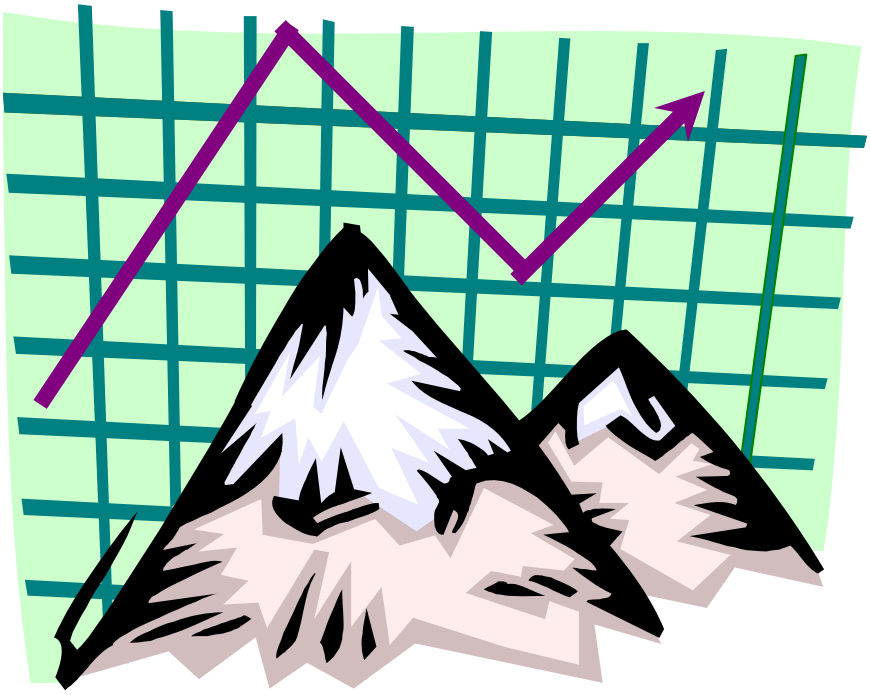
Colorado Department of Education

STATE EVALUATION OF THE COLORADO COMPREHENSIVE SCHOOL REFORM (CSR) PROGRAM – 2005-2006



February 21, 2007

Issued by:

Colorado Department of Education
Office of Special Services/Competitive Grants and Awards Unit
1560 Broadway, Suite 1450
Denver, Colorado 80202
http://www.cde.state.co.us/cdecomp/summerschool.htm

COLORADO STATE BOARD OF EDUCATION

Pamela Jo Suckla, Chairman……Slickrock
Third Congressional District
Bob Schaeffer, Vice-Chairman…… Littleton
Fourth Congressional District
Elaine Gantz Berman……..Denver
First Congressional District
Evie Hudak……...Westminster
Second Congressional District
Peggy Littleton……Colorado Springs
Fifth Congressional District
Randy DeHoff……...Littleton
Sixth Congressional District
Karen Middleton……..Aurora
Seventh Congressional District

William J. Moloney – Commissioner of Education

CSR Team Members
William Windler – Assistant Commissioner of Special Services
Debora Scheffel – Director, Competitive Grants & Awards
Valerie Bass & Kim Burnham – Program Coordinators
Erin Loften – Consultant/Internal Evaluator
Joy Fitzgerald – Contractor/External Evaluator

Colorado Department of Education
ORGANIZATIONAL COMMITMENT

The Colorado Department of Education dedicates itself to increasing achievement levels for all students through comprehensive programs of education reform involving three interlocking elements: A) High Standards for what students must know and be able to do; B) Tough Assessments that honestly measure whether or not students meet standards and tell citizens the truth about how well our schools serve children; and C) Rigorous Accountability Measures that tie the accreditation of school districts to high student achievement.

The Colorado Department of Education does not discriminate on the basis of disability, race, color, religion, sex, national origin, or age, in access to, employment in, or provision of any of CDE's programs, benefits, or activities.

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

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 program, some schools choose to align with a national model provider to attain such expertise.

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

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.

This evaluation study covers the activities of two CSR cohorts at different stages of implementation. Cohort IV includes 12 grantees in 19 sites that completed their third and final year of grant-funded implementation in 2005-2006.[2] Third year awards to Cohort IV schools totaled $1,318,876. Cohort V includes 17 grantees in 19 schools that completed 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.

Requirements for Continuation of Funding

The design of the CSR program typically 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. Cohort V schools received funding for only two years because funding for the Comprehensive School Reform program was discontinued at the federal level. Through the spring 2006 review of Cohort V

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

progress reports, all grantees received second year continuation funding. Seven of the grantees first had to meet provisions established through the review process.

Data Collection

This state evaluation uses a multi-method approach to describe the progress of CSR schools in 2005-2006 including surveys, focus groups, a review of 2006 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 2006, schools in Cohort IV and V received a request from CDE to complete the CSR School Survey for 2005-2006 online. Schools in Cohort IV, 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.

Overall, the return rate was 89%. A single survey was returned to cover both Aguilar Elementary School and Aguilar Junior/Senior High School, which are implementing the same reform model. Similarly, a single survey was returned covering both Skoglund Middle School and Center High School; both schools are implementing the same reform model. Three schools in Cohort IV (Bennett High School, Bethune Junior-Senior High School and Prairie Creeks Charter School) and one school in Cohort V (Sierra Grande High School) did not return the completed questionnaire. In all, 31 schools in both cohorts returned completed questionnaires. However, not all respondents fully completed the questionnaire. Therefore, the number of respondents frequently differs by survey question and is noted in the text. Where the report text does not report the number of respondents, N = 31.

CSR Sustainability Survey
In the final year of implementing the CSR program in Colorado, CDE was interested in exploring whether CSR reforms funded through the early years of the CSR program in Colorado (Cohorts I, II and III, who received funding for three-year terms beginning in 1999) has been sustained after grant funding ended. Accordingly, a survey addressing sustainability issues was developed and made available on-line to all 45 schools in Cohorts I, II and III. CDE sent several e-mails asking schools to complete the questionnaire. Unfortunately, only nine schools (four from Cohort I, one from Cohort II and four from Cohort III), representing 20% of the total sample completed the on-line survey. Because of the low return rate, information collected through this survey was not included in this study.

Focused Grantee Conversations
CDE sponsors a Networking Day for CSR grantees in the spring of every year. The activities of this day typically include focused grantee conversations that have dual purposes. 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. Results from the focused grantee conversations that occurred during the 2006 CSR Networking Day (held April 14, 2006) are discussed throughout this study to underscore or add depth to the analysis of survey responses.

Review of Annual State CSR Progress Reports
Information presented by grantees in their 2006 Progress Reports was used to emphasize or enhance the analysis of survey responses and to provide qualitative data about implementation

issues and progress. The Progress Reports are narrative in form (refer to the Appendix for the required format and review rubric), and do not yield data in a form that can be aggregated across implementation sites. The Progress Reports typically contain data on measures of student achievement other than the Colorado Student Assessment Program (CSAP), such as Terra Nova, MAP, NWEP and district assessments; measures of school climate (teacher and parent surveys, measures of cultural sensitivity, disciplinary referrals and other student behavior indicators); measures of the effectiveness of professional development (teacher surveys, observations by coaches); and measures of the effectiveness of parental involvement activities (parent surveys, parent participation rates).

Achievement Data
CDE was the source of 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 (NCLB) 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 2005-2006 school year. This section encompasses all the CSR schools, including those 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 (16%), suburban areas (22%), outlying cities (5%), outlying towns (22%), and rural areas (35%).

Enrollment

Student enrollment in the CSR schools ranged from 6 students to 868 students. The average enrollment was 313 students; the median enrollment was 274.

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 2005-2006 who received free or reduced priced lunch was 59%, compared to 34% statewide. Across CSR schools, the participation rates ranged from 8% to 96%. The median was 63%.

Title I Status

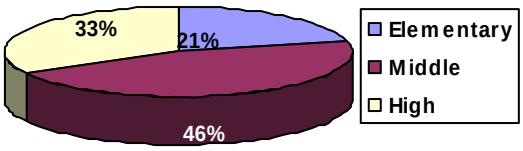
Funds for CSR grants came from two different federal funding sources: Section 1602 (Part F) of Title I of the Elementary and Secondary Education Act as amended by the *No Child Left Behind* Act (NCLB) of 2001 and the Fund for the Improvement of Education (FIE) in Part D of Title V of the ESEA. Only schools 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 2005-2006, 51% (19 schools) were Title I schools and 49% (18 schools) were not eligible for Title I support. Within the Title I category, 15 of the 19 (79%) eligible schools has school-wide Title I programs, 4 schools (21%) had targeted assistance programs. 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

Unlike the early years of the CSR program, where implementation was concentrated in elementary schools, in 2005-2006, almost half the CSR programs were operating in middle schools. In 2005-2006, 21% of the CSR schools served elementary grades, 46% served middle school grades and 33% 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; N=48.

Figure 1. Grade Levels Served by CSR Schools (2005-2006)



Of the 31 CSR programs that responded to the 2005-2006 evaluation questionnaire, 100% addressed reading. The great majority of schools (87%) also addressed writing and mathematics. This represents a substantial broadening of focus from the early years of the CSR program school year, in which less half of CSR schools addressed mathematics, and reflects a corresponding broadening of emphases in the state and federal accountability systems for public schools.

Figure 2. Subject Area Focus of CSR Grants

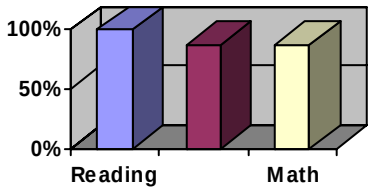


Table 1: Profile of CSR Schools (2005-2006)

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, NE = Not Eligible for Title I

Cohort IV (Award Date 7/03) in SY 2005-2006 – Third 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	253	23.3%	TA
Bennett High School	Bennett 29J	Differentiated Curriculum, Instruction and Assessment Consortium	9-12	EC	OT	362	30.1%	ENF
Bethune Jr./Sr. High	Bethune R-5	Differentiated Curriculum, Instruction and Assessment Consortium	7-12	EC	R	65	53.1%	TA
Billie Martinez Elementary	Greeley 6	Total Integrated Language Approach, ELL strategies, Literacy Development (5 Components of Reading)[3]	K-5	NC	S	564	95.8%	SW
Federal Heights Elementary	Northglenn-Thornton 12	California Early Literacy Learning, Extended Literacy Learning, Everyday Math, Second Step	K-5	M	U	471	75.8%	SW
High Plains Undivided	Hi-Plains R-23	Differentiated Curriculum, Instruction and Assessment Consortium	6-12	EC	R	70	40.0%	ENF
Jefferson Middle School	Rocky Ford R-2	Brazoport Model, Three-Dimensional Model of Teaching; Motivational Framework for Culturally Responsive Teaching	6-8	SE	OT	199	76.9%	SW
Karval Jr./Sr. High	Karval Re-23	Differentiated Curriculum, Instruction and Assessment Consortium	6-12	EC	R	48	58.3%	SW

[3] In September 2005, Billie Martinez discontinued implementation of the Total Integrated Language Approach, which has been a component of its CSR program in the prior two years.

Cohort IV (Award Date 7/03) in SY 2005-2006– 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	9-12	NW	R	296	50.0%	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	423	65.0%	SW
Laurel Elementary	Poudre R-1	National Literacy Coalition Writing Model, Open Court Reading, and Everyday Math	K-6	NC	S	351	56.1%	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	404	47.5%	SW
Prairie Creeks Charter	Strasburg 31J	Differentiated Curriculum, Instruction and Assessment Consortium	9-12	EC	R	6	not reported	ENF
Red Canyon High School	Eagle County Re-50	Expeditionary Learning Outward Bound	9-12	NW	OT	92	7.6%	ENF
Silverton Elementary-High School	Silverton 1	Expeditionary Learning Outward Bound	K-12	SW	R	82	70.0%	TA
Smiley Middle School	Denver 1	Tri-Academy Model-Middle School Reform[4]	6-8	M	U	596	66.6%	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	53	37.7%	SW

Data Source: Colorado Department of Education.
Enrollment and % free/reduced-lunch participation is shown as of fall count 2005; Title I status is shown as of the end of the 2005-2006 school year.

[4] In the two prior years of CSR funding, Smiley had implemented the International Preparatory Magnet, Connected Math, Reading and Writing Studio.

Cohort V (Award Date 7/05) in SY 2005-2006 – First Year of Implementation

School Name	LEA/District	Reform Model	Grades Served	Region	Urbanicity	Enrollment	% Poverty	Title I Status
Aguilar Elementary	Aguilar Reorganized School District 6	Brazosport, the Three-Dimensional Model of Teaching, and the Motivational Framework for Culturally Responsive Teaching	K-6	SE	R	82	84.1%	SW
Aguilar Jr./Sr. High School	Aguilar Reorganized School District 6	Brazosport, the Three-Dimensional Model of Teaching, and the Motivational Framework for Culturally Responsive Teaching	7-12	SE	R	73	76.7%	SW
Skoglund Middle School	Center School District	Purposeful Learning Community, supplemented by McREL's What Works in Classroom Instruction	6-8	SW	OT	141	87.9%	ENF
Center High School	Center School District	Purposeful Learning Community, supplemented by McREL's What Works in Classroom Instruction	9-12	SW	OT	164	79.9%	ENF
Centennial Middle School	Montrose County School District	Professional Learning Community, supplemented by McREL's "Schools That Work" model	6-8	WC	OT	468	52.8%	ENF
Denver Arts & Technology Academy	Denver School District No. 1	Voices School Design	K-8	M	U	446	72.2%	SW
Ft. Lupton Middle School	Weld County School District 8	McREL's School, Teacher and Student Effectiveness Factors for Comprehensive School Reform	6-8	NC	OT	542	62.6%	ENF
Ft. Morgan Middle School	Fort Morgan School District RE-3	Locally-developed "Three-Tier" assessment and instruction model	6-8	NC	OT	444	62.8%	ENF
Fulton Elementary School	Adams Arapahoe School District 28J	Adaptation of the Learning Network Model	K-5	M	S	579	75.3%	SW
Globe Charter School	El Paso School District 11	Voices School Design	6-12	PP	S	215	42.8%	ENF

Cohort V (Award Date 7/05) in SY 2005-2006 – First Year of Implementation

School Name	LEA/District	Reform Model	Grades Served	Region	Urbanicity	Enrollment	% Poverty	Title I Status
Lansing Elementary School	Adams Arapahoe School District 28J	Adaptation of the L earning Network Model	K-5	M	S	442	66.5%	ENF
Rachel Noel Middle School	Denver School District No. 1	National Middle School Association's 14 Characteristics of Effective Middle Schools	6-8	M	U	868	79.5%	SW
North Valley Middle School	Weld County School District Re-1	McREL's Classroom Instruction That Works and Balanced Leadership	6-8	NC	OT	277	44.4%	ENF
Sierra Grande High School	Sierra Grande School District R-30	High School That Work Initiative	9-12	SW	R	92	69.6%	ENF
Tesla Alternative School	El Paso School District 11	Voices School Design	6-12	PP	S	260	53.1%	ENF
University Hills Elementary School	Boulder Valley School District RE-2	Sheltered Instruction Observation Protocol (SIOP) Model	K-5	M	S	307	62.9%	SW
Wyatt- Edison Charter School	Denver School District No. 1	Local model focused on improving teacher efficacy through a variety of components	6-8	M	U	677	88.6%	SW
Agate Jr/Sr. High School	Agate School District 30	Differentiated Curriculum, Instruction and Assessment Consortium	6-12	NE	R	48	20.8%	ENF
Byers Jr./Sr. High School	Byers School District 30	Differentiated Curriculum, Instruction and Assessment Consortium	6-12	NE	R	223	30.0%	ENF

Data Source: Colorado Department of Education.
Enrollment and % free/reduced-lunch participation is shown as of fall count 2005; Title I status is shown as of the end of the 2005-2006 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 2005-2006 school years tended to use either nationally developed school reform models or district-developed models that draw from and combine features of several national models. At the inception of the CSR program, the majority of funded sites adopted a national program and attempted to implement those programs at a high degree of fidelity. As the program ends, the majority of funded sites are implementing "hybrid" programs that borrow key elements from several national models but combine them to address local needs and capacity.

