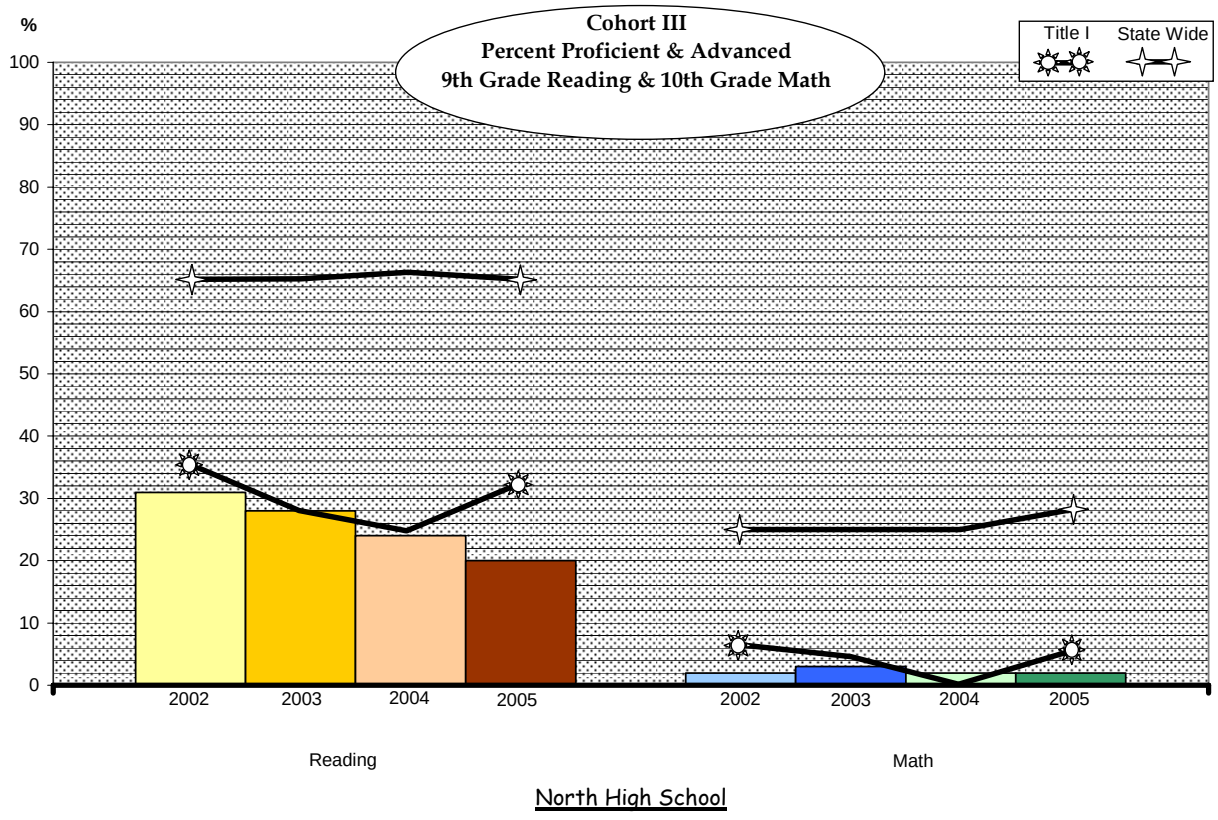
Note: The schools are grouped to facilitate comparisons.
The CSAP scores shown are different for each group depending on the particular grades served by the schools (e.g. 1-5, 5-7, 6-8).




Note: 2002-2004 5th grade reading scores for all Title I schools in Colorado were not available at the time this report was published.


Cohort III
Percent Proficient & Advanced
7th Grade Reading & 8th Grade Math
Title I
State Wide
%
100
90
80
70
60
50
40
30
20
10
0
2002
2003
2004
2005
Reading
Math
Cole
Horace Mann
Lake
Rishel
Walsenburg
Wheat Ridge


Cohort III
Percent Proficient & Advanced
9th Grade Reading & 10th Grade Math
Title I
State Wide
%
100
90
80
70
60
50
40
30
20
10
0
2002
2003
2004
2005
Reading
Math
North High School

# APPENDIX A.IV

## Cohort IV (7/2003 Award Date)

# Math and Reading CSAP Scores for Cohort IV CSR Schools

# 3rd Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Silverton | Silverton 1 | 2003 | **NR** | **NR** | **NR** | **NR** |
| | | 2004 | **NR** | **NR** | **NR** | **NR** |
| | | 2005 | **0** | **0** | **100** | **0** |
| | *District Benchmark* | *2005* | *0* | *0* | *100* | *0* |
| Billie Martinez | Greeley 6 | 2003 | **18** | **28** | **48** | **5** |
| | | 2004 | **20** | **33** | **45** | **0** |
| | | 2005 | **16** | **37** | **47** | **0** |
| | *District Benchmark* | *2005* | *14* | *23* | *56* | *6* |
| Wiggins | Wiggins Re-50(J) | 2003 | **11** | **30** | **57** | **2** |
| | | 2004 | **4** | **33** | **44** | **15** |
| | | 2005 | **5** | **14** | **79** | **2** |
| | *District Benchmark* | *2005* | *5* | *14* | *79* | *2* |
| Pioneer Bilingual | Boulder Re-2 | 2003 | **10** | **5** | **81** | **0** |
| | | 2004 | **11** | **11** | **74** | **4** |
| | | 2005 | **12** | **10** | **81** | **0** |
| | *District Benchmark* | *2005* | *4* | *9* | *67* | *18* |
| Laurel | Poudre R-1 | 2003 | **10** | **27** | **52** | **11** |
| | | 2004 | **10** | **28** | **62** | **2** |
| | | 2005 | **9** | **20** | **56** | **9** |
| | *District Benchmark* | *2005* | *5* | *14* | *70* | *11* |
| Federal Heights | Northglenn-Thornton 12 | 2003 | **14** | **34** | **50** | **1** |
| | | 2004 | **36** | **27** | **37** | **0** |
| | | 2005 | **24** | **22** | **52** | **0** |
| | *District Benchmark* | *2005* | *11* | *23* | *61* | *3* |

# 4th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Silverton | Silverton 1 | 2003 | **50** | **0** | **50** | **0** |
| | | 2004 | **0** | **0** | **100** | **0** |
| | | 2005 | **0** | **0** | **100** | **0** |
| | *District Benchmark* | *2005* | *0* | *0* | *100* | *0* |
| Billie Martinez | Greeley 6 | 2003 | **46** | **28** | **26** | **0** |
| | | 2004 | **40** | **32** | **27** | **0** |
| | | 2005 | **47** | **31** | **22** | **0** |
| | *District Benchmark* | *2005* | *23* | *25* | *47* | *4* |
| Wiggins | Wiggins Re-50(J) | 2003 | **6** | **27** | **58** | **6** |
| | | 2004 | **14** | **37** | **45** | **2** |
| | | 2005 | **7** | **15** | **67** | **11** |
| | *District Benchmark* | *2005* | *7* | *15* | *67* | *11* |
| Pioneer Bilingual | Boulder Re-2 | 2003 | **14** | **31** | **37** | **14** |
| | | 2004 | **18** | **29** | **41** | **6** |
| | | 2005 | **22** | **18** | **42** | **12** |
| | *District Benchmark* | *2005* | *8* | *14* | *65* | *12* |
| Laurel | Poudre R-1 | 2003 | **13** | **28** | **48** | **11** |
| | | 2004 | **16** | **24** | **48** | **12** |
| | | 2005 | **6** | **30** | **48** | **9** |
| | *District Benchmark* | *2005* | *6* | *15* | *66* | *11* |
| Federal Heights | Northglenn-Thornton 12 | 2003 | **17** | **36** | **45** | **1** |
| | | 2004 | **20** | **49** | **29** | **2** |
| | | 2005 | **28** | **38** | **32** | **1** |
| | *District Benchmark* | *2005* | *15* | *25* | *55* | *4* |

# 5th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Silverton | Silverton 1 | 2003 | **50** | **0** | **50** | **0** |
| | | 2004 | **33** | **33** | **33** | **0** |
| | | 2005 | **33** | **33** | **33** | **0** |
| | *District Benchmark* | *2005* | *33* | *33* | *33* | *0* |
| Billie Martinez | Greeley 6 | 2003 | **42** | **31** | **26** | **0** |
| | | 2004 | **33** | **27** | **35** | **1** |
| | | 2005 | **35** | **24** | **35** | **0** |
| | *District Benchmark* | *2005* | *18* | *23* | *52* | *4* |
| Wiggins | Wiggins Re-50(J) | 2003 | **20** | **20** | **47** | **2** |
| | | 2004 | **0** | **17** | **71** | **9** |
| | | 2005 | **14** | **38** | **48** | **0** |
| | *District Benchmark* | *2005* | *14* | *38* | *48* | *0* |
| Pioneer Bilingual | Boulder Re-2 | 2003 | **22** | **33** | **37** | **0** |
| | | 2004 | **26** | **23** | **31** | **13** |
| | | 2005 | **13** | **23** | **50** | **10** |
| | *District Benchmark* | *2005* | *6* | *11* | *63* | *19* |
| Laurel | Poudre R-1 | 2003 | **8** | **24** | **60** | **6** |
| | | 2004 | **16** | **20** | **49** | **14** |
| | | 2005 | **13** | **17** | **50** | **17** |
| | *District Benchmark* | *2005* | *6* | *13* | *65* | *15* |
| Federal Heights | Northglenn-Thornton 12 | 2003 | **24** | **26** | **46** | **1** |
| | | 2004 | **23** | **30** | **45** | **3** |
| | | 2005 | **18** | **39** | **39** | **0** |
| | *District Benchmark* | *2005* | *12* | *21* | *60* | *6* |

# 6th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Jefferson | Rocky Ford R-2 | 2003 | **22** | **30** | **42** | **1** |
| | | 2004 | **14** | **40** | **38** | **4** |
| | | 2005 | **11** | **33** | **52** | **3** |
| | *District Benchmark* | *2005* | *11* | *33* | *52* | *3* |
| Silverton | Silverton 1 | 2003 | **17** | **0** | **67** | **17** |
| | | 2004 | **60** | **20** | **20** | **0** |
| | | 2005 | **60** | **20** | **20** | **0** |
| | *District Benchmark* | *2005* | *60* | *20* | *20* | *0* |
| Wiggins | Wiggins Re-50(J) | 2003 | **7** | **22** | **67** | **2** |
| | | 2004 | **4** | **19** | **55** | **11** |
| | | 2005 | **0** | **25** | **69** | **6** |
| | *District Benchmark* | *2005* | *0* | *25* | *69* | *6* |
| Bennett | East Central BOCES | 2003 | **11** | **27** | **59** | **2** |
| | | 2004 | **6** | **23** | **57** | **10** |
| | | 2005 | **11** | **23** | **54** | **10** |
| | *District Benchmark* | *2005* | *11* | *23* | *54* | *10* |
| Laurel | Poudre R-1 | 2003 | **2** | **24** | **57** | **14** |
| | | 2004 | **12** | **22** | **54** | **10** |
| | | 2005 | **9** | **23** | **51** | **13** |
| | *District Benchmark* | *2005* | *4* | *11* | *62* | *21* |
| Karval | East Central BOCES | 2003 | **0** | **25** | **50** | **25** |
| | | 2004 | **0** | **22** | **55** | **22** |
| | | 2005 | **0** | **100** | **0** | **0** |
| | *District Benchmark* | *2005* | | | | |
| Smiley | Denver County 1 | 2003 | **28** | **38** | **21** | **0** |
| | | 2004 | **29** | **32** | **33** | **3** |
| | | 2005 | **28** | **33** | **36** | **2** |
| | *District Benchmark* | *2005* | *27* | *31* | *34* | *5* |
| Hi-Plains | East Central BOCES | 2003 | **0** | **19** | **75** | **6** |
| | | 2004 | **21** | **21** | **36** | **21** |
| | | 2005 | **10** | **20** | **70** | **0** |
| | *District Benchmark* | *2005* | *10* | *20* | *70* | *0* |

# 7th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Jefferson | Rocky Ford R-2 | 2003 | **17** | **37** | **41** | **3** |
| | | 2004 | **19** | **21** | **53** | **5** |
| | | 2005 | **13** | **46** | **41** | **0** |
| | *District Benchmark* | *2005* | *13* | *46* | *41* | *0* |
| Silverton | Silverton 1 | 2003 | **0** | **33** | **67** | **0** |
| | | 2004 | **20** | **0** | **80** | **0** |
| | | 2005 | **20** | **0** | **80** | **0** |
| | *District Benchmark* | *2005* | *20* | *0* | *80* | *0* |
| Bennett | East Central BOCES | 2003 | **19** | **27** | **52** | **2** |
| | | 2004 | **11** | **29** | **58** | **2** |
| | | 2005 | **13** | **18** | **64** | **6** |
| | *District Benchmark* | *2005* | *13* | *18* | *64* | *6* |
| Bethune | East Central BOCES | 2003 | **20** | **40** | **20** | **0** |
| | | 2004 | **6** | **34** | **40** | **20** |
| | | 2005 | **9** | **36** | **36** | **18** |
| | *District Benchmark* | *2005* | *9* | *36* | *36* | *18* |
| Hi-Plains | East Central BOCES | 2003 | **20** | **40** | **40** | **0** |
| | | 2004 | **7** | **20** | **60** | **13** |
| | | 2005 | **7** | **28** | **43** | **21** |
| | *District Benchmark* | *2005* | *7* | *28* | *43* | *21* |
| Karval | East Central BOCES | 2003 | **100** | **0** | **0** | **0** |
| | | 2004 | **0** | **50** | **25** | **25** |
| | | 2005 | **0** | **0** | **83** | **17** |
| | *District Benchmark* | *2005* | | | | |
| Woodlin | East Central BOCES | 2003 | **18** | **18** | **64** | **0** |
| | | 2004 | **20** | **20** | **60** | **0** |
| | | 2005 | **0** | **1** | **73** | **18** |
| | *District Benchmark* | *2005* | *0* | *1* | *73* | *18* |
| Smiley | Denver County 1 | 2003 | **43** | **32** | **22** | **1** |
| | | 2004 | **31** | **36** | **28** | **1** |
| | | 2005 | **36** | **23** | **36** | **2** |
| | *District Benchmark* | *2005* | *30* | *28* | *33* | *4* |

# 8th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Jefferson | Rocky Ford R-2 | 2003 | **11** | **25** | **58** | **0** |
| | | 2004 | **10** | **36** | **43** | **7** |
| | | 2005 | **15** | **26** | **49** | **8** |
| | *District Benchmark* | *2005* | *17* | *25* | *48* | *8* |
| Silverton | Silverton 1 | 2003 | **0** | **0** | **100** | **0** |
| | | 2004 | **20** | **20** | **40** | **0** |
| | | 2005 | **25** | **50** | **25** | **0** |
| | *District Benchmark* | *2005* | *25* | *50* | *25* | *0* |
| Bennett | East Central BOCES | 2003 | **11** | **25** | **63** | **1** |
| | | 2004 | **8** | **26** | **63** | **3** |
| | | 2005 | **12** | **27** | **58** | **3** |
| | *District Benchmark* | *2005* | *12* | *27* | *58* | *3* |
| Bethune | East Central BOCES | 2003 | **0** | **38** | **62** | **0** |
| | | 2004 | **0** | **50** | **50** | **0** |
| | | 2005 | **7** | **28** | **50** | **14** |
| | *District Benchmark* | *2005* | *7* | *28* | *50* | *14* |
| Hi-Plains | East Central BOCES | 2003 | **0** | **17** | **83** | **0** |
| | | 2004 | **0** | **50** | **33** | **17** |
| | | 2005 | **6** | **24** | **65** | **6** |
| | *District Benchmark* | *2005* | *6* | *24* | *65* | *6* |
| Karval | East Central BOCES | 2003 | **0** | **0** | **78** | **22** |
| | | 2004 | **0** | **0** | **100** | **0** |
| | | 2005 | **0** | **25** | **50** | **25** |
| | *District Benchmark* | | | | | |
| Woodlin | East Central BOCES | 2003 | **22** | **56** | **11** | **11** |
| | | 2004 | **18** | **27** | **46** | **9** |
| | | 2005 | **0** | **17** | **83** | **0** |
| | *District Benchmark* | *2005* | *0* | *17* | *83* | *0* |
| Smiley | Denver County 1 | 2003 | **17** | **33** | **42** | **1** |
| | | 2004 | **29** | **39** | **30** | **1** |
| | | 2005 | **25** | **34** | **33** | **0** |
| | *District Benchmark* | *2005* | *29* | *29* | *32* | *4* |

# 9th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Silverton | Silverton 1 | 2003 | **20** | **20** | **60** | **0** |
| | | 2004 | **0** | **100** | **0** | **0** |
| | | 2005 | **0** | **100** | **0** | **0** |
| | *District Benchmark* | *2005* | *0* | *100* | *0* | *0* |
| Red Canyon | Eagle County Re50 | 2003 | **0** | **100** | **0** | **0** |
| | | 2004 | **33** | **33** | **33** | **0** |
| | | 2005 | **9** | **23** | **61** | **3** |
| | *District Benchmark* | *2005* | *9* | *23* | *61* | *3* |
| Lake County | Lake County R-1 | 2003 | **24** | **32** | **40** | **1** |
| | | 2004 | **26** | **29** | **40** | **5** |
| | | 2005 | **12** | **35** | **51** | **1** |
| | *District Benchmark* | *2005* | *12* | *35* | *51* | *1* |
| Bennett | East Central BOCES | 2003 | **13** | **20** | **64** | **0** |
| | | 2004 | **4** | **19** | **78** | **0** |
| | | 2005 | **5** | **26** | **67** | **1** |
| | *District Benchmark* | *2005* | *5* | *26* | *67* | *1* |
| Bethune | East Central BOCES | 2003 | **25** | **25** | **50** | **0** |
| | | 2004 | **15** | **35** | **43** | **7** |
| | | 2005 | **0** | **38** | **50** | **12** |
| | *District Benchmark* | *2005* | *0* | *38* | *50* | *12* |
| Hi-Plains | East Central BOCES | 2003 | **22** | **11** | **67** | **0** |
| | | 2004 | **17** | **0** | **83** | **0** |
| | | 2005 | **0** | **42** | **57** | **0** |
| | *District Benchmark* | *2005* | *0* | *43* | *57* | *0* |
| Karval | East Central BOCES | 2003 | **0** | **0** | **100** | **0** |
| | | 2004 | **0** | **14** | **57** | **28** |
| | | 2005 | **0** | **0** | **100** | **0** |
| | *District Benchmark* | *2005* | | | | |
| Prairie Creeks Charter | East Central BOCES | 2003 | **0** | **50** | **50** | **0** |
| | | 2004 | **33** | **0** | **33** | **0** |
| | | 2005 | **0** | **50** | **50** | **0** |
| | *District Benchmark* | *2005* | *7* | *29* | *59* | *1* |
| Woodlin | East Central BOCES | 2003 | **0** | **43** | **52** | **0** |
| | | 2004 | **14** | **29** | **43** | **14** |
| | | 2005 | **0** | **30** | **70** | **0** |
| | *District Benchmark* | *2005* | *0* | *30* | *70* | *0* |

# 10th Grade Reading

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Silverton | Silverton 1 | 2003 | **0** | **0** | **100** | **0** |
| | | 2004 | **25** | **25** | **50** | **0** |
| | | 2005 | **25** | **25** | **50** | **0** |
| | *District Benchmark* | *2005* | *25* | *25* | *50* | *0* |
| Red Canyon | Eagle County Re50 | 2003 | **22** | **39** | **39** | **0** |
| | | 2004 | **20** | **20** | **60** | **0** |
| | | 2005 | **0** | **13** | **80** | **7** |
| | *District Benchmark* | *2005* | *12* | *19* | *56* | *7* |
| Lake County | Lake County R-1 | 2003 | **8** | **29** | **54** | **9** |
| | | 2004 | **19** | **27** | **40** | **12** |
| | | 2005 | **24** | **24** | **42** | **5** |
| | *District Benchmark* | *2005* | *24* | *24* | *42* | *5* |
| Bennett | East Central BOCES | 2003 | **5** | **24** | **61** | **4** |
| | | 2004 | **2** | **20** | **71** | **5** |
| | | 2005 | **6** | **15** | **77** | **2** |
| | *District Benchmark* | *2005* | *6* | *15* | *77* | *2* |
| Bethune | East Central BOCES | 2003 | **10** | **0** | **70** | **20** |
| | | 2004 | **20** | **60** | **20** | **0** |
| | | 2005 | **7** | **29** | **57** | **7** |
| | *District Benchmark* | *2005* | *7* | *29* | *57* | *7* |
| Hi-Plains | East Central BOCES | 2003 | **0** | **17** | **83** | **0** |
| | | 2004 | **10** | **10** | **70** | **0** |
| | | 2005 | **0** | **0** | **86** | **14** |
| | *District Benchmark* | *2005* | *0* | *0* | *86* | *14* |
| Karval | East Central BOCES | 2003 | **0** | **0** | **100** | **0** |
| | | 2004 | **0** | **22** | **66** | **11** |
| | | 2005 | **0** | **20** | **60** | **20** |
| | *District Benchmark* | *2005* | | | | |
| Prairie Creeks Charter | East Central BOCES | 2003 | **0** | **60** | **20** | **0** |
| | | 2004 | **56** | **22** | **22** | **0** |
| | | 2005 | **33** | **55** | **11** | **0** |
| | *District Benchmark* | *2005* | *7* | *35* | *44* | *6* |
| Woodlin | East Central BOCES | 2003 | **0** | **9** | **73** | **18** |
| | | 2004 | **14** | **29** | **57** | **0** |
| | | 2005 | **0** | **57** | **43** | **0** |
| | *District Benchmark* | *2005* | *0* | *57* | *43* | *0* |

# 3rd Grade Math

(Note: This assessment was administered for the first time in 2005.)

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Billie Martinez | Greeley 6 | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **17** | **45** | **33** | **6** |
| | *District Benchmark* | *2005* | *11* | *32* | *42* | *14* |
| Wiggins | Wiggins Re-50(J) | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **0** | **21** | **63** | **16** |
| | *District Benchmark* | *2005* | *0* | *21* | *63* | *16* |
| Pioneer Bilingual | Boulder Re-2 | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **19** | **35** | **36** | **8** |
| | *District Benchmark* | *2005* | *4* | *15* | *38* | *43* |
| Laurel | Poudre R-1 | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **5** | **36** | **41** | **14** |
| | *District Benchmark* | *2005* | *3* | *20* | *46* | *30* |
| Federal Heights | Northglenn-Thornton 12 | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **10** | **35** | **51** | **2** |
| | *District Benchmark* | *2005* | *6* | *26* | *46* | *20* |

Note: Silverton Schools (Silverton 1 School District) did not administer the 3rd grade CSAP math assessment to any student in 2005.

# 4th Grade Math

(Note: This assessment was administered for the first time in 2005.)

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Billie Martinez | Greeley 6 | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **34** | **42** | **22** | **2** |
| | *District Benchmark* | *2005* | *17* | *32* | *36* | *14* |
| Wiggins | Wiggins Re-50(J) | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **7** | **19** | **48** | **26** |
| | *District Benchmark* | *2005* | *7* | *19* | *4* | *26* |
| Pioneer Bilingual | Boulder Re-2 | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **12** | **30** | **38** | **14** |
| | *District Benchmark* | *2005* | *4* | *17* | *46* | *32* |
| Laurel | Poudre R-1 | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **6** | **25** | **50** | **13** |
| | *District Benchmark* | *2005* | *5* | *19* | *49* | *27* |
| Federal Heights | Northglenn-Thornton 12 | 2003 | | | | |
| | | 2004 | | | | |
| | | 2005 | **18** | **36** | **42** | **4** |
| | *District Benchmark* | *2005* | *9* | *23* | *45* | *22* |

Note: Silverton Schools (Silverton 1 School District) did not administer the 3rd grade CSAP math assessment to any student in 2005.