Methods Schools Used to Identify Potential Reform Models

Over the course of the Colorado CSR Program, the methods grant applicants used to identify potential reform models to develop their programs remained consistent. Grantees most frequently:

- conducted a thorough needs assessment;
- conducted research of various reform models; and
- talked to district personnel about various reform models.

Schools' Reasons for Choosing a Particular Model

Similarly, the reasons grantees cited for choosing a particular reform model remained consistent across the years the CSR program has been operating in Colorado. Top reasons included:

- Considering research evidence;
- Considering the quality of professional development offered by the school;
- Alignment of the model/program with content standards;
- Improved student performance in schools with populations similar to their school; and
- Compatibility of program with other activities being implemented.

Alignment of Model with Local Efforts

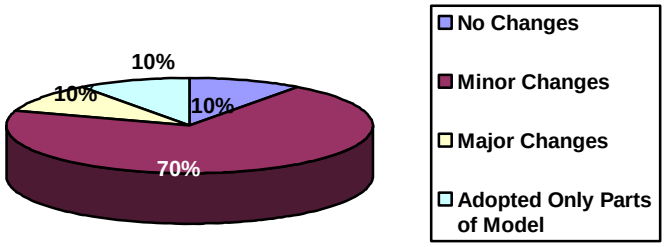
Schools responding to the 2005-2006 CSR School Questionnaire reported that their CSR model was effective in preparing their students to meet content standards and take the Colorado Student Assessment Program (CSAP). Overall, 97% of schools in Cohorts IV and V (30 of 31) found that their CSR program aligned with state and local content standards, 52% to "some" extent and 45% to a "great" extent. The same percentage (97%) found that their CSR program aligned with the state assessments, 65% to "some" extent and 32% to a "great" extent.

Adaptations Made to CSR Model Selected

Selected models appeared to have met local needs fairly well, as most schools (81%) made no or only minor adjustments to the model as they implemented their CSR programs. The majority of the CSR schools implementing programs in 2005-2006 (20 of 31 responding schools or 71%)

made small adaptations; another three of the schools (10%) implemented the model strictly. On the other side, three schools (10%) made major adjustments to the model and three schools (10%) adopted only parts of the model.

Figure 3. Adaptations Made to Reform Model Adopted by CSR Schools (2005-2006)



Model Support for Special Populations

Twenty-two school respondents (71%, N=31) stated that their CSR program included strategies to address the needs of English Language Learners; the CSR programs of 25 schools (81%) included strategies to address the needs of students on individualized education plans.

Implementation of Component 1 by CSR Schools in 2005-2006

Sixteen schools (55%, N=29) indicated they had implemented Component 1 as described in their funded grant applications during the 2005-2006 school year. Eleven schools (38%) indicated that they implemented the component with minor (process-type) refinements to the original plan. Two schools (7%) indicated they implemented the component with major (substantive) refinements to the original plan. The pattern of responses was fairly consistent across both Cohorts IV and V.

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.

Most CSR schools were implementing most or all aspects of the reform program as it was described in their application or grant funding. Few schools reported major difficulties or barriers that derailed their efforts.

Progress of Implementation

At the end of the 2005-2006 school year, all (100%) of the Cohort IV schools (which had completed three full years of implementation) responded that they had implemented most or all aspects of the adopted CSR program. After their first year of implementation, eleven Cohort V schools (69% of Cohort V schools and 35% of both cohorts) were at the stage of partial implementation and five Cohort V schools (31% of Cohort V schools and 16% of both cohorts) were in the stage of initial staff training and development.

Based on a panel review of the 2006 State CSR Progress Reports submitted by cohort V schools, ten grantees were fully funded for second (and final) year funding (2006-2006) and seven grantees were funded with provisions. Those Cohort V grantees that were funded with provisions subsequently have satisfied the provisions noted in the Progress Report review and currently receive funding.

Difficulty of Program Implementation

A majority (55%) of the schools implementing CSR programs in 2005-2006, found the program difficult to implement to "some" extent. Another 35% responded that they had experienced no difficulty implementing the model. Three of the schools (10%) found the program difficult to implement to a "great" extent.

Barriers

The only factor that a majority of schools indicated as a barrier was lack of planning time (55% across both cohorts). Challenges presented by opposition from school staff and staff turnover, which a majority of CSR cohorts had identified consistently as barriers by since the inception of the CSR program, were identified by less than half of the CSR respondents implementing programs in 2005-2006.

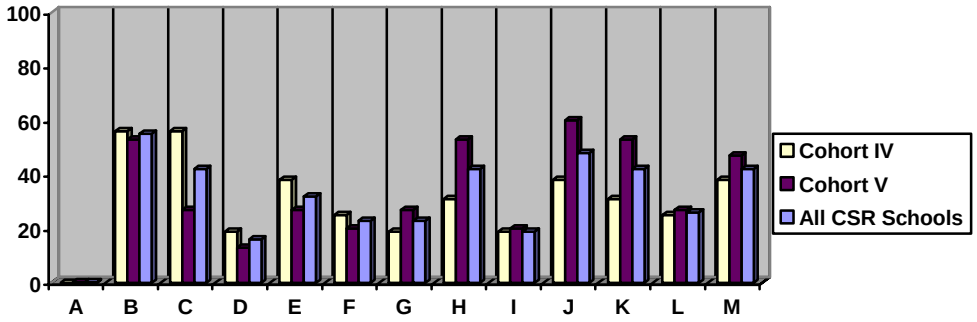
Apparently, the resources available through the CSR grant program were sufficient to minimize typical barriers to school-wide reform, including inadequate funding (77% reported that this was not a barrier at all) and inadequate professional development (74% reported "not at all").

In addition, high percentages of respondents encountered no significant barriers to implementation in the state education policy infrastructure, with 87% of schools responding that state and/of district regulations were not a barrier "at all" and 81% that alignment between the model and CSAP was not a barrier "at all." Just under half 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 the difficulty in accessing training for CSR coaches, and the State School Support Team's recommendation that the school change its literacy model.

Figure 3 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. Cohort IV schools, completing their third and final year of grant-funded implementation, experienced the greatest barriers in insufficient planning time (56%) and opposition from school staff (56%). Cohort V experienced staff turnover (60%), inadequate planning time (53%), lack of substitutes trained in the program model (53%), and change in school leadership (53%).

Figure 4. 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

Implementation of Component 2 by CSR Schools in 2005-2006

Nine schools (21%, N=29) indicated they had implemented Component 2 as described in their grant application during the 2005-2006 school year; 17 schools (59%) indicated that they implemented the component with minor (process type) refinements to the original plan. Three schools (10%) indicated they implemented the component with major (substantive) refinements to the original plan. The pattern of responses was fairly consistent across both Cohorts IV and V.

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 district staff, independent consultants, and model providers as the primary providers of professional development in their buildings and expressed a high degree of satisfaction with the services they received. In both their responses to the CSR evaluation questionnaire and the narrative in their State CSR Progress Reports, the CSR schools expressed strong support for coaching as an effective method of providing CSR program-related professional development. CSR survey respondents rated the effectiveness and impact of CSR-related professional development activities in strongly positive terms.

Professional Development Providers

Teachers in CSR schools in Cohorts IV and V (N=27) received professional development related to the CSR program in 2005-2006 through:

- District staff – 74%;
- Independent consultants – 59%;
- The model developer – 37%;
- CDE staff – 33%;
- A comprehensive regional assistance center (e.g. McREL) – 30%;
- University consultants – 26%; and
- Teachers from another school – 15%.

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

Survey respondents identified district staff (26%), the model developer (22%) and independent consultants (22%), and a comprehensive regional assistance center (15%) as the *primary providers* of professional development to the CSR schools in 2005-2006. CSR schools (N=29) gave high marks to their primary professional development providers, with

- 93% of schools responding that the primary provider supplied the assistance schools needed;
- 93% of schools responding that the primary provider responded to school needs in a timely manner;
- 93% of schools responding that the primary provider supplied adequate materials necessary to the implementation of the program; and
- 96% of schools responding that the primary provider offered high quality assistance.

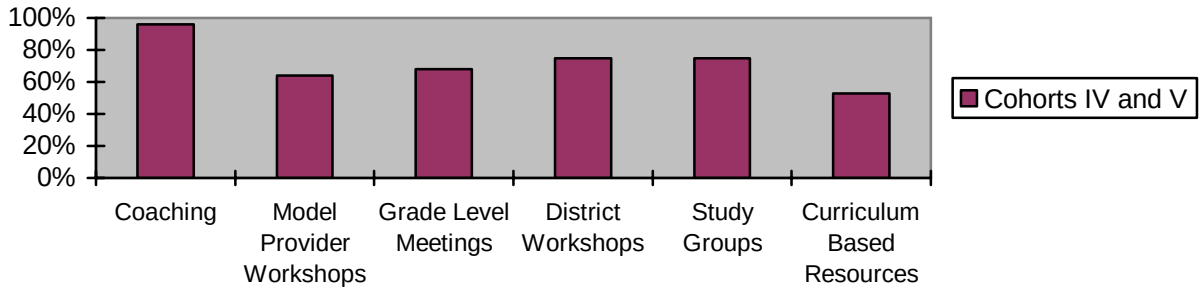
Methods of Delivery

CSR schools delivered professional development to their teachers through multiple methods (See Figure 4, N=28):

- Classroom based coaching – 96%;
- Workshops offered by the CSR model(s) provider – 64%;
- Workshops offered by the district or other providers – 75%;
- School-based study groups – 75%;
- Grade level meetings – 68%; and
- Teacher guides or other curriculum-based resources for teachers – 53%.

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 2006 State CSR 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 apply consistent strategies to implement that vision within and across grade levels. As one respondent stated, “fidelity to purpose (staff buy-in) comes before the reform initiative can be implemented with fidelity.” Progress Reports emphasized the importance of job-embedded professional development opportunities that focus on teacher instructional needs as determined by collegial interaction and collaboration. Another common theme was the challenge in structuring and scheduling professional development activities to minimize disruption to classroom routines and the continuity of student’s learning.

Figure 4: 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 Cohort IV (N=14) used the following strategies for ensuring that new teachers were familiar with the CSR program.

- 71% provided new teachers the same professional development activities as original teachers received;
- 64% offered new teachers the opportunity to observe veteran teachers implementing the model;
- 64% selected new staff based on willingness to learn the model;
- 57% provided training packets and reading materials; and
- 36% 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 State CSR Progress Reports.

Evaluation of Professional Development

School respondents (N=28) 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;
- 96% used general observation of school climate;
- 89% used informal teacher observations;
- 79% used teacher surveys/evaluations of training;
- 75% used formal observations of teachers; and
- 61% used attendance records of teachers at professional development activities.

Other measures of the effectiveness of professional development mentioned by one or two schools were parent surveys, CDE site visit, grade level meetings, administrator “walk-throughs,” feedback from the model provider, and student achievement data.

Impact of Professional Development

Looking at all the relevant indicators of professional development that their schools track, the majority of CSR survey respondents (52%; N=29) rated the quality and effectiveness of CSR professional development opportunities as “high quality.” Another 28% rated the quality and

effectiveness as “very high quality.” The remaining 20% rated the quality and effectiveness as “average quality.”

Applying all the relevant measures they used to evaluate professional development opportunities, CSR schools then were asked to rate the impact of grant-funded professional development on several issues, as listed below. Respondents applied a five-point Likert Scale where 5 was very positive, 4 was positive, 3 was neutral, 2 was negative and 1 was very negative.

- Student Achievement – 4.3;
- School Climate – 4.1;
- Teacher Satisfaction – 4.1; and
- Teacher Retention – 3.8.

In the 2006, CSR schools stressed the importance of professional development in establishing high teacher expectations that contribute to improved student achievement and in building an effective teaching staff schoolwide. A common theme was that effective teachers have the skills and efficacy to differentiate instruction to meet the needs of individual learners.

Focused Grantee Conversations Related to Professional Development

Professional development was a targeted topic of the Focused Grantee Conversations at the 2006 CSR Networking Day. Group facilitators provided the following prompts related to professional development:

- Based on your experience with CSR, how would you advise other schools to target available professional development resources? In other words, what kinds of CSR-related professional development activities had the greatest impact on teacher practice and student achievement (e.g. coaching, grade-level meetings, professional learning communities) in your school?
- Many CSR schools have contracted for professional development services from a model provider or other third party. What are the advantages and disadvantages of this approach? How has your school addressed the needs of teachers who are new to your school and to CSR activities?

The following summary sets out the responses of the participants organized by subtopic areas for ease of reference.

What Works

- The most successful professional development activities have been all-school efforts.
- Hire a data coordinator whose job is to take NWEA and CSAP data and help teachers by giving them the information in an understandable format.
- Walk-throughs with team -- administrators, other teachers, third party -- to observe classrooms and teaching.
- Outside contractor hosts labs in which they model practices.
- Coaching is best staff development.
- Coaching.
- Use teacher quality coach.
- Peer mentors can be useful because don’t carry same “evaluative” baggage as a coach.
- It’s really important to train coaches how to interact with teachers effectively, so that they’re seen as a resource not an enforcer.
- Sending teachers and administrators to conferences: ASCD, Middle School.
- Must provide new staff with training, retraining and ongoing professional development. Must build integration of new staff into process.