# 5th Grade Math

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Silverton | Silverton 1 | 2003 | **0** | **100** | **0** | **0** |
| | | 2004 | **0** | **67** | **33** | **0** |
| | | 2005 | **0** | **0** | **67** | **33** |
| | *District Benchmark* | *2005* | *0* | *0* | *67* | *33* |
| Billie Martinez | Greeley 6 | 2003 | **38** | **47** | **13** | **0** |
| | | 2004 | **32** | **47** | **17** | **4** |
| | | 2005 | **24** | **49** | **9** | **16** |
| | *District Benchmark* | *2005* | *15* | *32* | *36* | *15* |
| Wiggins | Wiggins Re-50(J) | 2003 | **15** | **37** | **31** | **10** |
| | | 2004 | **14** | **29** | **43** | **14** |
| | | 2005 | **18** | **22** | **48** | **12** |
| | *District Benchmark* | *2005* | *18* | *22* | *48* | *12* |
| Pioneer Bilingual | Boulder Re-2 | 2003 | **15** | **52** | **27** | **0** |
| | | 2004 | **18** | **41** | **15** | **18** |
| | | 2005 | **15** | **38** | **23** | **19** |
| | *District Benchmark* | *2005* | *6* | *18* | *36* | *40* |
| Laurel | Poudre R-1 | 2003 | **8** | **39** | **37** | **16** |
| | | 2004 | **12** | **37** | **31** | **20** |
| | | 2005 | **15** | **38** | **21** | **23** |
| | *District Benchmark* | *2005* | *7* | *21* | *34* | *34* |
| Federal Heights | Northglenn-Thornton 12 | 2003 | **25** | **49** | **24** | **1** |
| | | 2004 | **21** | **44** | **29** | **7** |
| | | 2005 | **18** | **35** | **33** | **11** |
| | *District Benchmark* | *2005* | *11* | *27* | *36* | *25* |

# 6th Grade Math

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Jefferson | Rocky Ford R-2 | 2003 | **29** | **41** | **23** | **6** |
| | | 2004 | **24** | **37** | **26** | **9** |
| | | 2005 | **22** | **50** | **22** | **5** |
| | *District Benchmark* | *2005* | *22* | *50* | *22* | *5* |
| Silverton | Silverton 1 | 2003 | **17** | **33** | **33** | **17** |
| | | 2004 | **60** | **20** | **20** | **0** |
| | | 2005 | **60** | **20** | **20** | **0** |
| | *District Benchmark* | *2005* | *60* | *20* | *20* | *0* |
| Wiggins | Wiggins Re-50(J) | 2003 | **11** | **35** | **39** | **13** |
| | | 2004 | **13** | **40** | **30** | **9** |
| | | 2005 | **6** | **38** | **34** | **22** |
| | *District Benchmark* | *2005* | *6* | *38* | *34* | *22* |
| Bennett | East Central BOCES | 2003 | **26** | **38** | **33** | **2** |
| | | 2004 | **14** | **38** | **32** | **10** |
| | | 2005 | **14** | **31** | **39** | **16** |
| | *District Benchmark* | *2005* | *14* | *31* | *39* | *16* |
| Laurel | Poudre R-1 | 2003 | **8** | **18** | **39** | **32** |
| | | 2004 | **28** | **26** | **28** | **14** |
| | | 2005 | **23** | **34** | **19** | **17** |
| | *District Benchmark* | *2005* | *7* | *19* | *37* | *35* |
| Karval | East Central BOCES | 2003 | **0** | **75** | **0** | **25** |
| | | 2004 | **0** | **22** | **44** | **33** |
| | | 2005 | **0** | **0** | **0** | **100** |
| | *District Benchmark* | *2005* | *0* | *0* | *0* | *100* |
| Smiley | Denver County 1 | 2003 | **51** | **28** | **7** | **1** |
| | | 2004 | **48** | **27** | **14** | **8** |
| | | 2005 | **35** | **36** | **16** | **12** |
| | *District Benchmark* | *2005* | *32* | *34* | *22* | *9* |
| Hi-Plains | East Central BOCES | 2003 | **12** | **12** | **50** | **25** |
| | | 2004 | **14** | **14** | **29** | **36** |
| | | 2005 | **10** | **10** | **40** | **40** |
| | *District Benchmark* | *2005* | *10* | *10* | *40* | *40* |

# 7th Grade Math

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Jefferson | Rocky Ford R-2 | 2003 | **23** | **53** | **16** | **7** |
| | | 2004 | **21** | **37** | **30** | **11** |
| | | 2005 | **25** | **49** | **20** | **6** |
| | *District Benchmark* | *2005* | *25* | *49* | *20* | *6* |
| Silverton | Silverton 1 | 2003 | **0** | **100** | **0** | **0** |
| | | 2004 | **20** | **40** | **40** | **0** |
| | | 2005 | **0** | **0** | **0** | **100** |
| | *District Benchmark* | *2005* | *0* | *0* | *0* | *100* |
| Bennett | East Central BOCES | 2003 | **18** | **52** | **24** | **6** |
| | | 2004 | **25** | **42** | **30** | **3** |
| | | 2005 | **8** | **46** | **35** | **11** |
| | *District Benchmark* | *2005* | *8* | *46* | *35* | *11* |
| Bethune | East Central BOCES | 2003 | **0** | **50** | **20** | **30** |
| | | 2004 | **7** | **53** | **20** | **20** |
| | | 2005 | **9** | **64** | **18** | **9** |
| | *District Benchmark* | *2005* | *9* | *64* | *18* | *9* |
| Hi-Plains | East Central BOCES | 2003 | **20** | **60** | **20** | **0** |
| | | 2004 | **7** | **27** | **40** | **27** |
| | | 2005 | **0** | **50** | **21** | **28** |
| | *District Benchmark* | *2005* | *0* | *50* | *21* | *28* |
| Karval | East Central BOCES | 2003 | **0** | **0** | **100** | **0** |
| | | 2004 | **25** | **25** | **25** | **25** |
| | | 2005 | **0** | **17** | **67** | **17** |
| | *District Benchmark* | *2005* | | | | |
| Woodlin | East Central BOCES | 2003 | **9** | **64** | **18** | **9** |
| | | 2004 | **20** | **40** | **20** | **20** |
| | | 2005 | **0** | **54** | **36** | **1** |
| | *District Benchmark* | *2005* | *0* | *54* | *36* | *1* |
| Smiley | Denver County 1 | 2003 | **69** | **25** | **5** | **0** |
| | | 2004 | **55** | **31** | **5** | **0** |
| | | 2005 | **46** | **30** | **13** | **11** |
| | *District Benchmark* | *2005* | *37* | *38* | *14* | *7* |

# 8th Grade Math

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Jefferson | Rocky Ford R-2 | 2003 | **26** | **36** | **25** | **8** |
| | | 2004 | **25** | **38** | **25** | **10** |
| | | 2005 | **18** | **41** | **23** | **16** |
| | *District Benchmark* | *2005* | *10* | *41* | *22* | *16* |
| Silverton | Silverton 1 | 2003 | **0** | **100** | **0** | **0** |
| | | 2004 | **75** | **25** | **0** | **0** |
| | | 2005 | **75** | **25** | **0** | **0** |
| | *District Benchmark* | *2005* | *75* | *25* | *0* | *0* |
| Bennett | East Central BOCES | 2003 | **37** | **48** | **12** | **3** |
| | | 2004 | **32** | **39** | **20** | **10** |
| | | 2005 | **22** | **43** | **30** | **5** |
| | *District Benchmark* | *2005* | *22* | *43* | *30* | *5* |
| Bethune | East Central BOCES | 2003 | **15** | **54** | **23** | **8** |
| | | 2004 | **0** | **62** | **38** | **0** |
| | | 2005 | **21** | **36** | **29** | **14** |
| | *District Benchmark* | *2005* | *21* | *36* | *29* | *14* |
| Hi-Plains | East Central BOCES | 2003 | **17** | **33** | **50** | **0** |
| | | 2004 | **50** | **33** | **0** | **17** |
| | | 2005 | **18** | **18** | **41** | **24** |
| | *District Benchmark* | *2005* | *18* | *18* | *41* | *24* |
| Karval | East Central BOCES | 2003 | **0** | **22** | **55** | **22** |
| | | 2004 | **0** | **0** | **100** | **0** |
| | | 2005 | **25** | **50** | **0** | **25** |
| | *District Benchmark* | *2005* | | | | |
| Woodlin | East Central BOCES | 2003 | **33** | **45** | **0** | **22** |
| | | 2004 | **9** | **46** | **27** | **0** |
| | | 2005 | **0** | **66** | **16** | **16** |
| | *District Benchmark* | *2005* | *0* | *66* | *16* | *16* |
| Smiley | Denver County 1 | 2003 | **65** | **22** | **6** | **1** |
| | | 2004 | **73** | **17** | **6** | **1** |
| | | 2005 | **71** | **19** | **4** | **0** |
| | *District Benchmark* | *2005* | *29* | *29* | *32* | *4* |

# 9th Grade Math

| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Silverton | Silverton 1 | 2003 | **NR** | **NR** | **NR** | **NR** |
| | | 2004 | **100** | **0** | **0** | **0** |
| | | 2005 | **100** | **0** | **0** | **0** |
| | *District Benchmark* | *2005* | *100* | *0* | *0* | *0* |
| Red Canyon | Eagle County Re50 | 2003 | **NR** | **NR** | **NR** | **NR** |
| | | 2004 | **33** | **33** | **33** | **0** |
| | | 2005 | **60** | **40** | **0** | **0** |
| | *District Benchmark* | *2005* | *31* | *31* | *23* | *10* |
| Lake County | Lake County R-1 | 2003 | **54** | **24** | **19** | **0** |
| | | 2004 | **64** | **22** | **8** | **6** |
| | | 2005 | **55** | **30** | **11** | **1** |
| | *District Benchmark* | *2005* | *55* | *30* | *11* | *1* |
| Bennett | East Central BOCES | 2003 | **30** | **44** | **18** | **4** |
| | | 2004 | **30** | **48** | **22** | **0** |
| | | 2005 | **47** | **31** | **18** | **4** |
| | *District Benchmark* | *2005* | *47* | *31* | *18* | *4* |
| Bethune | East Central BOCES | 2003 | **NR** | **NR** | **NR** | **NR** |
| | | 2004 | **50** | **28** | **22** | **0** |
| | | 2005 | **25** | **50** | **13** | **13** |
| | *District Benchmark* | *2005* | *25* | *50* | *13* | *12* |
| Hi-Plains | East Central BOCES | 2003 | **NR** | **NR** | **NR** | **NR** |
| | | 2004 | **17** | **33** | **50** | **0** |
| | | 2005 | **14** | **57** | **28** | **0** |
| | *District Benchmark* | *2005* | *14* | *57* | *28* | *0* |
| Karval | East Central BOCES | 2003 | **NR** | **NR** | **NR** | **NR** |
| | | 2004 | **14** | **42** | **42** | **0** |
| | | 2005 | **0** | **0** | **100** | **0** |
| | *District Benchmark* | *2005* | *40* | *30* | *25* | *0* |
| Prairie Creeks Charter | East Central BOCES | 2003 | **NR** | **NR** | **NR** | **NR** |
| | | 2004 | **66** | **33** | **0** | **0** |
| | | 2005 | **100** | **0** | **0** | **0** |
| | *District Benchmark* | *2005* | *37* | *50* | *13* | *0* |
| Woodlin | East Central BOCES | 2003 | **NR** | **NR** | **NR** | **NR** |
| | | 2004 | **0** | **57** | **29** | **14** |
| | | 2005 | **0** | **60** | **40** | **0** |
| | *District Benchmark* | *2005* | *0* | *60* | *40* | *0* |

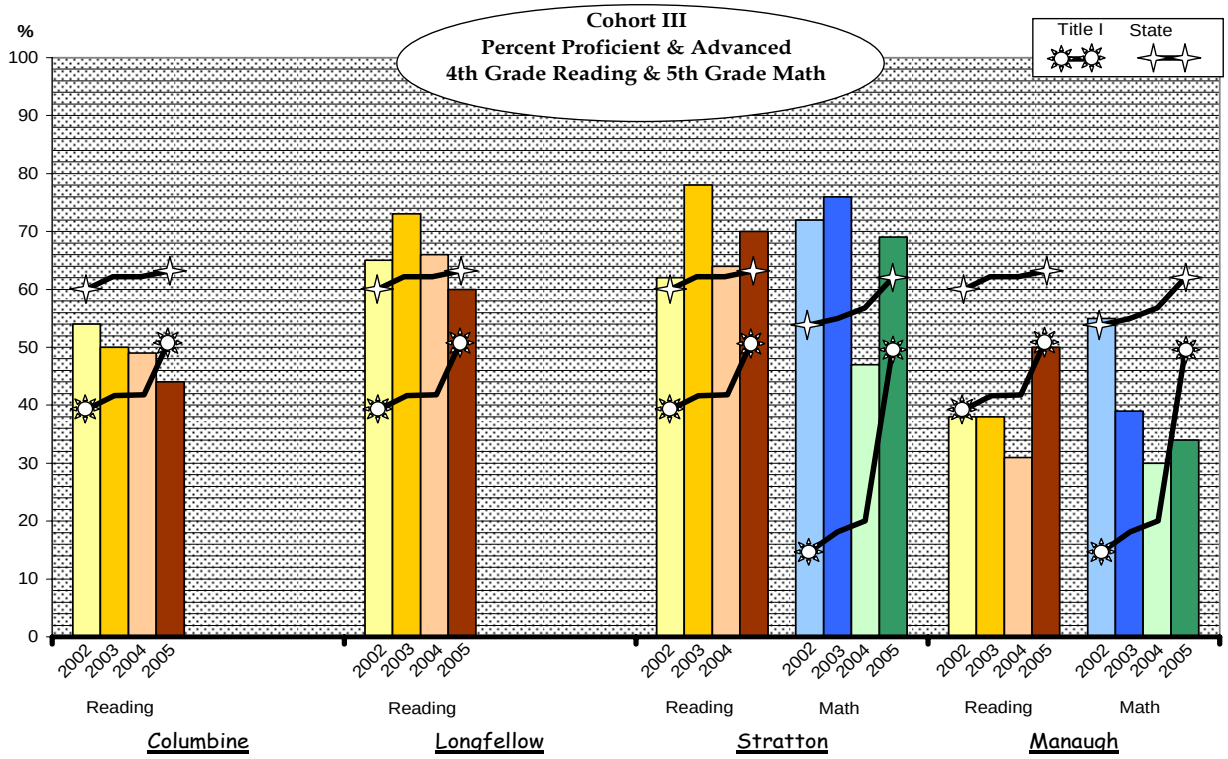
# 10th Grade Math

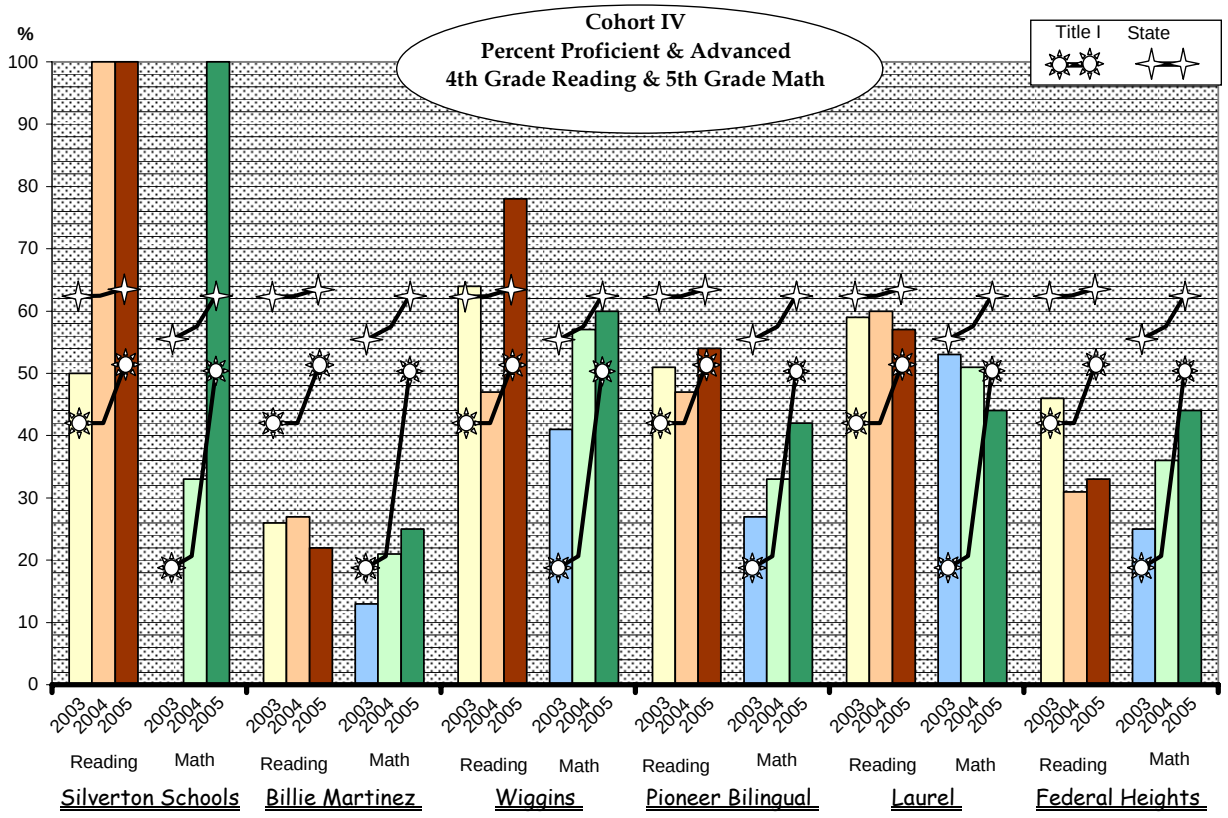
| School Name | LEA/ District | CSAP Year | % of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Silverton | Silverton 1 | 2003 | **40** | **0** | **60** | **0** |
| | | 2004 | **50** | **0** | **50** | **0** |
| | | 2005 | **50** | **0** | **50** | **0** |
| | *District Benchmark* | *2005* | *50* | *0* | *50* | *0* |
| Red Canyon | Eagle County Re50 | 2003 | **83** | **17** | **0** | **0** |
| | | 2004 | **40** | **50** | **10** | **0** |
| | | 2005 | **53** | **47** | **0** | **0** |
| | *District Benchmark* | *2005* | *32* | *32* | *26* | *3* |
| Lake County | Lake County R-1 | 2003 | **47** | **32** | **10** | **3** |
| | | 2004 | **52** | **36** | **12** | **0** |
| | | 2005 | **59** | **23** | **12** | **5** |
| | *District Benchmark* | *2005* | *59* | *23* | *12* | *5* |
| Bennett | East Central BOCES | 2003 | **36** | **43** | **13** | **0** |
| | | 2004 | **29** | **51** | **17** | **0** |
| | | 2005 | **27** | **50** | **23** | **0** |
| | *District Benchmark* | *2005* | *27* | *50* | *23* | *0* |
| Bethune | East Central BOCES | 2003 | **30** | **20** | **50** | **0** |
| | | 2004 | **100** | **0** | **0** | **0** |
| | | 2005 | **21** | **50** | **29** | **0** |
| | *District Benchmark* | *2005* | *21* | *50* | *29* | *0* |
| Hi-Plains | East Central BOCES | 2003 | **17** | **50** | **33** | **0** |
| | | 2004 | **20** | **30** | **40** | **0** |
| | | 2005 | **0** | **29** | **57** | **0** |
| | *District Benchmark* | *2005* | *0* | *29* | *57* | *0* |
| Karval | East Central BOCES | 2003 | **0** | **75** | **25** | **0** |
| | | 2004 | **11** | **55** | **33** | **0** |
| | | 2005 | **20** | **50** | **30** | **0** |
| | *District Benchmark* | *2005* | *40* | *45* | *15* | *0* |
| Prairie Creeks Charter | East Central BOCES | 2003 | **20** | **60** | **0** | **0** |
| | | 2004 | **78** | **22** | **0** | **0** |
| | | 2005 | **88** | **11** | **0** | **0** |
| | *District Benchmark* | *2005* | *33* | *35* | *20* | *5* |
| Woodlin | East Central BOCES | 2003 | **0** | **55** | **45** | **0** |
| | | 2004 | **14** | **57** | **29** | **0** |
| | | 2005 | **0** | **43** | **57** | **0** |
| | *District Benchmark* | *2005* | *0* | *43* | *57* | *0* |

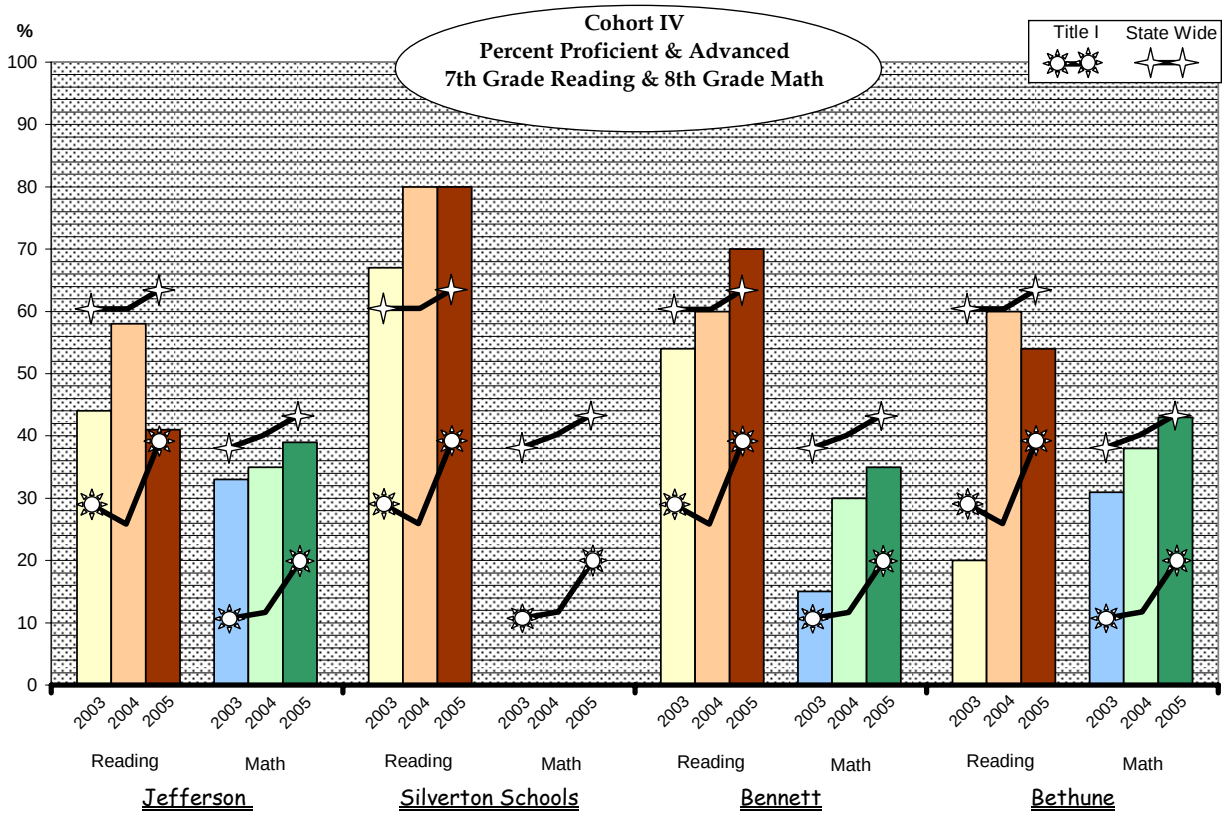
# CSR Cohort IV

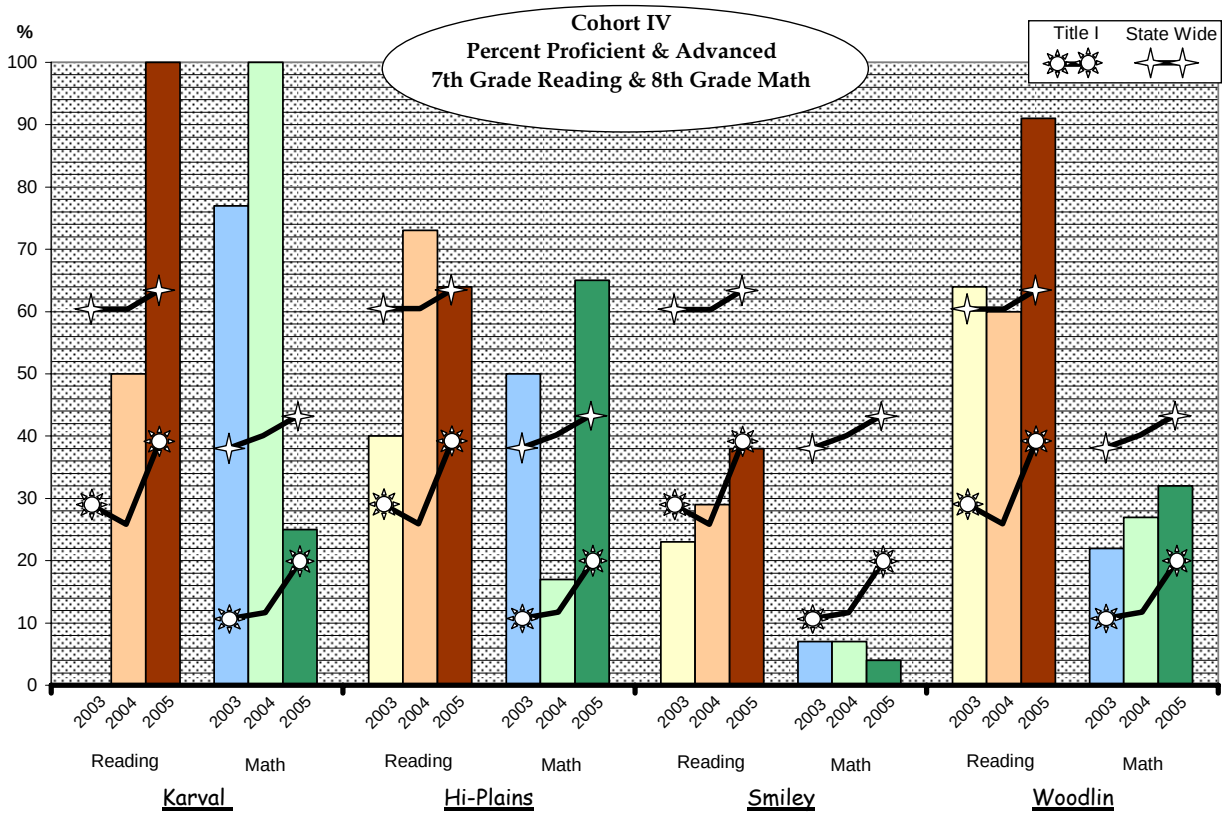
# Graphs Showing Selected Math and Reading CSAP Scores Over Time Against State and Title I Benchmarks