Use of Outside Consultant:

- It's all about the quality of the consultant.
- The quality of individual consultants and presenters can be mixed; one essential characteristic needed by the consultant/provider is excellent teacher rapport.
- Consultant needs to understand school's culture and community or s/he may face resistance from teachers.
- Consultant needs to be willing to take the time to orient to school's specific context. Consultant must be willing to get into the classroom.
- Using an external consultant can be very costly.
- Advantages of working with consultants include their provision of materials and connections to outside resources.
- One specific challenge with third party providers experienced by several participants was having been assigned inexperienced trainers or program liaisons.
- For two years one site had scheduling and consistency problems with their trainer. However, this was due in part because she was a very good coach and in demand.
- Third parties have an "outsider" label which can be both advantageous and disadvantageous. They have a different perspective, but as such can be seen as interlopers who don't understand the culture of the school.

Professional Development Concerns

- Professional development resources are lacking outside the Metro Denver region. What kind of incentives can be used to encourage providers to work in rural/Western slope Colorado?
- Some sites have contracted with individual consultants for all day workshops, which are especially helpful for new teachers and others in building buy-in.
- There can be a steep curve in learning a new model. Actual changes in instruction may not be seen until second year.

Implementation of Component 3 by CSR Schools in 2005-2006

Fourteen schools (48%, N=29) indicated they had implemented Component 3 as planned in their grant application during the 2005-2006 school year. Eleven schools (38%) indicated that they implemented the component with minor (process type) refinements to the original plan. Two schools (7%) indicated they implemented the component with major (substantive) refinements to the original plan. One school (3%) indicated that implementation of this component was behind the planned schedule and/or activities.

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.

As part of the annual progress reporting process, schools are required to submit a narrative report detailing the context of their work, the progress of their work (focusing on process or implementation), the quality of their work (focusing on meeting grant objectives and program impact), and lessons learned. These reports are reviewed by a panel applying a rubric and continuation funding from year to year is dependent on schools showing satisfactory progress.

CSR Networking Day Focused Conversation on Assessment

At the April 2006 CSR Networking Day, the facilitators of participant groups provided the following discussion prompts related to *Assessment*: Other than CSAP scores, what kind of data does your school regularly collect to determine the impact of the CSR program? How do administrators and teachers use these data, if at all? Which of these assessments/measures were most valuable to you and why? What barriers have you encountered as you sought to apply formative evaluation data in decision making and teacher practice?

Kinds of Data Collected

- Some of the assessment tools mentioned were: NWEA, Terra Nova, CSAP, SRI, Accelerated Reader, TOWR, DERA, Read Naturally, QRI, CELA, AIMS Lab Fluency, DIBELS, ITBS, VOICES (assessment of six writing samples throughout the year) teacher recommendation, weekly progress monitoring, quarterly reading inventory, Clay observation for Kindergarten, ACT district writing assessment, NAEP, individual teacher assessments, Infinite Campus, suspensions, office referrals, school climate surveys, and progress monitoring for intervention.
- Multiple assessments are being used to make decisions regarding implementation of the grant and to influence instruction and teacher practice.
- The shift from administering just CSAP to administering multiple assessments has happened quickly over the last several years. This is a lot of change to absorb in a short amount of time.
- Consensus within and among all groups that more attention is being paid to assessment and that efforts are being made to apply data to instruction.

Using Data

- Using data to make decisions replaces “cardiac assessments” (I know in my heart…).
- It may be useful to create a team structure (with identified team leaders) in which teachers can explore data.
- Data has generated significant change in teachers taking ownership of process and understanding why they have to change their practice.
- Use data to develop an improvement plan that is target of coaching and other professional development efforts.
- CEDR, Mastermind and Alpine Achievement put data into groups and charts. The programs are easy for teachers to use and to incorporate in their work with students.
- Sometimes schools are too busy testing to use the data—in most cases, very little data is used in planning.
- There is no shortage of data; the challenge is how to apply it.
- Time is the biggest barrier to using data.
- Teachers need support in and specific ideas regarding how to use data.
- The biggest barrier to successfully using the data is getting it in a format that can be understood and used.
- Good information technology help and assistance is helpful in the interpretation of data.
- Data is most helpful in focusing on the “cusp” kids.

- Since NWEA is tied to performance for pay in some districts, the teachers have an incentive to use the data in the classroom.
- Why does it take so long to get results back in Colorado? Kansas gets results back the next day. The lapse in time means the results cannot be used for instructional purposes effectively.

Implementation of Component 4 by CSR Schools in 2005-2006

Fourteen schools (50%, N=28) indicated they had implemented Component 4 as described in their grant application during the 2005-2006 school year. Ten schools (36%) indicated that they implemented the component with minor (process type) refinements to the original plan. Three schools (11%) indicated they implemented the component with major (substantive) refinements to the original plan. One school (3%) indicated that implementation of this component was behind the planned schedule and/or activities. The pattern of responses was fairly consistent across both Cohorts IV and V.

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 2006 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 2005-2006 school year. Across both cohorts:

- 13 schools (45%) rated the level of teachers support at 100%;
- 7 schools (24%) rated the level of teacher support in the 90-99% range;
- 4 schools (14%) rated the level in the 80-89% range;
- 4 schools (14%) rated the level in the 65-79% range; and
- 1 school (3%) rated the level at 30%.

This is similar to the average level of teacher support cited in the 2004-2005 study, and higher than in previous years, which was consistently about 80%.

CSR Networking Day Focused Conversation on Program Continuity

At the April 2006 CSR Networking Day, the facilitators of participant groups provided the following discussion prompts regarding *Continuity across Grant Term*: Has your school had continuity in school and program leadership over the term of your CSR grant? How has this continuity (or lack of same) affected CSR implementation and impact? How about staff continuity? In your school, has the focus (i.e. program objectives) or the primary implementation strategies of your CSR program changed in a major way from grant submission to the present? How has this continuity (or lack of same) affected CSR implementation and impact?

Staff Turnover

- Continuity in the coach position is critical.
- Need to try to hire people who share vision and commitment of CSR program.
- Turmoil and turnover have made maintaining a focus challenging.

- When principal and staff change it is hard to “re-start” the program and stick to timeline/commitment.
- New principals who feel the grant “wasn’t my idea” and are not particularly invested can derail the program. Nevertheless, in one school the literary coaches were able to sustain the model despite the principal’s lack of interest.
- High rates of staff and principal turnover are the reality for many schools that meet need-based eligibility requirements.
- Success requires getting staff that will stay.
- The nay-sayers chose to leave and it made the difference in being able to move forward.
- In some cases lack of staff continuity was a good thing. A few negative people, particularly those who have the ear of others, can ruin the process.
- Not a lot of teacher turnover has allowed staff/faculty to focus
- The CSR grant has contributed to low turnover.
- Staff turnover has now been reduced, creating a stabilizing effect.

CSR Impact

- Focused our expectations.
- The grant has brought consistency with a narrow focus.
- Teachers are reporting seeing positive results in just a short period of time.
- Seeing results is a positive outcome for the whole staff.
- Every teacher is teaching reading.
- Daily responsibility of teaching leads to appropriate instruction.
- Entire staff is involved in instruction and connecting with students.
- Grant provided focus, well embedded and allowed the team to stay on track.
- Second year was the most difficult to make progress.

Suggestions

- When there are administrative changes, CDE can help the new leadership understand that the CSR grant is a priority.
- It is important that there is continued staff buy-in even if the principal changes.
- New hires need to come on with a commitment to the reform model—should be part of the interview process.
- Leadership is key to the success of the reform. The focus of the leadership must be present.
- If the leadership transitions, a strong teacher can carry the vision. However the vision must be carried by someone.

Implementation of Component 5 by CSR Schools in 2005-2006

Thirteen schools (45%, N=29) indicated they had implemented Component 5 as planned in their grant application during the 2005-2006 school year. Twelve schools (41%) indicated that they implemented the component with minor (process type) refinements to the original plan. Three schools (10%) indicated they implemented the component with major (substantive) refinements to the original plan. One school (3%) indicated that implementation of this component was behind the planned schedule and/or activities. The pattern of responses was fairly consistent across both Cohorts IV and V.

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

The 2006 State CSR Progress Reports and the 2006 CSR Networking Day focused conversations 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 bring teachers into a professional learning community by providing a common vision and vocabulary for reform and common instructional practices and expectations across and within grade levels. CSR-related 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, learn from, and support 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.

Implementation of Component 6 by CSR Schools in 2005-2006

Thirteen schools (46%, N=28) indicated they had implemented Component 6 as planned in their grant application during the 2005-2006 school year. Thirteen schools (46%) indicated that they implemented the component with minor (process type) refinements to the original plan. Two schools (8%) indicated they implemented the component with major (substantive) refinements to the original plan.

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

Most Cohort IV and V CSR schools that responded to the evaluation survey (N=28) used multiple strategies as part of the CSR program to involve and engage families and/or community member. The strategies they used most frequently, in priority order, were:

- Activities to help parents better support their children's learning at home – 79%;
- Regular communications from the school – 75%;
- Activities to help families and the school work together more effectively – 68%;
- Program Planning and/or decision-making – 43%;
- Working at home with students on homework or other activities – 43%;
- Volunteering in the classroom and/or school – 57%;

- Training/support to help parents assist their child's learning at home – 75%;
- A parent/family liaison – 29%; and
- Fundraising activities – 29%.

The overall percentages of schools implementing these various parent involvement strategies was lower than the percentages reported by schools last year in connection with the 2004-2005 evaluation, but generally consistent with those reported by schools in earlier years of the CSR program.

Schools identified the following barriers that impeded efforts to engage parents and community members through the CSR program or model (N=28):

- 89 % - Lack of time on the part of parents;
- 56% - Lack of interest on the part of parents;
- 36% - Language barriers;
- 25% - Cultural barriers;
- 18% - Lack of communication/outreach on the part of school; and
- 7% - Parents do not feel welcome or comfortable at school.

Impact

CSR schools used the following indicators to track parent involvement in their school (N-28):

- Parent attendance at conferences – 100%;
- Parent attendance at school functions – 93%;
- Surveys or focus groups that gather input/feedback from parents – 68%;
- Parent involvement in school-based decision making groups – 57%;
- An effectively functioning PTA, PTO or other parent organization – 57%;
- Availability of communications for parents whose primary language is not English – 50%; and
- Number of hours volunteered by parents – 21%.

Looking at all the relevant indicators of parent involvement that their schools track, the majority of CSR survey respondents (52%; N=29) stated that the CSR model had improved the *quality* of their ongoing efforts to engage parents and community members to "some" degree; 24% to a "great" degree and 10% as "not at all." When the focus shifted to preparing parents to work more effectively with their children at home, 77% of the responding schools (N=27) stated that the CSR program had enhanced school efforts to "some" degree, 8% to a "great" degree and 15% "not at all."

Implementation of Component 7 by CSR Schools in 2005-2006

Five schools (18%, N=28) indicated they had implemented Component 7 as planned in their grant application during the 2005-2006 school year. Nine schools (32%) indicated that they implemented the component with minor (process type) refinements to the original plan; seven schools (25%) indicated they implemented the component with major (substantive) refinements to the original plan. Five schools (18%) indicated that implementation of this component was behind the planned schedule and/or activities. Two schools (7%) indicated that they did not implement this component of the program as planned.

Component 8 – External Technical Support and Assistance

The program uses high-quality external support and assistance from an entity that has experience and experience 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 independent consultants or the model provider. Local Education Agencies (LEAs) also contributed support. A common trend across Cohort 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.

The types of assistance provided by the external technical assistance providers included professional development; curriculum materials; assistance aligning and articulating instruction/ and curriculum within and among grade levels; assistance aligning the CSR program to the school's curriculum or standards; building a sense of community and collegiality among teachers in the school; strengthening the school's governance or decision-making; and 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 IV and V schools as they implemented their CSR programs in the following ways (N=26):

- 96% provided professional development consistent with the CSR program;
- 69% secured additional resources for implementation of CSR program;
- 69% helped problem solve implementation issues with school leaders and staff;
- 65% provided release time for teachers to participate in CSR activities;
- 38% provided grant writing support to the school; and
- 38% helped schools negotiate with the model/program provider.

The school survey respondents were generally satisfied with the quality of the support they received from the districts. Eight schools (28%) rated the support as “very high quality,” fifteen schools (52%) rated the support as “high quality” and six schools (20%) rated the support as “average quality” (N=29).

Other Support Needed by CSR Schools

The 2005-2006CSR evaluation questionnaire included an open-ended question asking respondents what further support or assistance would have been most helpful in implementing the program. The only response related to training of CSR coaches prior to the beginning of the school year.

Implementation of Component 8 by CSR Schools in 2005-2006

Thirteen schools (46%, N=28) indicated they had implemented Component 8 as planned in their grant application during the 2005-2006 school year. Ten schools (36%) indicated that they implemented the component with minor (process type) refinements to the original plan; four schools (14%) indicated they implemented the component with major (substantive) refinements to the original plan. One school (4%) indicated that implementation of this component was behind the planned schedule and/or activities. The pattern of responses was fairly consistent across both Cohorts IV and V.

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 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

All (100%) of the schools in Cohorts IV and V indicated that the CSR program has driven major changes in the areas of data analysis and data-driven instruction in their schools; 61% to a “great extent” and 39% to “some extent” (N=31).

A theme that emerged clearly across the 2006 Progress Reports (as well as reports in previous years) was the schools’ commitment to continue to build their capacity to apply data at both the school and classroom levels to decision-making. Schools value assessments that provide diagnostic information that teachers can use to differentiate instruction to address the learning needs of individual students. Schools also value a multi-dimensional approach to assessing both student and school performance, rather than relying on a single measure. One frustration

of schools is how to capture the "story" of CSR's full impact, which is not always reducible to quantitative data.

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

- 77% introduced new instructional strategies;
- 71% adjusted the content of professional development;
- 52% changed the assessment(s) used to track student progress;
- 45% increased the number of teachers using model;
- 42% altered scheduling;
- 23% added new curricular areas;
- 16% changed school structure;
- 13% expanded the program's focus to include more grade levels in the school; and
- 6% changed the CSR program's evaluation plan.

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 three schools (10%) indicating in 2005-2006 that they had made no changes in their approach to program implementation since the prior year.