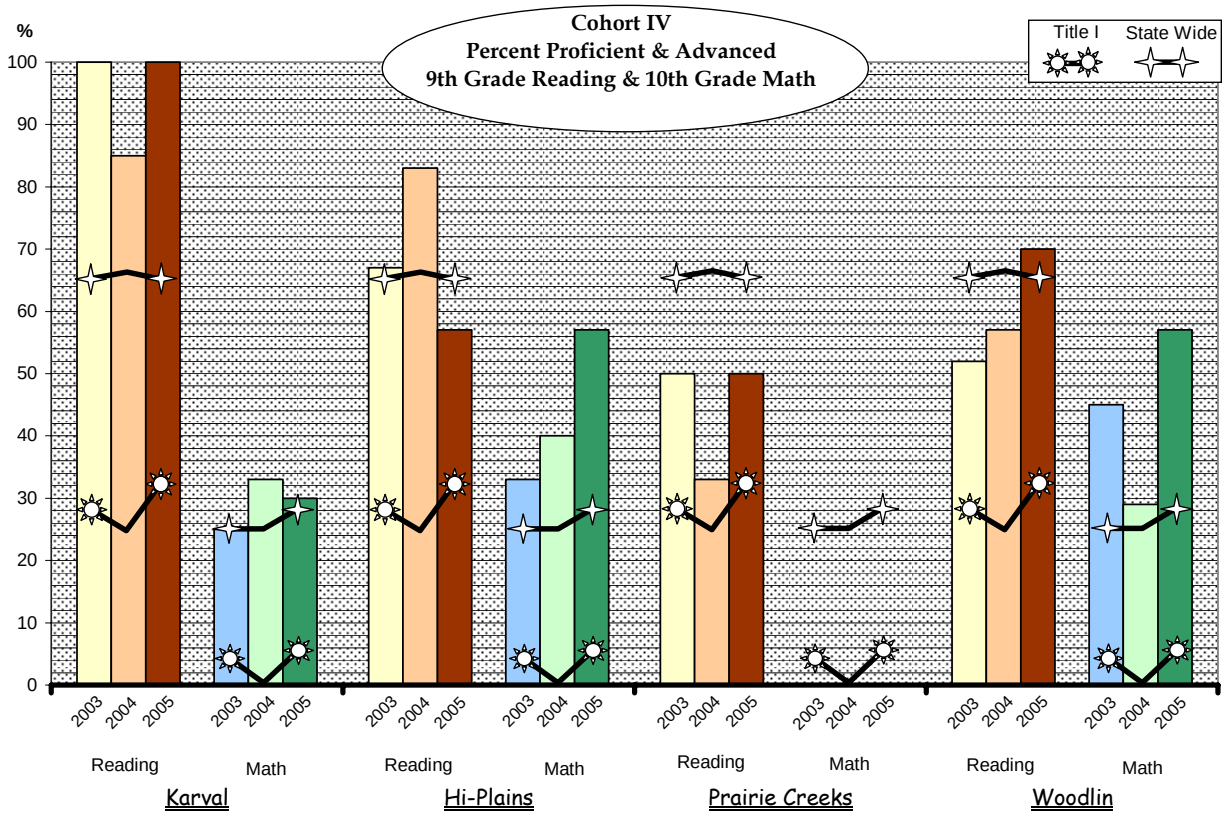
Note: The schools are grouped to facilitate comparisons.
The CSAP scores shown are different for each group depending on the particular grades served by the schools (e.g. 1-5, 5-7, 6-8).

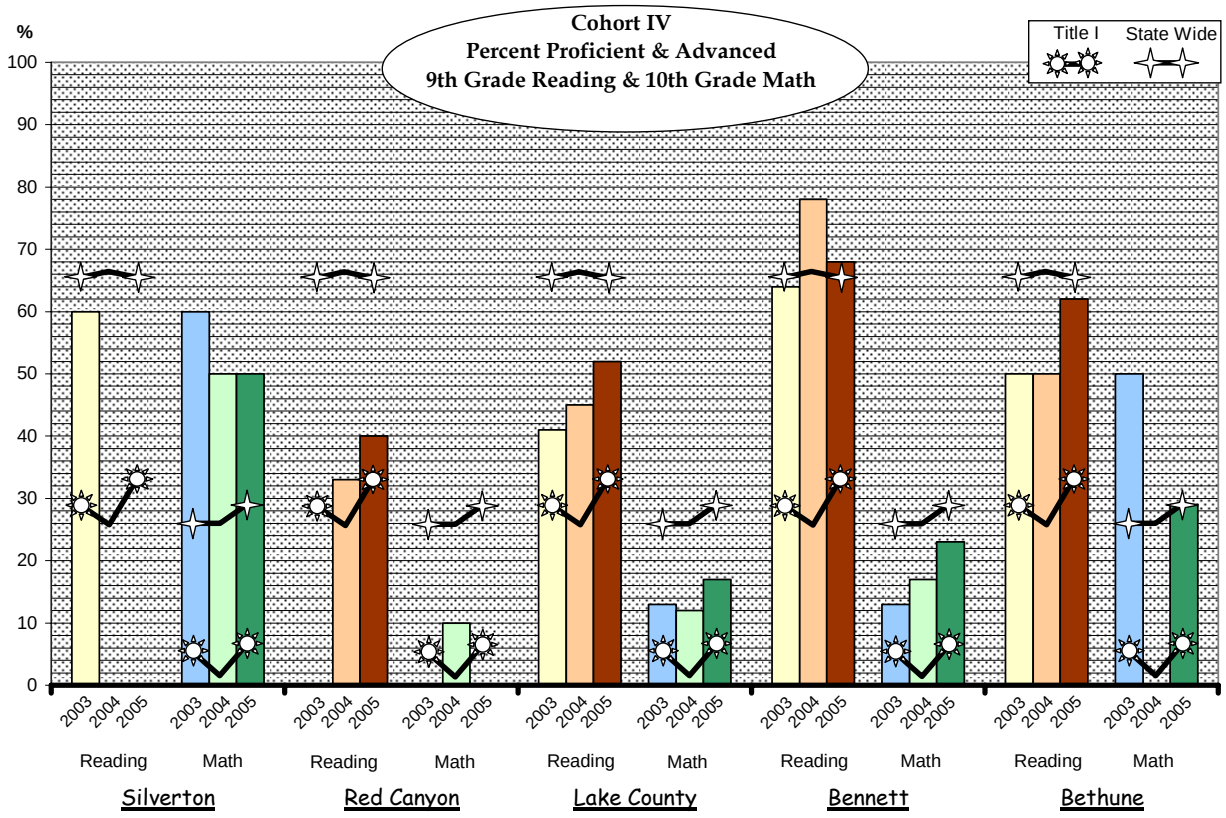

Cohort III
Percent Proficient & Advanced
4th Grade Reading & 5th Grade Math
Title I
State
%
100
90
80
70
60
50
40
30
20
10
0
2002 2003 2004 2005
Reading
Columbine
Reading
Longfellow
Reading
Math
Stratton
Reading
Math
Manaugh


Cohort IV
Percent Proficient & Advanced
4th Grade Reading & 5th Grade Math
Title I
State
%
100
90
80
70
60
50
40
30
20
10
0
2003 2004 2005
Reading
Math
Silverton Schools
Reading
Math
Billie Martinez
Reading
Math
Wiggins
Reading
Math
Pioneer Bilingual
Reading
Math
Laurel
Reading
Math
Federal Heights


Cohort IV
Percent Proficient & Advanced
7th Grade Reading & 8th Grade Math
Title I
State Wide
%
100
90
80
70
60
50
40
30
20
10
0
2003
2004
2005
Reading
Math
Jefferson
Silverton Schools
Bennett
Bethune


Cohort IV
Percent Proficient & Advanced
7th Grade Reading & 8th Grade Math
Title I
State Wide
%
100
90
80
70
60
50
40
30
20
10
0
2003
2004
2005
Reading
Math
Karval
Hi-Plains
Smiley
Woodlin


Cohort IV
Percent Proficient & Advanced
9th Grade Reading & 10th Grade Math
Title I
State Wide
%
100
90
80
70
60
50
40
30
20
10
0
2003
2004
2005
Reading
Math
Karval
Hi-Plains
Prairie Creeks
Woodlin


Cohort IV
Percent Proficient & Advanced
9th Grade Reading & 10th Grade Math
Title I
State Wide
%
100
90
80
70
60
50
40
30
20
10
0
2003
2004
2005
Reading
Math
Silverton
Red Canyon
Lake County
Bennett
Bethune

# Appendix B
# Writing CSAP Scores for CSR Schools

## CSAP: Student Proficiency in 3rd Grade Writing – 2002-2003

| School Name<br>Cohort III | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Columbine Elementary | Fort Morgan RE-3 | 7/2002 | 2 | 45 | 43 | 9 |
| Dupont Elementary | Adams County 14 | 7/2002 | 10 | 49 | 33 | 7 |
| Longfellow Elementary | Salida R-32 | 7/2002 | 0 | 47 | 38 | 15 |
| Manaugh Elementary | Montezuma-Cortez RE-1 | 7/2002 | 28 | 46 | 22 | 0 |
| Sable Elementary | Adams-Arapahoe 28J | 7/2002 | 6 | 62 | 16 | 2 |
| Stratton Elementary | Stratton R-4 | 7/2002 | 6 | 13 | 69 | 13 |
| Cohort IV (Baseline) | | | | | | |
| Silverton Schools | Silverton 1 | 7/2003 | NR | NR | NR | NR |
| Billie Martinez Elementary | Greeley S.D. 6 | 7/2003 | 19 | 51 | 23 | 7 |
| Wiggins Elementary | Wiggins S.D. Re-50J | 7/2003 | 8 | 50 | 38 | 4 |
| Pioneer Bilingual Elementary | Boulder Re-2 | 7/2003 | 9 | 32 | 45 | 14 |
| Laurel Elementary | Poudre S.D. R-1 | 7/2003 | 10 | 46 | 33 | 11 |
| Federal Heights Elementary | Northglenn-Thornton 12 | 7/2003 | 18 | 70 | 9 | 4 |

## CSAP: Student Proficiency in 3rd Grade Writing – 2003-2004

| School Name<br>Cohort III | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Columbine Elementary | Fort Morgan RE-3 | 7/2002 | 8 | 52 | 36 | 4 |
| Dupont Elementary | Adams County 14 | 7/2002 | 15 | 57 | 24 | 3 |
| Longfellow Elementary | Salida R-32 | 7/2002 | 5 | 43 | 37 | 16 |
| Manaugh Elementary | Montezuma-Cortez RE-1 | 7/2002 | 16 | 55 | 24 | 2 |
| Sable Elementary | Adams-Arapahoe 28J | 7/2002 | 25 | 55 | 19 | 0 |
| Stratton Elementary | Stratton R-4 | 7/2002 | 0 | 33 | 33 | 33 |
| Cohort IV | | | | | | |
| Silverton Schools | Silverton 1 | 7/2003 | 0 | 80 | 0 | 0 |
| Billie Martinez Elementary | Greeley S.D. 6 | 7/2003 | 15 | 66 | 19 | 0 |
| Wiggins Elementary | Wiggins S.D. Re-50J | 7/2003 | 4 | 48 | 37 | 11 |
| Pioneer Bilingual Elementary | Boulder Re-2 | 7/2003 | 7 | 33 | 37 | 19 |
| Laurel Elementary | Poudre S.D. R-1 | 7/2003 | 10 | 55 | 28 | 7 |
| Federal Heights Elementary | Northglenn-Thornton 12 | 7/2003 | 16 | 72 | 12 | 0 |

## CSAP: Student Proficiency in 3rd Grade Writing – 2004-2005

| School Name<br>Cohort III | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Columbine Elementary | Fort Morgan RE-3 | 7/2002 | 3 | 51 | 38 | 9 |
| Dupont Elementary | Adams County 14 | 7/2002 | 13 | 63 | 23 | 1 |
| Longfellow Elementary | Salida R-32 | 7/2002 | 1 | 44 | 42 | 10 |
| Manaugh Elementary | Montezuma-Cortez RE-1 | 7/2002 | 14 | 60 | 20 | 4 |
| Sable Elementary | Adams-Arapahoe 28J | 7/2002 | 20 | 54 | 25 | 0 |
| Stratton Elementary | Stratton R-4 | 7/2002 | 6 | 19 | 63 | 13 |
| Cohort IV | | | | | | |
| Silverton Schools | Silverton 1 | 7/2003 | 0 | 80 | 20 | 0 |
| Billie Martinez Elementary | Greeley S.D. 6 | 7/2003 | 14 | 60 | 24 | 2 |
| Wiggins Elementary | Wiggins S.D. Re-50J | 7/2003 | 0 | 44 | 53 | 2 |
| Pioneer Bilingual Elementary | Boulder Re-2 | 7/2003 | 12 | 39 | 41 | 7 |
| Laurel Elementary | Poudre S.D. R-1 | 7/2003 | 4 | 45 | 43 | 2 |
| Federal Heights Elementary | Northglenn-Thornton 12 | 7/2003 | 12 | 55 | 30 | 0 |

## CSAP: Student Proficiency in 4th Grade Writing – 2002-2003

| School Name<br>Cohort III | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Columbine Elementary | Fort Morgan RE-3 | 7/2002 | 5 | 58 | 33 | 4 |
| Dupont Elementary | Adams County 14 | 7/2002 | 15 | 51 | 31 | 2 |
| Longfellow Elementary | Salida R-32 | 7/2002 | 4 | 27 | 47 | 21 |
| Manaugh Elementary | Montezuma-Cortez RE-1 | 7/2002 | 32 | 46 | 17 | 2 |
| Sable Elementary | Adams-Arapahoe 28J | 7/2002 | 13 | 54 | 22 | 3 |
| Stratton Elementary | Stratton R-4 | 7/2002 | 0 | 43 | 52 | 4 |
| Cohort IV (Baseline) | | | | | | |
| Silverton Schools | Silverton 1 | 7/2003 | 0 | 50 | 50 | 0 |
| Billie Martinez Elementary | Greeley S.D. 6 | 7/2003 | 31 | 53 | 15 | 1 |
| Wiggins Elementary | Wiggins S.D. Re-50J | 7/2003 | 12 | 45 | 39 | 3 |
| Pioneer Bilingual Elementary | Boulder Re-2 | 7/2003 | 20 | 51 | 20 | 6 |
| Laurel Elementary | Poudre S.D. R-1 | 7/2003 | 0 | 33 | 43 | 24 |
| Federal Heights Elementary | Northglenn-Thornton 12 | 7/2003 | 10 | 63 | 26 | 1 |

## CSAP: Student Proficiency in 4th Grade Writing – 2003-2004

| School Name<br>Cohort III | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Columbine Elementary | Fort Morgan RE-3 | 7/2002 | 4 | 59 | 31 | 6 |
| Dupont Elementary | Adams County 14 | 7/2002 | 8 | 52 | 37 | 3 |
| Longfellow Elementary | Salida R-32 | 7/2002 | 6 | 38 | 37 | 17 |
| Manaugh Elementary | Montezuma-Cortez RE-1 | 7/2002 | 27 | 57 | 12 | 0 |
| Sable Elementary | Adams-Arapahoe 28J | 7/2002 | 28 | 57 | 14 | 0 |
| Stratton Elementary | Stratton R-4 | 7/2002 | 7 | 29 | 57 | 7 |
| Cohort IV | | | | | | |
| Silverton Schools | Silverton 1 | 7/2003 | 0 | 100 | 0 | 0 |
| Billie Martinez Elementary | Greeley S.D. 6 | 7/2003 | 30 | 49 | 20 | 1 |
| Wiggins Elementary | Wiggins S.D. Re-50J | 7/2003 | 10 | 61 | 29 | 0 |
| Pioneer Bilingual Elementary | Boulder Re-2 | 7/2003 | 18 | 37 | 29 | 10 |
| Laurel Elementary | Poudre S.D. R-1 | 7/2003 | 9 | 33 | 45 | 14 |
| Federal Heights Elementary | Northglenn-Thornton 12 | 7/2003 | 5 | 72 | 20 | 3 |

## CSAP: Student Proficiency in 4th Grade Writing – 2004-2005

| School Name<br>Cohort III | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Columbine Elementary | Fort Morgan RE-3 | 7/2002 | 10 | 52 | 36 | 2 |
| Dupont Elementary | Adams County 14 | 7/2002 | 16 | 56 | 26 | 1 |
| Longfellow Elementary | Salida R-32 | 7/2002 | 4 | 41 | 41 | 9 |
| Manaugh Elementary | Montezuma-Cortez RE-1 | 7/2002 | 14 | 60 | 20 | 4 |
| Sable Elementary | Adams-Arapahoe 28J | 7/2002 | 20 | 54 | 25 | 0 |
| Stratton Elementary | Stratton R-4 | 7/2002 | 6 | 19 | 63 | 13 |
| Cohort IV | | | | | | |
| Silverton Schools | Silverton 1 | 7/2003 | 0 | 100 | 0 | 0 |
| Billie Martinez Elementary | Greeley S.D. 6 | 7/2003 | 34 | 55 | 11 | 0 |
| Wiggins Elementary | Wiggins S.D. Re-50J | 7/2003 | 4 | 37 | 52 | 7 |
| Pioneer Bilingual Elementary | Boulder Re-2 | 7/2003 | 12 | 48 | 24 | 10 |
| Laurel Elementary | Poudre S.D. R-1 | 7/2003 | 0 | 30 | 52 | 9 |
| Federal Heights Elementary | Northglenn-Thornton 12 | 7/2003 | 10 | 74 | 15 | 1 |

## CSAP: Student Proficiency in 5th Grade Writing – 2004-2005

| School Name<br>Cohort III | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Baker Central | Fort Morgan RE-3 | 7/2002 | 11 | 54 | 31 | 3 |
| Dupont Elementary | Adams County 14 | 7/2002 | 5 | 66 | 26 | 0 |
| Manaugh Elementary | Montezuma-Cortez RE-1 | 7/2002 | 22 | 46 | 25 | 2 |
| Sable Elementary | Adams-Arapahoe 28J | 7/2002 | 16 | 43 | 35 | 1 |
| Stratton Elementary | Stratton R-4 | 7/2002 | 0 | 31 | 50 | 19 |
| Walsenburg Middle School | Walsenburg | 7/2002 | 6 | 45 | 43 | 6 |
| Cohort IV | | | | | | |
| Silverton Schools | Silverton 1 | 7/2003 | 33 | 33 | 33 | 0 |
| Billie Martinez Elementary | Greeley S.D. 6 | 7/2003 | 20 | 56 | 20 | 0 |
| Wiggins Elementary | Wiggins S.D. Re-50J | 7/2003 | 2 | 42 | 54 | 2 |
| Pioneer Bilingual Elementary | Boulder Re-2 | 7/2003 | 8 | 42 | 35 | 12 |
| Laurel Elementary | Poudre S.D. R-1 | 7/2003 | 6 | 37 | 50 | 6 |
| Federal Heights Elementary | Northglenn-Thornton 12 | 7/2003 | 9 | 55 | 29 | 4 |

## CSAP: Student Proficiency in 6th Grade Writing – 2002-2003

| School Name LEA/ District<br>Cohort III | | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Baker Central School | Fort Morgan Re-3 | 7/2002 | 9 | 53 | 35 | 3 |
| Cole Middle School | Denver Public Schools | 7/2002 | 26 | 60 | 7 | 0 |
| Horace Mann Middle School | Denver Public Schools | 7/2002 | 20 | 57 | 19 | 1 |
| Lake Middle School | Denver Public Schools | 7/2002 | 11 | 66 | 13 | 0 |
| Rishel Middle School | Denver Public Schools | 7/2002 | 18 | 60 | 17 | 1 |
| Stratton Elementary | Stratton R-4 | 7/2002 | 6 | 50 | 44 | 0 |
| Walsenburg Middle School | Walsenburg | 7/2002 | 6 | 61 | 33 | 0 |
| Cohort IV (Baseline) | | | | | | |
| Jefferson Middle School | Rocky Ford S.D. R-2 | 7/2003 | 10 | 45 | 39 | 3 |
| Silverton Schools | Silverton 1 | 7/2003 | 17 | 0 | 67 | 17 |
| Wiggins Elementary | Wiggins S.D. Re-50J | 7/2003 | 7 | 35 | 54 | 2 |
| Bennett Middle School | Bennett 28J | 7/2003 | 10 | 52 | 35 | 3 |
| Laurel Elementary | Poudre S.D. R-1 | 7/2003 | 0 | 27 | 60 | 10 |
| Karval Jr-Sr High School | Karval Re-23 | 7/2003 | 0 | 25 | 50 | 25 |
| Smiley Middle School | Denver Public Schools | 7/2003 | 13 | 56 | 16 | 1 |
| Hi-Plains Undivided | Hi Plains R-23 | 7/2003 | 6 | 31 | 63 | 0 |

## CSAP: Student Proficiency in 6th Grade Writing – 2003-2004

| School Name | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Cohort III | | | | | | |
| Baker Central School | Fort Morgan Re-3 | 7/2002 | 8 | 54 | 34 | 4 |
| Cole Middle School | Denver Public Schools | 7/2002 | 23 | 54 | 9 | 0 |
| Horace Mann Middle School | Denver Public Schools | 7/2002 | 14 | 66 | 16 | 0 |
| Lake Middle School | Denver Public Schools | 7/2002 | 28 | 60 | 11 | 0 |
| Rishel Middle School | Denver Public Schools | 7/2002 | 21 | 56 | 16 | 1 |
| Stratton Elementary | Stratton R-4 | 7/2002 | 0 | 29 | 66 | 5 |
| Walsenburg Middle School | Walsenburg | 7/2002 | 10 | 59 | 27 | 5 |
| Cohort IV | | | | | | |
| Jefferson Middle School | Rocky Ford S.D. R-2 | 7-2003 | 1 | 62 | 33 | 0 |
| Silverton Schools | Silverton 1 | 7/2003 | 20 | 60 | 20 | 0 |
| Wiggins Elementary | Wiggins S.D. Re-50J | 7/2003 | 6 | 40 | 47 | 4 |
| Bennett Middle School | Bennett 28J | 7/2003 | 1 | 45 | 48 | 6 |
| Laurel Elementary | Poudre S.D. R-1 | 7/2003 | 10 | 40 | 34 | 12 |
| Karval Jr-Sr High School | Karval Re-23 | 7/2003 | 0 | 44 | 44 | 11 |
| Smiley Middle School | Denver Public Schools | 7/2003 | 16 | 53 | 27 | 3 |
| Hi-Plains Undivided | Hi Plains R-23 | 7/2003 | 0 | 43 | 36 | 21 |

## CSAP: Student Proficiency in 6th Grade Writing – 2004-2005

| School Name | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Cohort III | | | | | | |
| Baker Central School | Fort Morgan Re-3 | 7/2002 | 10 | 48 | 39 | 3 |
| Cole Middle School | Denver Public Schools | 7/2002 | 37 | 46 | 13 | 0 |
| Horace Mann Middle School | Denver Public Schools | 7/2002 | 22 | 49 | 22 | 0 |
| Lake Middle School | Denver Public Schools | 7/2002 | 19 | 57 | 16 | 0 |
| Rishel Middle School | Denver Public Schools | 7/2002 | 22 | 57 | 19 | 0 |
| Stratton Elementary | Stratton R-4 | 7/2002 | 0 | 32 | 56 | 12 |
| Walsenburg Middle School | Walsenburg | 7/2002 | 8 | 56 | 36 | 0 |
| Cohort IV | | | | | | |
| Jefferson Middle School | Rocky Ford S.D. R-2 | 7-2003 | 5 | 55 | 36 | 3 |
| Silverton Schools | Silverton 1 | 7/2003 | 20 | 60 | 20 | 0 |
| Wiggins Elementary | Wiggins S.D. Re-50J | 7/2003 | 0 | 31 | 59 | 9 |
| Bennett Middle School | Bennett 28J | 7/2003 | 5 | 40 | 51 | 4 |
| Laurel Elementary | Poudre S.D. R-1 | 7/2003 | 2 | 42 | 36 | 17 |
| Karval Jr-Sr High School | Karval Re-23 | 7/2003 | 0 | 60 | 40 | 0 |
| Smiley Middle School | Denver Public Schools | 7/2003 | 14 | 49 | 31 | 3 |
| Hi-Plains Undivided | Hi Plains R-23 | 7/2003 | 0 | 30 | 60 | 10 |

## CSAP: Student Proficiency in 7th Grade Writing – 2002-2003

| School Name | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Cohort III | | | | | | |
| Cole Middle School | Denver Public Schools | 7/2002 | 40 | 30 | 15 | 0 |
| Horace Mann Middle School | Denver Public Schools | 7/2002 | 28 | 32 | 32 | 1 |
| Lake Middle School | Denver Public Schools | 7/2002 | 33 | 40 | 16 | 0 |
| Rishel Middle School | Denver Public Schools | 7/2002 | 32 | 37 | 26 | 0 |
| Walsenburg Middle School | Walsenburg | 7/2002 | 15 | 11 | 68 | 4 |
| Wheat Ridge Middle School | Jefferson County | 7/2002 | 25 | 29 | 30 | 2 |
| Cohort IV (Baseline) | | | | | | |
| Jefferson Middle School | Rocky Ford S.D. R-2 | 7/2003 | 7 | 47 | 39 | 6 |
| Silverton Schools | Silverton 1 | 7/2003 | 0 | 67 | 33 | 0 |
| Bennett Middle School | Bennett 28J | 7/2003 | 4 | 65 | 29 | 1 |
| Bethune Jr-Sr High School | Bethune R-5 | 7/2003 | | | | |
| Hi-Plains Undivided | Hi Plains R-23 | 7/2003 | 20 | 60 | 20 | 0 |
| Karval Jr-Sr High School | Karval Re-23 | 7/2003 | 100 | 0 | 0 | 0 |
| Woodlin Undivided High | Woodlin R-104 | 7/2003 | 9 | 55 | 27 | 9 |
| Smiley Middle School | Denver Public Schools | 7/2003 | 15 | 63 | 20 | 1 |