Implementation of Component 9 by CSR Schools in 2005-2006

Eighteen schools (62%, N=29) indicated they had implemented Component 9 as planned in their grant application during the 2005-2006 school year. Nine schools (31%) indicated that they implemented the component with minor (process type) refinements to the original plan. One school (3%) indicated that implementation of this component was behind the planned schedule and/or activities and another (3%) indicated that it did not implement this component of the program as planned.

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 IV and V 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.

CSR Networking Day Focused Conversation on Sustainability

At the April 2006 CSR Networking Day, the facilitators of participant groups provided the following discussion prompt regarding *Sustainability*: In past years, other CSR schools have identified district support, integration of CSR into existing school improvement planning/budgeting processes, and pursuing other grants as primary strategies for sustaining your CSR program after grant funding ends. What are the barriers you face as you try to keep the CSR program operating without the support of federal grant funds?

Strategies for Sustaining CSR After Grant Ends

- District needs to maintain focus and support of CSR to continue to go forward.
- Seek district resources.
- Use school improvement funds.
- Leverage dollars from Read to Achieve.
- Alignment of resources with Title I, V, VI, and IX.
- Look at other funding sources.
- One difficulty in leveraging other grant funds is that outcomes do not always match.
- Be creative and go find support and resources including local philanthropic monies.
- Assign a person be responsible for grant development.

- Explore new school improvement grants to transition into at least a three-year pilot.
- Add kids to increases level of state funding.
- Make sure goals are consistent and focused.
- Stay true to focus.
- Ensure vision and program are fully implemented.
- Define building priorities and dedicate funds to go towards those priorities.
- In one school, the school improvement plan is meshed into all school and supported by all school and district resources.
- Professional development is an effective strategy for sustaining grant activities. Once teachers are trained, their expertise remains and can be "rolled out". High rates of staff turnover negate this strategy.
- Complete staff training.
- Staff will keep it moving forward.
- Sites are developing leadership within their teaching staffs.
- Reshuffle staff.
- Find a way to continue role of literacy coach.
- Use Instructional coaches.
- Train the trainers to support transition.
- Renegotiate with providers.
- Being able to show improved reading skills will prove to decision-makers that the program is worthy of continuation.
- Even without the grant the program, we will continue to move forward. It may not be at the same rate as before, but school will not revert back to old ways.

Concerns

- Can CSR schools share resources with 21st Century sites?
- Some sites are experiencing losses of both grant dollars and declining enrollment, which means losses in other areas as well.
- Barriers to continued operation of CSR include lack of release time, substitute time, teacher stipends, and time for PLC's.
- Once a school gets used to having the funding and makes the program a priority, it is very difficult to keep the momentum after the funding ends.
- Reality is that school can't afford coaches without outside grant funds.
- Biggest losses will be the coaches.
- Real change won't happen in a three-year window, it makes closer to five years.
- CDE should find a way to extend CSR to a third year (Cohort V).
- Two years not enough for program to take effect (Cohort V).
- The school planned for three years of implementation, but will only have two year of funding (Cohort V).
- CDE wants to see improvement, but are only willing to invest for two years. Is this reasonable (Cohort V)?

Implementation of Component 10 by CSR Schools in 2005-2006

Twelve schools (41%, N=28) indicated they had implemented Component 10 as planned in their grant application during the 2005-2006 school year. Ten schools (34%) indicated that they implemented the component with minor (process type) refinements to the original plan; four schools (14%) indicated they implemented the component with major (substantive) refinements to the original plan. Two schools (7%) indicated that implementation of this component was behind the planned schedule and/or activities and another (3%) did not implement this component of the program.

Component 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..

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[5], to significantly improve the academic achievement of participating children; or (b) have been found to have strong evidence[6] that they will significantly improve the academic achievement of participating children.

CSR Networking Day Focused Conversation on Research-Based Practices

At the April 2006 CSR Networking Day, the facilitators of participant groups provided the following discussion prompts related to *Use of Research Based Practices*: Pursuant to *No Child Left Behind*, you were required in your initial grant request for CSR funds to propose only activities that met federal definitions of research-based practice. How did this requirement impact your planning and program design activities? How, if at all, did this requirement affect the

---

[5] *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.

[6] "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.

overall impact of the CSR program in your school? To answer this question, it might help to compare your experience with CSR to your experience with other grant programs that did not carry the research-based practice requirement.

Initial Development

- Hired a consultant that had already done the research. Consultant helped select program relevant to school and provided a clear, focused base of evidence.
- Relied on the reading panel research.
- Relied on the Learning Network.
- Relied on the Expeditionary Learning model.
- Developed a model that addresses ELL needs, invited a national consultant to conduct staff development.
- Relied on data to respond to student needs in intensive, strategic ways.
- Reading First identified trainer for literacy.

Fidelity to the Model

- Fidelity to the model is critical; coaches have so many things going and it is important to stay focused.
- Achieved fidelity through 12 days pre-service training for staff to ensure use of the model, then coaching and re-teaching throughout the year.
- Research-based practices were followed with strong fidelity, contractor followed up and made sure it was happening the way it was supposed to.
- Even students noticed consistency in approach across disciplines.

Advantages

- Being able to show research to teachers builds their morale.
- Research can be hopeful in working with kids who have always failed.
- Use of research-based practices was excellent to get staff buy-in.
- Research-based practices are not as threatening to stakeholders; adds legitimacy to what we're doing.
- Going with an established model helps with consistency and building trust.
- Professional development is ongoing and embedded.
- If it is research-based, it is "tried and true," not based on the principal's whim.
- A model offers a starting point for action that provides focus and narrows the field.
- Research-based models demand more accountability.
- CSR emphasizes using data more to drive instructional practices.

Concerns

- Do the research-based models consistently respond to cultural differences?
- Can we trust the terminology of "research-based" when it is used by so many vendors? Can potential vendors really prove their research?
- Even if the model produces data, school still need support in learning how to take analyze data and apply data to change instructional strategies.
- Strong consensus that schools need help in the interpretation of the data.
- The technology required to implement some research-based models can be challenging, requiring a dedicated and sharp information technology staff to help use it.
- Several schools had difficulty because new principals (hired since the grant was funded) did not have a comprehensive understanding of how the program was envisioned based on research.

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 IV schools, which completed their third and final year of the grant during the 2005-2006 school year, asked the schools to look back over the entire term of the CSR grant and identify the benefits they had gained from implementation. Of the 14 schools that responded to this question,

- 100% experienced enhanced teacher quality through professional development;
- 100% saw an increased focus on meeting the academic needs of all students;
- 100% saw an increased focus on student achievement of standards;
- 100% experienced increased collaboration and professional community among staff;
- 79% saw more effective building leadership;
- 71% saw evidence of increased/improved interaction with parents and families;
- 64% saw more coherence across reform efforts;
- 64% experienced enhanced quality in the school's curriculum; and
- 36% saw an increased emphasis on the effective use of technology in instruction.

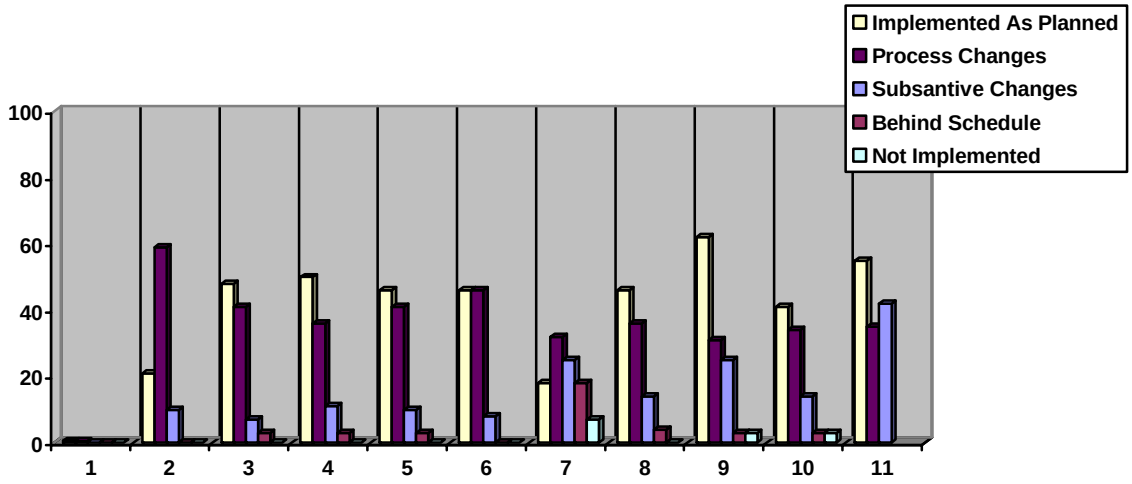
Implementation of Component 11 by CSR Schools in 2005-2006

Sixteen schools (55%, N=29) in Cohorts IV and V indicated they had implemented Component 11 as planned in their grant application during the 2005-2006 school year. Ten schools (35%) indicated that they implemented the component with minor (process type) refinements to the original plan; three schools (10%) indicated they implemented the component with major (substantive) refinements to the original.

Implementation of All 11 Components by CSR Schools in 2005-2006

The implementation status of each component was discussed in its corresponding section of this text study. Figure 5 shows the status of all eleven components. Implementation rates were highest for components 1 and 9 (proven strategies and annual evaluation, respectively) and lowest for components 2 and 7 (comprehensive design and involvement of parents, respectively).

Figure 5. Implementation Status of 11 Components of Comprehensive School Reform



1: Proven Strategies and Methods
2: Comprehensive Design
3: High Quality Professional Development
4: Measurable Goals and Benchmarks
5: Staff Supports Program
6: Program Provides Support for Staff
7: Involvement of Parents
8: External Support and Assistance
9: Annual Evaluation
10: Resource Coordination and Sustainability
11: Improve Academic Achievement of Students

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, the state average score and the Title I (all Title I schools in Colorado) average score as benchmarks. 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. Overall, CSR schools in Cohorts IV tended to outperform the Title I state average but only rarely met or exceeded the average state score. CSR schools in Cohort V, which had just completed their first year of implementation, generally trailed both the average Title I and state scores.

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

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.

Adequate Yearly Progress

The federal *No Child Left Behind Act* (NCLB) requires school districts to make determinations of Adequate Yearly Progress (AYP) in reading and math for all schools in the district. The Colorado Department of Education (CDE) sets the guidelines and targets for determining AYP. CDE uses CSAP, Lectura, CSAPA and graduation rate data to provide districts with AYP calculations for all schools. CDE calculates AYP for all districts in the state.

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. Every three years, the performance targets increase, so that by 2014 the target will be 100 percent of students scoring proficient. Performance targets increased in 2005 from five to thirteen percentage points, depending upon the grade level and content area. Targets will increase again in 2008.

To make AYP, schools or districts must meet all the following requirements:

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 for elementary and middle schools in reading and math 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. The performance targets are the same for all subgroups. Schools can have a maximum of 54 targets, depending upon student demographics. [7] The AYP determinations for schools that receive Title I funds carry a series of consequences, described in the next section of this report.

Of all the schools in the state, 75% made AYP in 2005-2006. Of all Title I schools in the state, 76% made AYP in 2005-2006. Sixty percent of districts in Colorado made AYP in 2005-2006.

Of the 18 schools in Cohort IV, 13 (72%) made AYP in reading, 13 schools (72%) made AYP in math, and 11 (61%) made AYP overall. Cohort V received 24 AYP ratings as a result of schools serving more than one grade level. Of this total, 17 (71%) made AYP in reading, 11 (46%) in math and 9 (38%) overall. Combined, 48%% of the schools in Cohorts IV and V made AYP overall, 71% made AYP in reading, and 57% made AYP in math. Scores for individual schools are presented in Table 2.

[7] Colorado Department of Education (CDE), http://www.cde.state.co.us/FedPrograms/AYP/download/AYPPressRelease0506.doc

Table 2: CSR Schools that Met AYP in Math and Reading – 2006

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	Yes	No	No
Federal Heights Elementary School	Yes	Yes	Yes
Hi Plains Undivided High School	Yes	Yes	Yes
Jefferson Middle School	Yes	Yes	Yes
Karval Junior-Senior High School	Yes	Yes	Yes
Lake County High School	No	No	No
Laredo Elementary School	No	No	No
Laurel Elementary School	Yes	Yes	Yes
Pioneer Bilingual Elementary School	No	Yes	No
Prairie Creeks Charter School	No	Yes	No
Red Canyon High School	Yes	No	No
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
Cohort V			
Aguilar Elementary	Yes	Yes	Yes
Aguilar Junior-Senior High School	Yes	No	No
Skoglund Middle School	Yes	No	No
Center High School	Yes	No	No
Centennial Middle School	Yes	No	No
Denver Arts & Technology Academy - Elementary	No	Yes	No
Denver Arts & Technology Academy - Middle	No	No	No
Ft. Lupton Middle School	No	No	No
Ft.Morgan Middle School	Yes	No	No
Fulton Elementary School	Yes	Yes	Yes
Globe Charter School - Elementary	Yes	Yes	Yes
Globe Charter School - Middle	Yes	Yes	Yes
Globe Charter School - High	Yes	No	No
Lansing Elementary School	Yes	No	No
Rachel Noel Middle School	No	No	No
North Valley Middle School	No	No	No
Sierra Grande High School	Yes	No	No
Tesla Alternative School - Middle	Yes	Yes	Yes
Tesla Alternative School – High	No	Yes	No
University Hills Elementary School	Yes	Yes	Yes
Wyatt- Edison Charter School - Elementary	Yes	Yes	Yes
Wyatt- Edison Charter School - Middle	No	No	No
Agate Junior-Senior High School	Yes	Yes	Yes
Byers Junior-Senior High School	Yes	Yes	Yes

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.[8]

Over the course of the CSR program's three-year term, two schools in Cohort IV (Jefferson Middle School, Smiley Middle School) that were on "School Improvement" were moved off that status. One school (Federal Heights) that was on “School Improvement” and later on “Corrective Action” was moved off that status. One Cohort IV school (Billie Martinez) remained on “Corrective Action” status for 2006-2007 (after completing the 2005-2006 school year). Two Cohort V schools (Aguilar Elementary and Lansing Elementary) were on "School Improvement-1" status for 2006-2007 (after completing the 2005-2006 school year). Three Cohort IV schools (Skoglund Middle School, Fulton Elementary School, Noel Middle School) were on "School Improvement-2" status for 2006-2007 (after completing the 2005-2006 school year).

School Accountability Report Ratings

The Colorado Department of Education issues School Accountability Reports (SARs) on an annual basis. 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.[9] Academic performance ratings are calculated

[8] 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.

[9] The methodology used in the SAR s involves six major steps: (1) removing excluded students and compute weighted scores (multiply the percentages for each proficiency level by the weighted percentages for each proficiency level. The weighting factors are -0.5 for Unsatisfactory and No Scores, 0.5 for Partially Proficient, 1.0 for Proficient and 1.5 for Advanced. (2) Standardize Weighted Total Scores

and assigned separately for schools within each level (e.g., elementary, middle, and high school) to ensure that 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 contrast, 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.[10]

Table 3 sets out the SAR ratings for schools implementing CSR programs in 2005-2006. The table presents the ratings over time and against a baseline (the year prior to launch of the CSR program.)

Table 3. SAR Academic Performance and Academic Growth Ratings for CSR Schools
Rating Key: E = Excellent, H = High, A = Average, L = Low, U = Unsatisfactory; *Academic Growth:* ↔= Stable, ↗ = Improvement, ↑ = Significant Improvement, ↙ = Decline, ↓ = Significant Decline; *Source:* Colorado Department of Education

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	↔	A	↔
Bennett High School	Bennett 29J	A	A	A	↙	A	↔
Bethune Jr./Sr. High	Bethune R-5 7-8	A	H	H	↙	A	↔

for each test by subtracting the state mean from the district mean and dividing the state standard deviation. (3) Compute Content-Area Standardized, Weighted Total Scores for each content area (4) Computer Overall Standardized Weighted Total Scores. (5) Rank-Order All School Scores. (6) Assign Ratings. Because the distributions are not re-standardized each year, it is possible for schools to improve their performance ratings over time. For more information, see http://www.cde.state.co.us/cdeassess/documents/SAR/2006/Academic_Performance_Rating_Methodology_2006.doc.

[10] 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.

Cohort IV (Award Date 7/03) (Continued)

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)
Bethune Jr./Sr. High	Bethune R-5 9-12	A	H	A	↔	H	↔
Billie Martinez Elementary	Greeley 6	L	L	L	↓	L	↔
Federal Heights Elementary	Northglenn-Thornton 12	L	L	L	↗	L	↔
High Plains Undivided	Hi-Plains R-23 7-8	A	H	H	↙	H	↔
	9-12	A	H	H	↔	H	↔
Jefferson Middle School	Rocky Ford R-2	L	A	A	↔	L	↔
Karval Jr./Sr. High	Karval Re-23 7-8	H	H	H	↑	H	↙
	9-12	H	H	H	↔	L	↔
Lake County High School	Lake County R-1	A	L	L	↔	L	↔
Laredo Elementary	Adams Arapahoe 28-J	L	L	L	↗	L	↔
Laurel Elementary	Poudre R-1	A	A	L	↔	L	↔
Pioneer Bilingual Elementary	Boulder Valley RE-2	L	A	A	↙	L	↔
Prairie Creeks Charter	Strasburg 31J	L	L	L	↓	Unreport-able	Unreport-able
Red Canyon High School	Eagle County Re-50	L	L	A	↙	L	↔
Silverton Elementary-High School	Silverton 1 1-5	L	L	L	↑	A	↑
	6-8	No Rating	L	L	↗	A	↑
	9-12	A	L	A	↑	A	↑
Smiley Middle School	Denver 1	L	L	L	↙	L	↙
Wiggins Elementary	Wiggins Re-50(j)	A	A	A	↗	H	↗
Woodlin Undivided	Woodlin R-104 7-8	L	A	H	↑	H	↔
	9-12	L	A	H	↗	A	↓

Cohort V (Award Date 7/05)

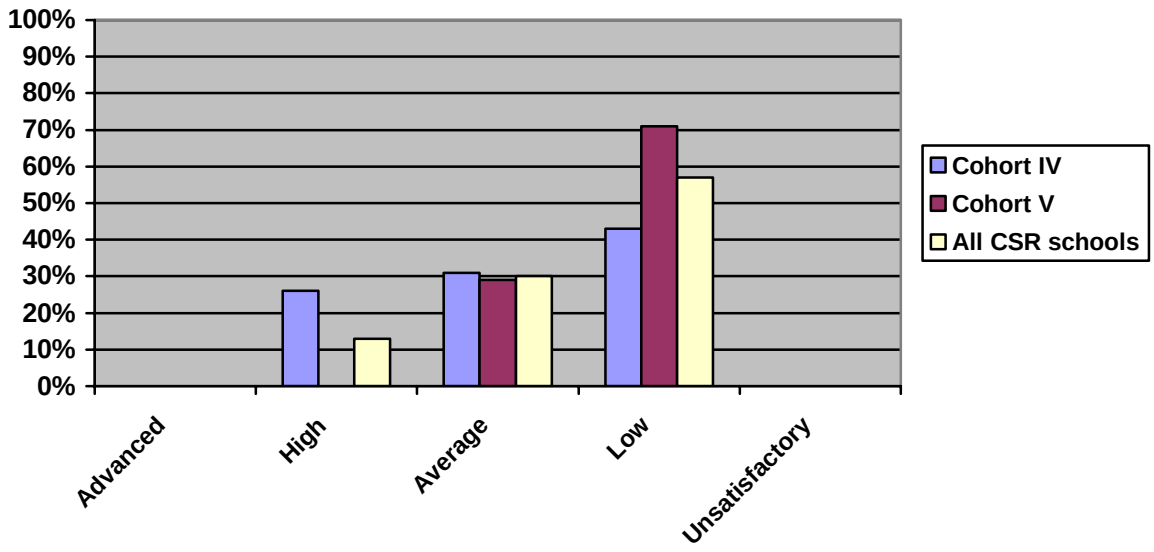
School Name	District / Grade Level	Baseline (2005)	After Year 1 of grant (2006)	Academic Growth Rating (2006)
Aguilar Elementary	Aguilar School District 6 K-5	L	L	↔
Aguilar Junior-Senior High School	Aguilar School District 6 7-8	A	L	↗
	9-12	L	L	↙
Skoglund Middle School	Center School District	L	L	↗
Center High School	Center School District	L	L	↗
Centennial Middle School	Montrose County School District	L	A	↔
Denver Arts & Technology Academy	Denver School District No. 1 K-5	L	L	↓
Denver Arts & Technology Academy - Middle	6-8	L	L	↙
Ft. Lupton Middle School	Weld County School District 8	L	L	↔
Ft.Morgan Middle School	Fort Morgan School District RE-3	A	A	↔
Fulton Elementary School	Adams Arapahoe School District 28J	L	L	↑
Globe Charter School -	El Paso School District 6-8	L	L	↔
Lansing Elementary School	Adams Arapahoe School District 28J	L	L	↔
Rachel Noel Middle School	Denver School District No. 1	L	L	↔
North Valley Middle School	Weld County School District Re-1	A	A	↗
Sierra Grande High School	Sierra Grande School District R-30	L	L	↔
Tesla Alternative School	El Paso School District 11	Not Reported	Not Reported	Not Reported
University Hills Elementary School	Boulder Valley School District RE-2	L	A	↙
Wyatt-Edison School District	Denver School District No. 1 1-5	A	L	↔
	6-8	L	L	↔
Agate Junior-Senior High School	Agate School District 30 9-12	A	A	↑
Byers Junior-Senior High School	Byers School District 30 7-8	A	A	↓

SAR Academic Performance Ratings.
The 18 schools in Cohort IV received 23 SAR academic performance ratings. One's schools results were unreportable; several others crossed grade level categories and reported results for each category. Of the 23 ratings received by Cohort IV schools, ten schools (43%) were "low," seven (31%) were "average," and six (26%) were "high." No Cohort IV school received an "unsatisfactory" rating in 2006.

The 19 schools in Cohort V received 21 SAR ratings. Several schools crossed grade level categories and one school, as an alternative school, did not receive an SAR performance rating. Of the 21 ratings, 15 Cohort V schools (71%) received a "low" rating and 6 schools (29%) received an "average" rating. No Cohort V school received either a "high" or an "unsatisfactory" rating.

Figure 6 shows the distribution of SAR academic performance ratings for each cohort individually and for both cohorts combined.

Figure 6. Distribution of SAR Academic Performance Ratings, 2006



SAR Academic Growth Ratings
In Cohort IV, four schools (17% of cohort IV) had academic growth ratings of improvement from 2005 to 2006, three of which were significant improvement. Three schools (13%) had a decline growth rating; one of which was a significant decline. In Cohort V, a third of the schools (33%) received an improved academic growth rating. Of the seven schools with an improvement rating, two showed "significant improvement." Five of the schools (24%) showed had a decline rating, two of the five had a "significant decline." The rest of the schools had stable performance.

Part V. Administration of the Colorado CSR Program

Technical Assistance from CDE

To help the CSR sites implement their programs effectively, CDE provided several forms of ongoing technical assistance. These included an orientation for new grantees, annual Networking Days, CSR updates disseminated via e-mail, 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 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 coordinator was responsible for overall administration of the program. In addition to overseeing the delivery of state-level technical assistance, the coordinator's responsibilities included making site 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. Specifically, of the 28 Cohort IV and V schools that responded to the evaluation questionnaire:

- 56% rated the assistance they received from CDE during the grant development process as effective to a "great extent" and another 40% rated it as effective to "some" extent.
- 62% rated information/answers to budget questions they received from CDE as effective to a "great extent" and another 36% rated it as effective to "some" extent.
- 45% rated their advocates as effective to a "great extent" and 28% rated their advocates as effective to "some" extent.
- 54% rated the annual CSR Networking Day as effective to a "great" extent and 46% rated it as effective to "some" extent.
- 59% rated CDE program staff's information and answers to questions about program administration as effective to a "great" extent" and the remainder (41%) as effective to "some" extent.
- 28% rated the CSR web site as effective to a "great" extent and another 63% rated the web site as effective to "some" extent.

An open-ended question soliciting any feedback that respondents would like to offer regarding administration of the CSR program yielded these responses. The feedback was complementary about the availability and professionalism of program staff, and about the positive impact of the CSR program in the funded schools.

Progress Reporting and Evaluation Questionnaire

Over three quarters of the schools (79%, N=28) responded that CDE had communicated its expectations to a "great" extent regarding the process for renewal funding in this three-year grant program. The remainder of respondents (21%) responded that CDE had communicated its expectations to "some" extent.

CSR Networking Day Focused Conversation on Program Administration

At the April 2006 CSR Networking Day, the facilitators of participant groups provided the following discussion prompts: CDE uses elements of the CSR program in other programs it administers, specifically: Advocates, Networking Day, and Progress Reports to secure continuation funding. What has been your experience with these components? What other kinds of support/technical assistance could CDE provide to schools to support the effective implementation of federal grant programs? For example, would you have benefited from monitoring visits, self-assessments tools, or web-based forums to share ideas and expertise?

Access to Staff

- CDE staff are easy to reach via phone and email.
- CDE's support of administrators and district grants offices has been helpful.
- CDE communications are effective.
- CDE staff's response to emails and voice messages are timely.
- Staff have been supportive and made an effort to bring a wealth of resources to us.

Grant Administration

- Budget revisions and flexibility are helpful and have been appreciated.
- It's helpful to be able to make program revisions within the original goals that allow the programming to be responsive to changes in circumstances.
- Local decision making is honored.
- Budget requirements/timelines are applied consistently.
- Existing program supports are adequate and meet the needs of most needs of sites.

Advocates

- Advocate visit was beneficial, providing ideas that school community had not considered.
- There should be a process for Grantees to provide feedback on advocates and their effectiveness.
- The Advocate system could be more effective.

Networking Day

- For rural/Western Slope sites, the Networking Day is a little inconvenient; it is especially difficult for principals to be out of their buildings for two days.
- Despite any inconvenience, talking to peers is very helpful.
- There was mixed reaction to web-based forums—some did not think they would be as engaging as face-to-face interaction.
- Networking Days are good to because it is dedicated time away from the school; there is a concern about being fully present at web-based opportunities.
- Don't give up Networking Day!
- It's important to make time to come together and make a human connection.
- The information provided through this Networking Day could have been communicated just as effectively via e-mail and/or the web.
- Closer location would be more convenient for some sites.
- Regional networking day for rural sites is more effective. We don't have much in common with bigger districts; it was not always constructive to meet with them for a full day.
- The evaluation questionnaire/survey is a good tool.

Progress Reports

- Progress reporting format is effective.
- Progress report has been used as a tool to increase staff empowerment, for example the staff and partners are asked to have input in the progress report, this allows them a chance to reflect on progress and adjust practice accordingly.
- The progress report is a good tool not only for CDE, but for sites to check in on their progress.
- The process of having to report on how grant funds were used keeps implementation going on track.
- It is difficult to present all the information requested within the seven-page limit of the progress report.
- Progress reporting process could be improved.
- Would have benefited from more specific direction from CDE regarding reporting process. CSR's vague process is especially difficult in light of turnovers in staff, compared to CRF (Colorado Reading First) reporting process.
- CDE should raise the bar with respect to requirements for continuation funding; it appears nearly impossible for schools to not meet the level present requirements.

Suggestions/General

- It would be helpful for CDE to provide an avenue/forum for sites to rate and recommend vendors with whom they have had success and/or those that did not work well in this program. Such a network could be a web-based forum. Although some said they generally don't pay close attention to all the email and web-based information they receive from CDE, they would appreciate receiving and would use vendor information.
- Self-assessment process might be useful, however, the consensus was to make it optional.
- Funding creates interest and energy. Staff were excited about receiving the grant and wanted to participate in the program.
- Extra funding would make the difference in creating opportunities that would otherwise be unavailable.
- Would like to see more web-based supports/communication.
- Would appreciate more information on professional development opportunities that might be of interest to sites.