## CSAP: Student Proficiency in 7th Grade Writing – 2003-2004

| School Name | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Cohort III | | | | | | |
| Cole Middle School | Denver Public Schools | 7/2002 | 21 | 63 | 4 | 0 |
| Horace Mann Middle School | Denver Public Schools | 7/2002 | 25 | 60 | 9 | 1 |
| Lake Middle School | Denver Public Schools | 7/2002 | 16 | 62 | 9 | 0 |
| Rishel Middle School | Denver Public Schools | 7/2002 | 26 | 59 | 11 | 0 |
| Walsenburg Middle School | Walsenburg | 7/2002 | 9 | 70 | 18 | 2 |
| Wheat Ridge Middle School | Jefferson County | 7/2002 | 14 | 60 | 21 | 1 |
| Cohort IV | | | | | | |
| Jefferson Middle School | Rocky Ford S.D. R-2 | 7/2003 | 9 | 46 | 40 | 4 |
| Silverton Schools | Silverton 1 | 7/2003 | 20 | 20 | 60 | 0 |
| Bennett Middle School | Bennett 28J | 7/2003 | 2 | 57 | 37 | 4 |
| Bethune Jr-Sr High School | Bethune R-5 | 7/2003 | 0 | 54 | 33 | 14 |
| Hi-Plains Undivided | Hi Plains R-23 | 7/2003 | 0 | 40 | 40 | 20 |
| Karval Jr-Sr High School | Karval Re-23 | 7/2003 | 0 | 25 | 50 | 25 |
| Woodlin Undivided High | Woodlin R-104 | 7/2003 | 0 | 80 | 20 | 0 |
| Smiley Middle School | Denver Public Schools | 7/2003 | 19 | 59 | 19 | 1 |

## CSAP: Student Proficiency in 7th Grade Writing – 2004-2005

| School Name | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Cohort III | | | | | | |
| Cole Middle School | Denver Public Schools | 7/2002 | | | | |
| Horace Mann Middle School | Denver Public Schools | 7/2002 | 11 | 61 | 24 | 2 |
| Lake Middle School | Denver Public Schools | 7/2002 | 18 | 62 | 13 | 0 |
| Rishel Middle School | Denver Public Schools | 7/2002 | 16 | 61 | 16 | 0 |
| Walsenburg Middle School | Walsenburg | 7/2002 | 13 | 50 | 38 | 0 |
| Wheat Ridge Middle School | Jefferson County | 7/2002 | 11 | 62 | 21 | 0 |
| Cohort IV | | | | | | |
| Jefferson Middle School | Rocky Ford S.D. R-2 | 7/2003 | 4 | 64 | 32 | 0 |
| Silverton Schools | Silverton 1 | 7/2003 | 20 | 40 | 60 | 0 |
| Bennett Middle School | Bennett 28J | 7/2003 | 4 | 31 | 53 | 13 |
| Bethune Jr-Sr High School | Bethune R-5 | 7/2003 | 9 | 45 | 36 | 9 |
| Hi-Plains Undivided | Hi Plains R-23 | 7/2003 | | | | |
| Karval Jr-Sr High School | Karval Re-23 | 7/2003 | 0 | 17 | 67 | 17 |
| Woodlin Undivided High | Woodlin R-104 | 7/2003 | | | | |
| Smiley Middle School | Denver Public Schools | 7/2003 | 12 | 53 | 27 | 6 |

## CSAP: Student Proficiency in 8th Grade Writing – 2004-2005

| School Name | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| Cohort III | | | | | | |
| Cole Middle School | Denver Public Schools | 7/2002 | | | | |
| Horace Mann Middle School | Denver Public Schools | 7/2002 | 9 | 64 | 20 | 2 |
| Lake Middle School | Denver Public Schools | 7/2002 | 20 | 69 | 10 | 0 |
| Rishel Middle School | Denver Public Schools | 7/2002 | 18 | 64 | 8 | 0 |
| Walsenburg Middle School | Walsenburg | 7/2002 | 2 | 56 | 67 | 2 |
| Wheat Ridge Middle School | Jefferson County | 7/2002 | 17 | 63 | 17 | 0 |
| Cohort IV | | | | | | |
| Jefferson Middle School | Rocky Ford S.D. R-2 | 7/2003 | 7 | 52 | 38 | 2 |
| Silverton Schools | Silverton 1 | 7/2003 | 25 | 25 | 50 | 0 |
| Bennett Middle School | Bennett 28J | 7/2003 | 3 | 54 | 42 | 0 |
| Bethune Jr-Sr High School | Bethune R-5 | 7/2003 | 0 | 50 | 43 | 7 |
| Hi-Plains Undivided | Hi Plains R-23 | 7/2003 | | | | |
| Karval Jr-Sr High School | Karval Re-23 | 7/2003 | 0 | 25 | 50 | 25 |
| Woodlin Undivided High | Woodlin R-104 | 7/2003 | | | | |
| Smiley Middle School | Denver Public Schools | 7/2003 | 15 | 53 | 21 | 1 |

## CSAP: Student Proficiency in 9th Grade Writing – 2002-2003

| School Name<br>Cohort III | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| North High School | Denver Public Schools | 7/2002 | 6 | 50 | 18 | 0 |
| Cohort IV (Baseline) | | | | | | |
| Silverton Schools | Silverton 1 | 7/2003 | 20 | 20 | 60 | 0 |
| Red Canyon High School | Eagle Re-50 | 7/2003 | 6 | 42 | 44 | |
| Lake County High School | Lake County R-1 | 7/2003 | 25 | 50 | 25 | 0 |
| Bennett High School | Bennett 29J | 7/2003 | 11 | 44 | 44 | 0 |
| Bethune Jr-Sr. High School | Bethune R-5 | 7/2003 | 0 | 14 | 71 | 14 |
| High Plains Undivided High | Hi-Plains R-23 | 7/2003 | 0 | 71 | 29 | 0 |
| Karval Jr-Sr High School | Karval Re-23 | 7/2003 | NR | NR | NR | NR |
| Prairie Creeks Charter | Prairie Re-11 | 7/2003 | 0 | 100 | 0 | 0 |
| Woodlin Undivided High | Woodlin R-104 | 7/2003 | 15 | 56 | 26 | 2 |

## CSAP: Student Proficiency in 9th Grade Writing – 2003-2004

| School Name LEA/ District Cohort III | | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| North High School | Denver Public Schools | 7/2002 | 10 | 58 | 14 | 0 |
| **Cohort IV** | | | | | | |
| Silverton Schools | Silverton 1 | 7/2003 | NR | NR | NR | NR |
| Red Canyon High School | Eagle Re-50 | 7/2003 | NR | NR | NR | NR |
| Lake County High School | Lake County R-1 | 7/2003 | 17 | 52 | 29 | 0 |
| Bennett High School | Bennett 29J | 7/2003 | 1 | 40 | 57 | 2 |
| Bethune Jr-Sr. High School | Bethune R-5 | 7/2003 | NR | NR | NR | NR |
| High Plains Undivided High | Hi-Plains R-23 | 7/2003 | NR | NR | NR | NR |
| Karval Jr-Sr High School | Karval Re-23 | 7/2003 | NR | NR | NR | NR |
| Prairie Creeks Charter | Prairie Re-11 | 7/2003 | NR | NR | NR | NR |
| Woodlin Undivided High | Woodlin R-104 | 7/2003 | NR | NR | NR | NR |

## CSAP: Student Proficiency in 9th Grade Writing – 2004-2005

| School Name LEA/ District Cohort III | | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| North High School | Denver Public Schools | 7/2002 | 10 | 62 | 11 | 0 |
| **Cohort IV** | | | | | | |
| Silverton Schools | Silverton 1 | 7/2003 | 0 | 100 | 0 | 0 |
| Red Canyon High School | Eagle Re-50 | 7/2003 | | | | |
| Lake County High School | Lake County R-1 | 7/2003 | 13 | 59 | 22 | 4 |
| Bennett High School | Bennett 29J | 7/2003 | 5 | 46 | 48 | 1 |
| Bethune Jr-Sr. High School | Bethune R-5 | 7/2003 | 0 | 63 | 37 | 0 |
| High Plains Undivided High | Hi-Plains R-23 | 7/2003 | | | | |
| Karval Jr-Sr High School | Karval Re-23 | 7/2003 | 0 | 50 | 25 | 25 |
| Prairie Creeks Charter | Prairie Re-11 | 7/2003 | | | | |
| Woodlin Undivided High | Woodlin R-104 | 7/2003 | | | | |

## CSAP: Student Proficiency in 10th Grade Writing – 2002-2003

| School Name LEA/ District Cohort III | | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| North High School | Denver Public Schools | 7/2002 | 8 | 51 | 18 | 2 |
| Cohort IV (Baseline) | | | | | | |
| Silverton Schools | Silverton 1 | 7/2003 | 0 | 100 | 0 | 0 |
| Red Canyon High School | Eagle Re-50 | 7/2003 | 9 | 74 | 17 | 0 |
| Lake County High School | Lake County R-1 | 7/2003 | 11 | 43 | 40 | 3 |
| Bennett High School | Bennett 29J | 7/2003 | 4 | 39 | 51 | 1 |
| Bethune Jr-Sr. High School | Bethune R-5 | 7/2003 | 0 | 40 | 60 | 0 |
| High Plains Undivided High | Hi-Plains R-23 | 7/2003 | 0 | 50 | 50 | 0 |
| Karval Jr-Sr High School | Karval Re-23 | 7/2003 | 0 | 50 | 25 | 25 |
| Prairie Creeks Charter | Prairie Re-11 | 7/2003 | 0 | 80 | 0 | 0 |
| Woodlin Undivided High | Woodlin R-104 | 7/2003 | 0 | 27 | 73 | 0 |

## CSAP: Student Proficiency in 10th Grade Writing – 2003-2004

| School Name LEA/ District Cohort III | | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| North High School | Denver Public Schools | 7/2002 | 12 | 51 | 22 | 0 |
| Cohort IV | | | | | | |
| Silverton Schools | Silverton 1 | 7/2003 | 25 | 25 | 50 | 0 |
| Red Canyon High School | Eagle Re-50 | 7/2003 | 20 | 20 | 40 | 0 |
| Lake County High School | Lake County R-1 | 7/2003 | 18 | 50 | 29 | 2 |
| Bennett High School | Bennett 29J | 7/2003 | 1 | 37 | 58 | 1 |
| Bethune Jr-Sr. High School | Bethune R-5 | 7/2003 | 20 | 80 | 0 | 0 |
| High Plains Undivided High | Hi-Plains R-23 | 7/2003 | 10 | 30 | 50 | 0 |
| Karval Jr-Sr High School | Karval Re-23 | 7/2003 | 0 | 11 | 77 | 11 |
| Prairie Creeks Charter | Prairie Re-11 | 7/2003 | 11 | 78 | 0 | 0 |
| Woodlin Undivided High | Woodlin R-104 | 7/2003 | 0 | 57 | 43 | 0 |

## CSAP: Student Proficiency in 10th Grade Writing – 2004-2005

| School Name | LEA/ District | Award Date | Percentage of Students by Proficiency Level | | | |
|---|---|---|---|---|---|---|
| Cohort III | | | Unsatis-factory | Partially Proficient | Proficient | Advanced |
| North High School | Denver Public Schools | 7/2002 | 18 | 61 | 12 | 0 |
| Cohort IV | | | | | | |
| Silverton Schools | Silverton 1 | 7/2003 | 25 | 25 | 50 | 0 |
| Red Canyon High School | Eagle Re-50 | 7/2003 | | | | |
| Lake County High School | Lake County R-1 | 7/2003 | 13 | 59 | 22 | 4 |
| Bennett High School | Bennett 29J | 7/2003 | 3 | 49 | 45 | 1 |
| Bethune Jr-Sr. High School | Bethune R-5 | 7/2003 | 0 | 50 | 50 | 0 |
| High Plains Undivided High | Hi-Plains R-23 | 7/2003 | | | | |
| Karval Jr-Sr High School | Karval Re-23 | 7/2003 | 0 | 20 | 50 | 30 |
| Prairie Creeks Charter | Prairie Re-11 | 7/2003 | | | | |
| Woodlin Undivided High | Woodlin R-104 | 7/2003 | | | | |