APPENDIX A.IV

Cohort IV (7/2003 Award Date)

Math and Reading CSAP Scores for Cohort IV CSR Schools

3rd Grade Reading

2006 State Average - % Proficient or Above: 72
2006 State Title I Average - % Proficient or Above: 60

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*
		2006	**0**	**0**	**100**	**0**
	District Benchmark	*2006*	*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*
		2006	**27**	**40**	**33**	**0**
	District Benchmark	*2006*	*17*	*24*	*55*	*4*
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*
		2006	**5**	**11**	**79**	**3**
	District Benchmark	*2006*	*5*	*11*	*79*	*3*
Pioneer Bilingual	Boulder Re-2	2003	**10**	**5**	**81**	**0**
		2004	**11**	**11**	**74**	**4**
		2005	**12**	**10**	**81**	**0**
	District Benchmark	*2005*	*14*	*23*	*56*	*6*
		2006	**3**	**7**	**76**	**14**
	District Benchmark	*2006*	*4*	*10*	*72*	*13*
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*
		2006	**12**	**28**	**58**	**2**
	District Benchmark	*2006*	*5*	*15*	*73*	*7*
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*
		2006	**29**	**23**	**44**	**0**
	District Benchmark	*2006*	*14*	*22*	*59*	*3*

4th Grade Reading

2006 State Average - % Proficient or Above: 64
2006 State Title I Average - % Proficient or Above: 55

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*
		2006	**25**	**50**	**25**	**0**
	District Benchmark	*2006*	*25*	*50*	*25*	*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***
		2006	**25**	**35**	**40**	**0**
	District Benchmark	*2006*	*15*	*27*	*55*	*3*
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*
		2006	**2**	**16**	**79**	**2**
	District Benchmark	*2006*	*2*	*16*	*79*	*2*
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*
		2006	**21**	**29**	**47**	**3**
	District Benchmark	*2006*	*6*	*13*	*69*	*11*
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*
		2006	**15**	**23**	**56**	**5**
	District Benchmark	*2006*	*6*	*15*	*69*	*10*
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*
		2006	**19**	**28**	**52**	**0**
	District Benchmark	*2006*	*11*	*26*	*59*	*4*

5th Grade Reading

2006 State Average - % Proficient or Above: 69
2006 State Title I Average - % Proficient or Above: 57

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*
		2006	**0**	**0**	**100**	**0**
	District Benchmark	*2006*	*0*	*0*	*100*	*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*
		2006	37	31	31	0
	District Benchmark	*2006*	*21*	*19*	*55*	*5*
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*
		2006	9	27	52	12
	District Benchmark	*2006*	*9*	*27*	*52*	*12*
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*
		2006	**16**	**24**	**46**	**14**
	District Benchmark	*2006*	*5*	*10*	*64*	*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*
		2006	**3**	**17**	**66**	**14**
	District Benchmark	*2006*	*6*	*12*	*66*	*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*
		2006	**26**	**30**	**41**	**1**
	District Benchmark	*2006*	*13*	*20*	*59*	*7*

6th Grade Reading

2006 State Average - % Proficient or Above: 67
2006 State Title I Average - % Proficient or Above: 54

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*
		2006	**19**	**37**	**44**	**0**
	District Benchmark	*2006*	*19*	*37*	*44*	*0*
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*
		2006	**NR**	**NR**	**NR**	**NR**
	District Benchmark	*2006*	*NR*	*NR*	*NR*	*NR*
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*
		2006	**4**	**26**	**64**	**6**
	District Benchmark	*2006*	*4*	*26*	*64*	*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*
		2006	**10**	**18**	**65**	**7**
	District Benchmark	*2006*	*8*	*24*	*63*	*2*
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*
		2006	**11**	**24**	**61**	**3**
	District Benchmark	*2006*	*4*	*12*	*63*	*20*
Karval	East Central BOCES	2003	**0**	**25**	**50**	**25**
		2004	**0**	**22**	**55**	**22**
		2005	**0**	**100**	**0**	**0**
	District Benchmark	*2005*	*NR*	*NR*	*NR*	*NR*
		2006	**NR**	**NR**	**NR**	**NR**
	District Benchmark	*2006*	*17*	*33*	*59*	*0*

6th Grade Reading (cont)

2006 State Average - % Proficient or Above: 67
2006 State Title I Average - % Proficient or Above: 54

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
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*
		2006	**21**	**28**	**39**	**2**
	District Benchmark	*2006*	*23*	*31*	*41*	*4*
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*
		2006	**NR**	**NR**	**NR**	**NR**
	District Benchmark	*2006*	*NR*	*NR*	*NR*	*NR*

7th Grade Reading

2006 State Average - % Proficient or Above: 64
2006 State Title I Average - % Proficient or Above: 45

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*
		2006	**11**	**39**	**47**	**3**
	District Benchmark	*2006*	*11*	*39*	*47*	*3*
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*
		2006	**33**	**67**	**0**	**0**
	District Benchmark	*2006*	*33*	*67*	*0*	*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*
		2006	**10**	**18**	**65**	**7**
	District Benchmark	*2006*	*01*	*18*	*65*	*7*

7th Grade Reading (cont)

2006 State Average - % Proficient or Above: 64
2006 State Title I Average - % Proficient or Above: 45

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
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*
		2006	**25**	**25**	**50**	**0**
	District Benchmark	*2006*	*25*	*25*	*50*	*0*
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*
		2006	**NR**	**NR**	**NR**	**NR**
	District Benchmark	*2006*	*NR*	*NR*	*NR*	*NR*
Karval	East Central BOCES	2003	**100**	**0**	**0**	**0**
		2004	**0**	**50**	**25**	**25**
		2005	**0**	**0**	**83**	**17**
	District Benchmark	*2005*	*0*	*0*	*83*	*17*
		2006	*NR*	*NR*	*NR*	*NR*
	District Benchmark	*2006*	*0*	*50*	*50*	*0*
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*
		2006	**9**	**27**	**56**	**9**
	District Benchmark	*2006*	*9*	*27*	*56*	*9*
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*
		2006	**27**	**30**	**32**	**1**
	District Benchmark	*2006*	*28*	*30*	*37*	*3*

8th Grade Reading

2006 State Average - % Proficient or Above: 64
2006 State Title I Average - % Proficient or Above: 47

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*
		2006	**9**	**44**	**44**	**3**
	District Benchmark	*2006*	*10*	*43*	*43*	*3*
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*
		2006	**0**	**0**	**75**	**25**
	District Benchmark	*2006*	*0*	*0*	*75*	*25*
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*
		2006	**17**	**14**	**65**	**3**
	District Benchmark	*2006*	*17*	*14*	*65*	*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*
		2006	**10**	**40**	**30**	**20**
	District Benchmark	*2006*	*10*	*40*	*30*	*20*
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*
		2006	**7**	**13**	**60**	**20**
	District Benchmark	*2006*	*7*	*13*	*60*	*20*
Karval	East Central BOCES	2003	**0**	**0**	**78**	**22**
		2004	**0**	**0**	**100**	**0**
		2005	**0**	**25**	**50**	**25**
	District Benchmark	*2005*	*NR*	*NR*	*NR*	*NR*
		2006	**14**	**0**	**57**	**28**
	District Benchmark	*2006*	*9*	*27*	*50*	*14*

8th Grade Reading (cont.)

2006 State Average - Proficient or Above: 64
2006 State Title I Average - Proficient or Above: 47

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
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*
		2006	**0**	**22**	**67**	**11**
	District Benchmark	*2006*	*0*	*22*	*67*	*11*
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*
		2006	**21**	**36**	**34**	**1**
	District Benchmark	*2006*	*25*	*31*	*37*	*4*

9th Grade Reading

2006 State Average - % Proficient or Above: 66
2006 State Title I Average - % Proficient or Above: 36

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*
		2006	**0**	**45**	**55**	**0**
	District Benchmark	*2006*	*0*	*66*	*33*	*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*
		2006	**10**	**50**	**30**	**10**
	District Benchmark	*2006*	*16*	*22*	*57*	*5*
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*
		2006	**30**	**30**	**35**	**1**
	District Benchmark	*2006*	*30*	*30*	*35*	*1*

9th Grade Reading (cont)

2006 State Average - % Proficient or Above: 66
2006 State Title I Average - % Proficient or Above: 36

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
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*
		2006	**9**	**35**	**54**	**2**
	District Benchmark	*2006*	*9*	*35*	*54*	*2*
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*
		2006	**0**	**31**	**54**	**15**
	District Benchmark	*2006*	*0*	*31*	*54*	*15*
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*
		2006	**7**	**13**	**80**	**0**
	District Benchmark	*2006*	*7*	*13*	*80*	*0*
Karval	East Central BOCES	2003	**0**	**0**	**100**	**0**
		2004	**0**	**14**	**57**	**28**
		2005	**0**	**0**	**100**	**0**
	District Benchmark	*2005*	*NR*	*NR*	*NR*	*NR*
		2006	**0**	**20**	**60**	**20**
	District Benchmark	*2006*	*6*	*24*	*68*	*3*
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*
		2006	**NR**	**NR**	**NR**	**NR**
	District Benchmark	*2006*	*8*	*18*	*71*	*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*
		2006	**0**	**57**	**43**	**0**
	District Benchmark	*2006*	*0*	*57*	*43*	*0*

10th Grade Reading

2006 State Average - % Proficient or Above: 65
2006 State Title I Average - % Proficient or Above: 42

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*
		2006	**0**	**50**	**50**	**0**
	District Benchmark	*2006*	*0*	*50*	*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*
		2006	**5**	**42**	**53**	**0**
	District Benchmark	*2006*	*11*	*21*	*54*	*14*
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*
		2006	**20**	**26**	**38**	**8**
	District Benchmark	*2006*	*19*	*25*	*37*	*3*
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*
		2006	**9**	**27**	**52**	**10**
	District Benchmark	*2006*	*9*	*27*	*52*	*10*
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*
		2006	**0**	**43**	**43**	**14**
	District Benchmark	*2006*	*0*	*43*	*43*	*14*
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*
		2006	**NR**	**NR**	**NR**	**NR**
	District Benchmark	*2006*	*NR*	*NR*	*NR*	*NR*

10th Grade Reading (cont.)

2006 State Average - % Proficient or Above: 65
2006 State Title I Average - % Proficient or Above: 42

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Karval	East Central BOCES	2003	**0**	**0**	**100**	**0**
		2004	**0**	**22**	**66**	**11**
		2005	**0**	**20**	**60**	**20**
	District Benchmark	*2005*	*NR*	*NR*	*NR*	*NR*
		2006	**33**	**67**	**0**	**0**
	District Benchmark	*2006*	*12*	*16*	*64*	*8*
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*
		2006	**11**	**33**	**44**	**11**
	District Benchmark	*2006*	*7*	*24*	*57*	*7*
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*
		2006	**NR**	**NR**	**NR**	**NR**
	District Benchmark	*2006*	*0*	*33*	*44*	*11*

3rd Grade Math

2006 State Average - % Proficient or Above: 71
2006 State Title I Average - % Proficient or Above: 60
(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
Silverton[1]	Silverton 1	2006	**0**	**0**	**0**	**100**
	District Benchmark	2006	*0*	*0*	*0*	*100*
Billie Martinez	Greeley School District	2005	**17**	**45**	**33**	**6**
	District Benchmark	*2005*	*11*	*32*	*42*	*14*
		2006	**19**	**47**	**26**	**8**
	District Benchmark	*2006*	*11*	*31*	*40*	*18*
Wiggins	Wiggins Re-50(J)	2005	**0**	**21**	**63**	**16**
	District Benchmark	*2005*	*0*	*21*	*63*	*16*
		2006	**0**	**33**	**58**	**8**
	District Benchmark	*2006*	*0*	*33*	*58*	*8*
Pioneer Bilingual	Boulder Re-2	2005	**19**	**35**	**36**	**8**
	District Benchmark	*2005*	*4*	*15*	*38*	*43*
		2006	**0**	**34**	**34**	**32**
	District Benchmark	*2006*	*1*	*11*	*36*	*50*
Laurel	Poudre R-1	2005	**5**	**36**	**41**	**14**
	District Benchmark	*2005*	*3*	*20*	*46*	*30*
		2006	**20**	**31**	**27**	**22**
	District Benchmark	*2006*	*3*	*17*	*44*	*36*
Federal Heights	Northglenn-Thornton 12	2003	**10**	**35**	**51**	**2**
	District Benchmark	*2005*	*6*	*26*	*46*	*20*
		2006	**27**	**35**	**39**	**8**
	District Benchmark	*2006*	*8*	*24*	*46*	*23*

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

4th Grade Math

2006 State Average - % Proficient or Above: 69
2006 State Title I Average - % Proficient or Above: 58
(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
Silverton[2]	Silverton 1	2006	**20**	**0**	**80**	**0**
	District Benchmark	*2006*	*20*	*0*	*80*	*0*
Billie Martinez	Greeley 6	2005	**34**	**42**	**22**	**2**
	District Benchmark	*2005*	*17*	*32*	*36*	*14*
		2006	**31**	**42**	**23**	**4**
	District Benchmark	*2006*	*14*	*30*	*43*	*13*
Wiggins	Wiggins Re-50(J)	2005	**7**	**19**	**48**	**26**
	District Benchmark	*2005*	*7*	*19*	*4*	*26*
		2006	**0**	**12**	**53**	**35**
	District Benchmark	*2006*	*0*	*12*	*53*	*35*
Pioneer Bilingual	Boulder Re-2	2005	**12**	**30**	**38**	**14**
	District Benchmark	*2005*	*4*	*17*	*46*	*32*
		2006	**15**	**29**	**39**	**17**
	District Benchmark	*2006*	*6*	*13*	*69*	*11*
Laurel	Poudre R-1	2005	**6**	**25**	**50**	**13**
	District Benchmark	*2005*	*5*	*19*	*49*	*27*
		2006	**18**	**23**	**49**	**10**
	District Benchmark	*2006*	*6*	*15*	*69*	*10*
Federal Heights	Northglenn-Thornton 12	2005	**18**	**36**	**42**	**4**
	District Benchmark	*2005*	*9*	*23*	*45*	*22*
		2006	**15**	**29**	**44**	**12**
	District Benchmark	*2006*	*11*	*26*	*59*	*4*

[2] Silverton Schools (Silverton 1 School District) did not administer the 4rd grade CSAP math assessment to any student in 2005.

5th Grade Math

2006 State Average - % Proficient or Above: 65
2006 State Title I Average - % Proficient or Above: 53

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*
		2006	**0**	**0**	**83**	**17**
	District Benchmark	*2006*	*0*	*0*	*83*	*17*
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*
		2006	**30**	**35**	**27**	**7**
	District Benchmark	*2006*	*15*	*32*	*35*	*16*
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*
		2006	**9**	**21**	**48**	**21**
	District Benchmark	*2006*	*9*	*21*	*48*	*21*
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*
		2006	**6**	**34**	**40**	**18**
	District Benchmark	*2006*	*4*	*17*	*39*	*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*
		2006	**7**	**17**	**59**	**17**
	District Benchmark	*2006*	*6*	*12*	*66*	*15*
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*
		2006	**14**	**49**	**30**	**7**
	District Benchmark	*2006*	*9*	*25*	*36*	*29*

6th Grade Math

2006 State Average - % Proficient or Above: 56
2006 State Title I Average - % Proficient or Above: 43

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*
		2006	**29**	**34**	**31**	**7**
	District Benchmark	*2006*	*29*	*34*	*31*	*7*
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*
		2006	**NR**	**NR**	**NR**	**NR**
	District Benchmark	*2006*	*NR*	*NR*	*NR*	*NR*
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*
		2006	**12**	**24**	**42**	**22**
	District Benchmark	*2006*	*12*	*24*	*42*	*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*
		2006	**11**	**36**	**39**	**12**
	District Benchmark	*2006*	*12*	*32*	*42*	*13*
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*
		2006	**19**	**39**	**37**	**5**
	District Benchmark	*2006*	*9*	*20*	*36*	*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*
		2006	**17**	**50**	**33**	**0**
	District Benchmark	*2006*	*17*	*50*	*33*	*0*

6th Grade Math (cont.)

2006 State Average - % Proficient or Above: 56
2006 State Title I Average - % Proficient or Above: 43

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
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*
		2006	**37**	**29**	**20**	**7**
	District Benchmark	*2006*	*33*	*31*	*24*	*10*
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*
		2006	**0**	**57**	**29**	**14**
	District Benchmark	*2006*	*0*	*57*	*29*	*14*

7th Grade Math

2006 State Average - % Proficient or Above: 44
2006 State Title I Average - % Proficient or Above: 26

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*
		2006	**25**	**48**	**24**	**3**
	District Benchmark	*2006*	*25*	*48*	*23*	*3*
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*
		2006	**33**	**67**	**0**	**0**
	District Benchmark	*2006*	*33*	*67*	*0*	*0*
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*
		2006	**13**	**30**	**35**	**22**
	District Benchmark	*2006*	*13*	*30*	*35*	*22*

7th Grade Math (cont.)

2006 State Average - % Proficient or Above: 44
2006 State Title I Average - % Proficient or Above: 26

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
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*
		2006	**25**	**50**	**25**	**0**
	District Benchmark	*2006*	*25*	*50*	*25*	*0*
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*
		2006	**40**	**20**	**40**	**20**
	District Benchmark	*2006*	*40*	*10*	*40*	*10*
Karval	East Central BOCES	2003	**0**	**0**	**100**	**0**
		2004	**25**	**25**	**25**	**25**
		2005	**0**	**17**	**67**	**17**
	District Benchmark	*2005*	*NR*	*NR*	*NR*	*NR*
		2006	**0**	**50**	**50**	**0**
	District Benchmark	*2006*	*0*	*50*	*50*	*0*
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*
		2006	**9**	**36**	**36**	**18**
	District Benchmark	*2006*	*9*	*36*	*36*	*18*
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*
		2006	**55**	**17**	**11**	**9**
	District Benchmark	*2006*	*45*	*32*	*15*	*6*

8th Grade Math

2006 State Average - % Proficient or Above: 45
2006 State Title I Average - % Proficient or Above: 26

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*
		2006	**32**	**38**	**21**	**9**
	District Benchmark	*2006*	*33*	*38*	*20*	*9*
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*
		2006	**0**	**25**	**50**	**25**
	District Benchmark	*2006*	*0*	*25*	*50*	*25*
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*
		2006	**22**	**35**	**33**	**10**
	District Benchmark	*2006*	*22*	*35*	*33*	*10*
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*
		2006	**40**	**50**	**10**	**0**
	District Benchmark	*2006*	*40*	*50*	*10*	*0*
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*
		2006	**13**	**40**	**13**	**33**
	District Benchmark	*2006*	*13*	*40*	*13*	*33*
Karval	East Central BOCES	2003	**0**	**22**	**55**	**22**
		2004	**0**	**0**	**100**	**0**
		2005	**25**	**50**	**0**	**25**
	District Benchmark	*2005*				
		2006	**0**	**29**	**43**	**27**
	District Benchmark	*2006*	*23*	*41*	*27*	*9*

8th Grade Math (cont.)

2006 State Average - % Proficient or Above: 45
2006 State Title I Average - % Proficient or Above: 26

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Woodlin	East Central BOCES	2003	**33**	**45**	**0**	**22**
		2004	**9**	**46**	**27**	**0**
		2005	**0**	**66**	**16**	**16**
	District Benchmark	*2006*	*0*	*66*	*16*	*16*
		2006	**11**	**56**	**22**	**11**
	District Benchmark	*2005*	*11*	*56*	*22*	*11*
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*
		2006	**55**	**17**	**11**	**9**
	District Benchmark	*2006*	*50*	*26*	*14*	*8*

9th Grade Math

2006 State Average - % Proficient or Above: 38
2006 State Title I Average - % Proficient or Above: 14

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*
		2006	**66**	**33**	**0**	**0**
	District Benchmark	*2006*	*66*	*33*	*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*
		2006	**70**	**20**	**10**	**0**
	District Benchmark	*2006*	*33*	*31*	*25*	*11*
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*
		2006	**57**	**24**	**10**	**7**
	District Benchmark	*2006*	*57*	*24*	*10*	*7*

9th Grade Math (cont.)

2006 State Average - % Proficient or Above: 38
2006 State Title I Average - % Proficient or Above: 14

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
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*
		2006	**48**	**25**	**25**	**3**
	District Benchmark	*2006*	*48*	*25*	*25*	*3*
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*
		2006	**23**	**38**	**31**	**8**
	District Benchmark	*2006*	*23*	*38*	*31*	*8*
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*
		2006	**20**	**33**	**20**	**27**
	District Benchmark	*2006*	*20*	*33*	*20*	*27*
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*
		2006	**60**	**20**	**0**	**20**
	District Benchmark	*2006*	*53*	*35*	*9*	*3*
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*
		2006	**NR**	**NR**	**NR**	**NR**
	District Benchmark	*2006*	*27*	*47*	*21*	*5*
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*
		2006	**29**	**42**	**29**	**0**
	District Benchmark	*2006*	*29*	*43*	*29*	*0*

10th Grade Math

2006 State Average - % Proficient or Above: 31
2006 State Title I Average - % Proficient or Above: 12

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*
		2006	**50**	**50**	**0**	**0**
	District Benchmark	*2006*	*50*	*50*	*0*	*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*
		2006	**53**	**47**	**0**	**0**
	District Benchmark	*2006*	*29*	*41*	*25*	*4*
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*
		2006	**59**	**23**	**12**	**5**
	District Benchmark	*2006*	*45*	*28*	*13*	*0*
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*
		2006	**37**	**33**	**25**	**2**
	District Benchmark	*2006*	*37*	*33*	*25*	*2*
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*
		2006	**0**	**71**	**14**	**14**
	District Benchmark	*2006*	*0*	*71*	*14*	*14*
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*
		2006	**14**	**71**	**14**	**0**
	District Benchmark	*2006*	*14*	*71*	*14*	*0*

10th Grade Math (cont.)

2006 State Average - % Proficient or Above: 31
2006 State Title I Average - % Proficient or Above: 12

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
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*
		2006	**NR**	**NR**	**NR**	**NR**
	District Benchmark	*2006*	*64*	*16*	*16*	*4*
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*
		2006	**75**	**0**	**25**	**0**
	District Benchmark	*2006*	*32*	*36*	*29*	*3*
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*
		2006	**22**	**44**	**22**	**11**
	District Benchmark	*2006*	*NR*	*NR*	*NR*	*NR*

APPENDIX A. V

Cohort IV (7/2005 Award Date)

3rd Grade Reading

2006 State Average - % Proficient or Above: 72
2006 State Title I Average - % Proficient or Above: 60

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Aguilar Elementary	Aguilar School District 4	2005	**NR**	**NR**	**NR**	**NR**
		2006	**0**	**25**	**75**	**25**
	District Benchmark	*2006*	*0*	*25*	*75*	*0*
Denver Arts & Technology Academy	Denver School District 1	2005	**24**	**41**	**35**	**o**
		2006	**33**	**23**	**44**	**0**
	District Benchmark	*2006*	*23*	*26*	*47*	*3*
Fulton Elementary	Adams-Arapahoe 28J	2005	**22**	**30**	**41**	**0**
		2006	**18**	**37**	**37**	**0**
	District Benchmark	*2006*	*27*	*26*	*44*	*2*
Lansing Elem.	Adams-Arapahoe 28J	2005	**25**	**41**	**31**	**3**
		2006	**33**	**25**	**40**	**0**
	District Benchmark	*2006*	*27*	*26*	*44*	*2*
Wyatt Edison Charter	Denver School District 1	2005	**23**	**37**	**38**	**1**
		2006	**18**	**32**	**49**	**1**
	District Benchmark	*2006*	*23*	*26*	*47*	*3*
University Hills	Boulder Valley RE-2	2005	**8**	**15**	**50**	**27**
		2006	**0**	**0**	**87**	**13**
	District Benchmark	*2006*	*4*	*10*	*72*	*13*

4th Grade Reading

2006 State Average - % Proficient or Above: 64
2006 State Title I Average - % Proficient or Above: 55

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Aguilar Elementary	Aguilar School District 4	2005	**NR**	**NR**	**NR**	**NR**
		2006	**36**	**9**	**55**	**0**
	District Benchmark	*2006*	*36*	*9*	*55*	*0*
Denver Arts & Technology Academy	Denver School District 1	2005	**42**	**32**	**24**	**3**
		2006	**18**	**33**	**48**	**0**
	District Benchmark	*2006*	*24*	*34*	*40*	*3*
Fulton Elementary	Adams-Arapahoe 28J	2005	**36**	**29**	**31**	**0**
		2006	**21**	**34**	**41**	**0**
	District Benchmark	*2006*	*23*	*33*	*43*	*1*
Lansing Elem.	Adams-Arapahoe 28J	2005	**35**	**31**	**32**	**0**
		2006	**31**	**37**	**32**	**0**
	District Benchmark	*2006*	*23*	*33*	*43*	*1*
Wyatt Edison Charter	Denver School District 1	2005	**26**	**29**	**43**	**2**
		2006	**20**	**41**	**39**	**0**
	District Benchmark	*2006*	*24*	*34*	*40*	*3*
University Hills	Boulder Valley RE-2	2005	**33**	**20**	**42**	**3**
		2006	**31**	**37**	**24**	**8**
	District Benchmark	*2006*	*6*	*13*	*69*	*11*

5th Grade Reading

2006 State Average - % Proficient or Above: 69
2006 State Title I Average - % Proficient or Above: 57

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Aguilar Elementary	Aguilar School District 4	2005	**44**	**19**	**36**	**0**
		2006	**22**	**22**	**55**	**0**
	District Benchmark	*2006*	*22*	*22*	*55*	*0*
Denver Arts & Technology Academy	Denver School District 1	2005	**18**	**36**	**41**	**0**
		2006	**30**	**28**	**43**	**0**
	District Benchmark	*2006*	*25*	*27*	*43*	*4*
Fulton Elementary	Adams-Arapahoe 28J	2005	**27**	**29**	**35**	**1**
		2006	**24**	**29**	**41**	**2**
	District Benchmark	*2006*	*24*	*27*	*44*	*3*
Lansing Elem.	Adams-Arapahoe 28J	2005	**30**	**33**	**32**	**0**
		2006	**30**	**31**	**36**	**0**
	District Benchmark	*2006*	*24*	*27*	*44*	*3*
Wyatt Edison Charter	Denver School District 1	2005	**16**	**32**	**49**	**3**
		2006	**18**	**32**	**49**	**1**
	District Benchmark	*2006*	*25*	*27*	*43*	*4*
University Hills	Boulder Valley RE-2	2005	**25**	**27**	**39**	**4**
		2006	**26**	**19**	**47**	**9**
	District Benchmark	*2006*	*5*	*10*	*64*	*19*

6th Grade Reading

2006 State Average - % Proficient or Above: 67
2006 State Title I Average - % Proficient or Above: 54

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Aguilar Jr./Sr.	Aguilar School District 4	2005	**63**	**25**	**13**	**0**
		2006	**38**	**19**	**44**	**0**
	District Benchmark	*2006*	*38*	*19*	*44*	*0*
Centennial Middle	Montrose	2005	**21**	**25**	**49**	**4**
		2006	**16**	**24**	**58**	**2**
	District Benchmark	*2006*	*15*	*22*	*58*	*5*
Denver Arts & Technology Academy	Denver School District 1	2005	**31**	**31**	**31**	**4**
		2006	**12**	**38**	**48**	**2**
	District Benchmark	*2006*	*23*	*31*	*41*	*4*
Globe Charter	El Paso 11	2005	**NR**	**NR**	**NR**	**NR**
		2006	**29**	**19**	**48**	**5**
	District Benchmark	*2006*	*11*	*19*	*59*	*10*
Fort Lupton Middle	Weld RE-8	2005	**22**	**27**	**42**	**2**
		2006	**21**	**33**	**44**	**1**
	District Benchmark	*2006*	*22*	*33*	*43*	*1*
Noel Middle School	Denver School District 1	2005	**35**	**36**	**23**	**1**
		2006	**30**	**35**	**33**	**1**
	District Benchmark	*2006*	*23*	*31*	*41*	*4*
North Valley Middle	Boulder Valley RE-2	2005	**14**	**17**	**64**	**4**
		2006	**18**	**15**	**62**	**5**
	District Benchmark	*2006*	*17*	*17*	*62*	*3*
Skoglund	Center	2005	**32**	**36**	**26**	**0**
		2006	**32**	**29**	**39**	**0**
Tesla Alternative	El Paso 11	2005	**NR**	**NR**	**NR**	**NR**
		2006	**37**	**37**	**25**	**0**
	District Benchmark	*2006*	*11*	*19*	*59*	*10*
Wyatt-Edison Charter	Denver School District 1	2005	**20**	**32**	**27**	**2**
		2006	**21**	**28**	**49**	**2**
	District Benchmark	*2006*	*23*	*31*	*41*	*4*