# Appendix C
# CSR Evaluation Questionnaire
# 2004-2005

State Evaluation of the CO Comprehensive School Reform Program

# School Survey – SY 2004-05

*Dear [SCHOOL NAME] Principal and/or CSR Program Coordinator: Thank you for participating in this important evaluation of the state's CSR program. Beginning in SY 2003-2004, (SY 2002-2003) your school was awarded a CSR grant. This survey will focus on your experience in implementing that program over the last year.*

***As you answer these questions, please focus on the 2004-05 school year**, which was the second year, (the final year), of your three-year CSR grant term. The survey is estimated to take 15-20 minutes to complete. The external evaluator will review individual responses from schools; CDE program administrators will see only the aggregate survey data. Through this process, we hope to encourage you to provide frank and complete answers to the questions in this survey. Please complete this online survey by **Monday, May 17, 2005.** The information you provide through this survey will help the Colorado Department of Education (CDE) meet its reporting obligations to the federal government and identify opportunities for improving the administration of the Colorado CSR program. If you have any questions or concerns, please contact us. Thank you again for your participation!*

*Sincerely,*


Jackie Webb
CSR Program Officer
CDE
(303) 866-6756
webb_j@cde.state.co.us

The Clayton Foundation
External Evaluator
Joy Fitzgerald, 303/734-6051
joyfitzgerald@earthlink.net

Wendy Wyman
Internal Evaluator
CDE
303/352-3626
wawyman@aol.com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## *Basics on the CSR Program*

| | Yes | No | If "No" Correct Statement |
|---|---|---|---|
| 1. Your School is using CSR funds to implement [MODEL1] [MODEL2] [MODEL3]..... | | | |

2. What grades levels are served through your CSR Program?

   _____

3. What academic subject(s) does your CSR Program(s) cover? (Indicate *all* that apply.)
   a. Reading (Language Arts/English)
   b. Writing
   c. Mathematics
   d. Other _____

4. Did your program during the SY 2004-05 include…

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

***Implementation***

5. Characterize your school's progress in implementing the CSR program as of the end of the SY 2004-05. (Indicate only one.)
   a. Initial selection and planning ..... Go to item #12
   b. Initial staff training and development ..... Go to item #12
   c. Partially implemented ..... Go to item #12
   d. Implemented in most or all aspects ..... Go to item #13

6. When do you expect your program to be fully implemented? (Please narrow your answer down to a month and/or a year) _____

7. In implementing the program in your school, did you? (Indicate only *one*.)
   a. Strictly adopt the model(s)/program without making adaptations
   b. Make small adaptations
   c. Make major adaptations
   d. Adopt just parts of the model(s)/program?

8. How, if at all, has your school's CSR program evolved since it was described in your original CSR grant application (or, for Cohorts II & III, since taking this survey last year)?(Indicate *all* that apply.)

   a. Expanded to include more grade levels in the school
   b. Increased the number of teachers that are actively using the program
   c. Added curricular areas
   d. Introduced new instructional strategies
   e. Changed the assessment that tracks student's progress for the model
   f. Changed the goals and benchmarks for student performance
   g. Adjusted content of professional development
   h. Changed the program's evaluation plan
   i. Altered scheduling, such as extend the school day or initiate block scheduling
   j. Changed your school structure, such as reducing class size or initiating schools within a school
   k. Altered your governance process, such as initiating school-based management
   l. The CSR program in our school has not changed significantly since last year's survey

9. To what extent has it been difficult to implement the CSR program? (Indicate only *one*)

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

10. To what extent did the following barriers hinder implementation of your CSR program during the previous year of funding? (Assign the appropriate extent value to each item)
    **[1 = Not at all, 2 = Some extent, 3 = Great extent, 9 = Not applicable]**
    a. Problems with state and/or district regulations..... _____
    b. Insufficient planning time..... _____
    c. Opposition from school staff..... _____
    d. Inadequate support from the model(s) provider ..... _____
    e. Inadequate understanding of the model(s)/program design..... _____
    f. Inadequate professional development opportunities for staff..... _____
    g. Inadequate funding or resources to implement the model(s)/program..... _____
    h. Lack of substitutes trained in the model(s)/program ..... _____

i. Lack of alignment with CSAP ..... _____
j. Staff turnover ..... _____
k. Change in school leadership ..... _____
l. Change in district leadership ..... _____
m. Coordinating CSR with other school reform activities (including other grants) ..... _____
n. Other major barriers: _____

11. To what extent did the following factors facilitate or assist implementation of your CSR program during this previous year of funding? (Assign the appropriate extent value to each item)

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

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

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

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

a. Meet state/local content standards? ..... _____
b. Take the CSAP? ..... _____

13. Has CSR driven major changes in the areas of data analysis and data-driven instruction in your school during the SY 2004-05? (Indicate only *one.*)
    a. Yes
    b. No

***Professional Development/Technical Assistance***

14. Who provided professional development or assistance related to your CSR program during the SY 2004-05? (Indicate *all* that apply and *place a "1"* next to the primary provider.)
    a. District Staff
    b. CDE Staff
    c. A comprehensive regional assistance center (e.g., McREL)
    d. The model developer
    e. Teachers from another school
    f. University consultants
    g. Independent consultants
    h. Other: _____

15. Did the primary assistance provider (the entity that you placed a "1" next to in item #14) …

| | Yes | No |
|---|---|---|
| a. Provide the assistance that you needed? ..... | | |
| b. Respond to your needs in a timely manner? ..... | | |

| | | |
|---|---|---|
| c. Provide adequate materials necessary to the implementation of the program? | | |
| d. Provide high quality assistance? | | |

16. What kinds of technical assistance did you receive from the primary assistance provider for your CSR program? To what extent was this assistance adequate? What was the quality of this assistance? (Assign the appropriate values to each item)

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

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

| | Adequacy | Quality |
|---|---|---|
| a. Professional Development …… | | |
| b. Curriculum materials…… | | |
| c. Promoting alignment and articulation of instruction/curriculum within and among grade levels…… | | |
| d. Alignment of school's curriculum and/or standards to CSR …….. | | |
| e. Building professional learning community …… | | |
| f. Strengthening the school's governance or decision-making…….. | | |
| g. Enhancing parent engagement, involvement strategies, and activities….. | | |

17. How was professional development delivered to your teachers through the CSR program? (Indicate all that apply and <u>rank</u> the two most effective in priority order (e.g. with a "1" and a "2") in the space provided.)
    a. Workshops offered by the CSR model(s) provider …….. ….. .._____
    b. Workshops offered by the district or other providers……_____
    c. Classroom based coaching …… ….._____
    d. Teacher guides or other curriculum-based resources for teachers ……_____
    e. Grade level meetings…….._____
    f. School-based study groups……_____

18. To what extent have the following entities provided an adequate amount of assistance (professional development and/or technical assistance) during the SY 2004-05? What was the quality of this assistance? (Assign the appropriate values to each item)

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

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

| | Adequacy | Quality |
|---|---|---|
| a. Model(s) Provider | | |
| b. Your district | | |
| c. CDE | | |

19. What types of support were available through your district during the SY 2004-05 as you implemented your CSR program? (Assign the appropriate extent value to each item)

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

    a. Administering and interpreting a needs assessment …….._____
    b. Selecting a particular model provider……_____
    c. Writing grants to implement this program…… ……..._____
    d. Providing professional development around the needs of your program …….._____
    e. Negotiating with the model developer……..……_____
    f. Securing additional resources for implementation……..……_____
    g. Problem solving implementation issues……..……_____

h. Release time for your teachers……..…_____

20. What strategies did your school use to bring new teachers up to speed on the program in SY 2004-05? (Assign the appropriate extent value to each item)
**[1 = Not at all, 2 = Some extent, 3 = Great extent, 9 = Not applicable]**
a. Same training activities as original teachers …… …._____
b. Observations of teachers using the reform program ……..…_____
c. Training packets/Reading materials…… ….._____
d. Select new staff based on prior experience with the model(s)/program …… …..._____
e. Select new staff based on willingness to learn the model(s)/program…… …._____

21. To what extent did your school evaluate the effectiveness of professional development opportunities provided in connection with the CSR program?
(Assign the appropriate extent value to each item)
[1 = Not at all, 2 = Some extent, 3 = Great extent, 9 = Not applicable]
a. Teacher surveys/evaluations of training …….. _____
b. Informal teacher feedback …… _____
c. Formal observations of teachers…….... _____
d. Informal observations of teachers …….. _____
e. General observation of school climate …….. _____
f. Attendance records of teachers at professional development activities ……_____
h. Other: _____…….…… ……..…._____

22. What further support or assistance would have been most helpful in implementing the program during the SY 2004-05?
_____

***Staff Support***

23. What percentage of teachers in the school supported and worked toward full implementation of the program during the SY 2004-05? _____%

24. Has there been significant (40% or more) instructional and/or administrative staff turnover in your school over the past year? (Indicate only *one*)
a. Yes
b. No

25. If you answered "Yes" to question #30, to what extent did that significant staff turnover have an impact on the implementation of the program during this past year? (Indicate only *one*)
a. Not at all
b. Some extent
c. Great extent

***Family Involvement/Community Engagement***

26. What types of activities and opportunities were offered through the CSR program to involve and engage families and/or community members during the SY 2004-05? (Indicate all that apply.)

a. Program planning and/or decision-making
b. Working at home with students on homework and other activities
c. Volunteering in the classroom and/or school
d. Fundraising activities
e. Regular contact or communication with the school
f. Activities to help families and the school work together more effectively
g. A parent/family liaison
h. Activities to help parents better support their children's learning at home.
i. Other: _____

27. Which of the following indicators do you use to track parent involvement at your school? (Indicate *all* that apply).

a. Parent attendance at conferences……..…….._____
b. Parent attendance at school functions …… _____
c. Parent involvement in school–based decision-making groups…… …….. _____
d. Number of hours volunteered by parents……..…._____
f. Availability of communications for parents who do not speak English well …. _____
g. Surveys or focus groups that gather input/feedback from parents……..... _____
h. An effectively functioning PTA, PTO, or other parent organization ……..…… _____
i. Other_____ _____

28. Looking at all the relevant indicators of parent involvement, to what extent has the CSR program enhanced parent involvement during the SY 2004-05 in the following respects?

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

a. Improved the quality of your school's efforts to engage parents ……..._____
b. Improved the quantity (amount) of parent involvement in your school…..……..._____
c. Prepared parents to work more effectively with their children at home……_____

29. What barriers impeded your efforts to engage parents and community members through the CSR program in SY 2004-05? (Indicate all that apply.)

a. Language barriers
b. Cultural barriers
c. Lack of communication/outreach on the part of the school
d. Lack of interest on the part of parents
e. Lack of time on the part of parents
f. Parents do not feel welcome or comfortable at the school
g. Other _____

***Administration of CSR Program by CDE***

30. How accessible was the assistance from CDE? How helpful and timely was that assistance? (Assign the appropriate extent value to each component of CDE technical assistance for accessibility, helpfulness, and timeliness of assistance.)

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

| | **Accessibility** | **Helpfulness** | **Timeliness of** |
|---|---|---|---|

| | to Assistance | of Assistance | Assistance |
|---|---|---|---|
| a. Advocates ..... | | | |
| b. Budget issues..... | | | |
| c. CDE Staff ..... | | | |

31. How effectively did CDE communicate its expectations related to the annual progress reports and process for renewal of funding? (Indicate only one.)
    a. Not at all
    b. Some extent
    c. Great extent

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

***Sustainability***

33. How are you planning to sustain the implementation of your CSR program when grant funding has ended? We are (indicate all that apply):
    a. Leveraging other federal and state funds (e.g. Title I, Read to Achieve, Reading First)
    b. Pursuing other grants
    c. Receiving district support
    d. Integrating key components of the model into our school improvement planning/budgeting/process.
    e. We are not able to sustain implementation without the grant funds.

***Overall Impact of CSR Program***

34. Identify the major benefits of implementing the CSR program in your school over the three-year term. (Indicate all that apply.)
    a. Increased focus on student achievement of standards
    b. More coherence across reform efforts
    c. Enhanced teacher quality through professional development
    d. Increased focus on meeting the academic needs of all students
    e. Increased/improved interaction with parents and families
    f. Enhanced quality in the school's curriculum
    g. More effective building leadership
    h. Increased collaboration and professional community among staff
    i. Increased emphasis on the effective use of technology in instruction
    j. Other

35. List any unintended consequences experienced by your school as a result of implementing the CSR program over the three-year term.

36. Overall, what was the cumulative (three-year) impact of the CSR program on the school as a learning community? (Indicate one.)
    a. Very positive
    b. Positive
    c. Neutral
    d. Negative
    e. Very Negative