7th Grade Reading

2006 State Average - % Proficient or Above: 64
2006 State Title I Average - % Proficient or Above: 45

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Aguilar Jr./Sr.	Aguilar School District 4	2005	**NR**	**NR**	**NR**	**NR**
		2006	**22**	**28**	**50**	**0**
	District Benchmark	*2006*				
Byers Jr./Sr.	Byers	2005	**14**	**14**	**69**	**3**
		2006	**17**	**31**	**46**	**3**
	District Benchmark	*2006*	*22*	*28*	*50*	*0*
Centennial Middle	Montrose	2005	**22**	**24**	**50**	**3**
		2006	**17**	**24**	**57**	**3**
	District Benchmark	*2006*	*13*	*23*	*56*	*7*
Denver Arts & Technology Academy	Denver School District 1	2005	**41**	**32**	**20**	**0**
		2006	**29**	**32**	**34**	**2**
	District Benchmark	*2006*	*28*	*30*	*37*	*3*
Fort Lupton Middle	Weld RE-8	2005	**23**	**33**	**37**	**1**
		2006	**21**	**36**	**38**	**3**
	District Benchmark	*2006*	*21*	*35*	*38*	*3*
Fort Morgan Middle	Weld RE-8	2005	**15**	**31**	**47**	**5**
		2006	**18**	**28**	**51**	**2**
	District Benchmark	*2006*	*18*	*28*	*51*	*2*
Globe Charter	El Paso 11	2005	**5**	**10**	**76**	**5**
		2006	**14**	**48**	**38**	**0**
	District Benchmark	*2006*	*13*	*22*	*55*	*9*
Noel Middle School	Denver School District 1	2005	**38**	**33**	**25**	**0**
		2006	**35**	**37**	**26**	**0**
	District Benchmark	*2006*	*28*	*30*	*37*	*3*
North Valley Middle	Boulder Valley RE-2	2005	**20**	**27**	**45**	**7**
		2006	**10**	**20**	**64**	**6**
	District Benchmark	*2006*	*18*	*21*	*57*	*3*
Skoglund	Center	2005	**23**	**33**	**33**	**2**
		2006	**20**	**46**	**35**	**0**
	District Benchmark	*2006*	*20*	*46*	*35*	*0*
Tesla Alternative	El Paso 11	2005	**18**	**32**	**50**	**0**
		2006	**25**	**38**	**38**	**0**
	District Benchmark	*2006*	*13*	*22*	*55*	*0*
Wyatt-Edison Charter	Denver School District 1	2005	**27**	**36**	**36**	**2**
		2006	**22**	**42**	**35**	**2**
	District Benchmark	*2006*	*28*	*30*	*37*	*3*

8th Grade Reading

2006 State Average - Proficient or Above: 64
2006 State Title I Average - Proficient or Above: 47

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Aguilar Jr./Sr.	Aguilar School District 4	2005	**NR**	**NR**	**NR**	**NR**
		2006	**0**	**45**	**55**	**0**
	District Benchmark	*2006*	*0*	*45*	*55*	*0*
Byers Jr./Sr.	Byers	2005	**11**	**31**	**50**	**6**
		2006	**9**	**29**	**63**	**0**
	District Benchmark	*2006*	*9*	*29*	*63*	*0*
Centennial Middle	Montrose	2005	**11**	**24**	**60**	**3**
		2006	**16**	**31**	**47**	**5**
	District Benchmark	*2006*	*14*	*24*	*55*	*7*
Denver Arts & Technology Academy	Denver School District 1	2005	**56**	**17**	**22**	**6**
		2006	**19**	**50**	**27**	**0**
	District Benchmark	*2006*	*25*	*31*	*37*	*4*
Fort Lupton Middle	Weld RE-8	2005	**20**	**31**	**41**	**1**
		2006	**18**	**34**	**45**	**3**
	District Benchmark	*2006*	*19*	*33*	*44*	*3*
Fort Morgan Middle	Weld RE-8	2005	**16**	**33**	**42**	**8**
		2006	**18**	**30**	**49**	**4**
	District Benchmark	*2006*	*18*	*30*	*49*	*4*
Globe Charter	El Paso 11	2005	**NR**	**NR**	**NR**	**NR**
		2006	**14**	**14**	**71**	**0**
	District Benchmark	*2006*	*11*	*20*	*58*	*11*
Noel Middle School	Denver School District 1	2005	**33**	**41**	**23**	**0**
		2006	**33**	**36**	**26**	**0**
	District Benchmark	*2006*	*25*	*31*	*37*	*4*
North Valley Middle	Boulder Valley RE-2	2005	**18**	**30**	**49**	**3**
		2006	**10**	**20**	**64**	**6**
	District Benchmark	*2006*	*8*	*22*	*64*	*6*
Skoglund	Center	2005	**33**	**31**	**27**	**0**
		2006	**23**	**40**	**32**	**2**
	District Benchmark	*2006*	*23*	*40*	*32*	*2*
Tesla Alternative	El Paso 11	2005	**14**	**35**	**46**	**3**
		2006	**7**	**37**	**52**	**4**
	District Benchmark	*2006*	*11*	*20*	*58*	*11*
Wyatt-Edison Charter	Denver School District 1	2005	**22**	**41**	**37**	**0**
		2006	**24**	**39**	**35**	**2**
	District Benchmark	*2006*	*25*	*31*	*37*	*4*

9th Grade Reading

2006 State Average - % Proficient or Above: 66
2006 State Title I Average - % Proficient or Above: 36

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Agate Jr./Sr.	Agate School District	2005	**NR**	**NR**	**NR**	**NR**
		2006	**NR**	**NR**	**NR**	**NR**
	District Benchmark	*2006*	*8*	*67*	*25*	*0*
Aguilar Jr./Sr.	Aguilar School District	2005	**NR**	**NR**	**NR**	**NR**
		2006	**NR**	**NR**	**NR**	**NR**
	District Benchmark	*2006*	*80*	*20*	*0*	*0*
Center High	Center School District	2005	**NR**	**NR**	**NR**	**NR**
		2006	**20**	**50**	**30**	**0**
	District Benchmark	*2006*	**19**	**49**	**32**	**0**
Sierra Grande	Sierra Grande R-30	2005	**11**	**37**	**53**	**0**
		2006	**5**	**42**	**53**	**0**
	District Benchmark	*2006*	*8*	*33*	*54*	*4*
Tesla Alternative	El Paso 11	2005	**32**	**47**	**21**	**0**
		2006	**15**	**38**	**46**	**0**
	District Benchmark	*2006*	*9*	*20*	*65*	*5*

10th Grade Reading

2006 State Average - % Proficient or Above: 65
2006 State Title I Average - % Proficient or Above: 42

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Agate Jr./Sr.	Agate School District	2005	**NR**	**NR**	**NR**	**NR**
		2006	**0**	**43**	**57**	**0**
	District Benchmark	*2006*	*0*	*43*	*43*	*0*
Aguilar Jr./Sr.	Aguilar School District	2005	**NR**	**NR**	**NR**	**NR**
		2006	**0**	**28**	**62**	**0**
	District Benchmark	*2006*	*0*	*28*	*62*	*0*
Center High	Center School District	2005	**14**	**31**	**45**	**0**
		2006	**17**	**23**	**60**	**0**
	District Benchmark	*2006*	*15*	*26*	*59*	*0*
Sierra Grande	Sierra Grande R-30	2005	**NR**	**NR**	**NR**	**NR**
		2006	**5**	**42**	**53**	**0**
	District Benchmark	*2006*	*5*	*42*	*53*	*0*
Tesla Alternative	El Paso 11	2005	**30**	**40**	**28**	**2**
		2006	**18**	**57**	**25**	**0**
	District Benchmark	*2006*	*9*	*20*	*56*	*12*

3rd Grade Math

2006 State Average - % Proficient or Above: 71
2006 State Title I Average - % Proficient or Above: 60

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Aguilar Elementary	Aguilar School District 4	2005	**NR**	**NR**	**NR**	**NR**
		2006	**0**	**0**	**50**	**50**
	District Benchmark	*2006*	*0*	*0*	*50*	*50*
Denver Arts & Technology Academy	Denver School District 1	2005	**24**	**32**	**35**	**3**
		2006	**24**	**39**	**37**	**0**
	District Benchmark	*2006*	*18*	*36*	*34*	*12*
Fulton Elementary	Adams-Arapahoe 28J	2005	**25**	**39**	**32**	**3**
		2006	**13**	**37**	**37**	**3**
	District Benchmark	*2006*	*15*	*33*	*38*	*13*
Lansing Elem.	Adams-Arapahoe 28J	2005	**31**	**39**	**19**	**6**
		2006	**12**	**35**	**40**	**12**
	District Benchmark	*2006*	*15*	*33*	*38*	*13*
Wyatt Edison Charter	Denver School District 1	2005	**14**	**44**	**40**	**3**
		2006	**18**	**48**	**32**	**3**
	District Benchmark	*2006*	*18*	*36*	*34*	*12*
University Hills	Boulder Valley RE-2	2005	**6**	**28**	**47**	**19**
		2006	**0**	**14**	**50**	**36**
	District Benchmark	*2006*	*1*	*11*	*36*	*50*

4th Grade Math

2006 State Average - % Proficient or Above: 69
2006 State Title I Average - % Proficient or Above: 58

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Aguilar Elementary	Aguilar School District 4	2005	**NR**	**NR**	**NR**	**NR**
		2006	**0**	**73**	**18**	**9**
	District Benchmark	*2006*	*0*	*73*	*18*	*9*
Denver Arts & Technology Academy	Denver School District 1	2005	**42**	**42**	**13**	**3**
		2006	**18**	**27**	**52**	**3**
	District Benchmark	*2006*	*20*	*32*	*33*	*14*
Fulton Elementary	Adams-Arapahoe 28J	2005	**29**	**33**	**32**	**5**
		2006	**13**	**30**	**35**	**18**
	District Benchmark	*2006*	*23*	*33*	*43*	*1*
Lansing Elem.	Adams-Arapahoe 28J	2005	**29**	**35**	**35**	**0**
		2006	**25**	**35**	**34**	**6**
	District Benchmark	*2006*	*23*	*33*	*43*	*1*
Wyatt Edison Charter	Denver School District 1	2005	**19**	**41**	**31**	**10**
		2006	**14**	**40**	**36**	**10**
	District Benchmark	*2006*	*24*	*34*	*40*	*3*
University Hills	Boulder Valley RE-2	2005	**18**	**35**	**39**	**9**
		2006	**8**	**53**	**27**	**12**
	District Benchmark	*2006*	*6*	*13*	*69*	*11*

5th Grade Math

2006 State Average - % Proficient or Above: 65
2006 State Title I Average - % Proficient or Above: 53

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Aguilar Elementary	Aguilar School District 4	2005	**50**	**38**	**13**	**0**
		2006	**22**	**56**	**11**	**11**
	District Benchmark	*2006*	*22*	*56*	*11*	*11*
Denver Arts & Technology Academy	Denver School District 1	2005	**NR**	**NR**	**NR**	**NR**
		2006	**30**	**50**	**20**	**0**
	District Benchmark	*2006*	*21*	*34*	*29*	*16*
Fulton Elementary	Adams-Arapahoe 28J	2005	**19**	**35**	**32**	**8**
		2006	**15**	**41**	**33**	**8**
	District Benchmark	*2006*	*18*	*38*	*32*	*11*
Lansing Elem.	Adams-Arapahoe 28J	2005	**22**	**39**	**31**	**4**
		2006	**28**	**42**	**28**	**1**
	District Benchmark	*2006*	*18*	*38*	*32*	*11*
Wyatt Edison Charter	Denver School District 1	2005	**21**	**27**	**35**	**17**
		2006	**20**	**39**	**30**	**11**
	District Benchmark	*2006*	*21*	*34*	*29*	*16*
University Hills	Boulder Valley RE-2	2005	**21**	**34**	**33**	**7**
		2006	**23**	**32**	**26**	**19**
	District Benchmark	*2006*	*4*	*17*	*39*	*40*

6th Grade Math

2006 State Average - % Proficient or Above: 56
2006 State Title I Average - % Proficient or Above: 43

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Aguilar Jr./Sr.	Aguilar School District 4	2005	**56**	**31**	**13**	**0**
		2006	**38**	**44**	**19**	**0**
	District Benchmark	*2006*	*39*	*44*	*19*	*0*
Centennial Middle	Montrose	2005	**29**	**38**	**25**	**7**
		2006	**18**	**34**	**39**	**8**
	District Benchmark	*2006*	*10*	*33*	*33*	*13*
Denver Arts & Technology Academy	Denver School District 1	2005	**36**	**40**	**22**	**2**
		2006	**23**	**46**	**27**	**4**
	District Benchmark	*2006*	*33*	*31*	*24*	*10*
Globe Charter	El Paso 11	2005	**NR**	**NR**	**NR**	**NR**
		2006	**24**	**33**	**14**	**29**
	District Benchmark	*2006*	*15*	*25*	*37*	*22*
Fort Lupton Middle	Weld RE-8	2005	**28**	**30**	**25**	**11**
		2006	**24**	**44**	**25**	**5**
	District Benchmark	*2006*	*24*	*44*	*25*	*5*
Noel Middle School	Denver School District 1	2005	**38**	**42**	**12**	**3**
		2006	**40**	**35**	**19**	**5**
	District Benchmark	*2006*	*33*	*31*	*24*	*10*
North Valley Middle	Boulder Valley RE-2	2005	**13**	**27**	**41**	**19**
		2006	**20**	**20**	**33**	**27**
	District Benchmark	*2006*	*17*	*24*	*34*	*25*
Skoglund	Center	2005	**30**	**51**	**13**	**2**
		2006	**39**	**51**	**10**	**0**
	District Benchmark	*2006*	*39*	*51*	*10*	*0*
Tesla Alternative	El Paso 11	2005	**NR**	**NR**	**NR**	**NR**
		2006	**25**	**75**	**0**	**0**
	District Benchmark	*2006*	*15*	*25*	*37*	*22*
Wyatt-Edison Charter	Denver School District 1	2005	**28**	**30**	**32**	**10**
		2006	**31**	**38**	**26**	**5**
	District Benchmark	*2006*	*33*	*31*	*24*	*10*

7th Grade Math

2006 State Average - % Proficient or Above: 44
2006 State Title I Average - % Proficient or Above: 26

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Aguilar Jr./Sr.	Aguilar School District 4	2005	**NR**	**NR**	**NR**	**NR**
		2006	**50**	**30**	**15**	**5**
	District Benchmark	*2006*	*0*	*61*	*39*	*0*
Byers Jr./Sr.	Byers	2005	**17**	**48**	**21**	**14**
		2006	**34**	**31**	**20**	**11**
	District Benchmark	*2006*	*34*	*31*	*20*	*11*
Centennial Middle	Montrose	2005	**27**	**41**	**24**	**7**
		2006	**29**	**36**	**27**	**8**
	District Benchmark	*2006*	*27*	*31*	*29*	*12*
Denver Arts & Technology Academy	Denver School District 1	2005	**53**	**38**	**9**	**0**
		2006	**66**	**27**	**5**	**0**
	District Benchmark	*2006*	*45*	*32*	*15*	*6*
Fort Lupton Middle	Weld RE-8	2005	**38**	**39**	**15**	**0**
		2006	**44**	**31**	**15**	**8**
	District Benchmark	*2006*	*43*	*31*	*15*	*8*
Fort Morgan Middle	Weld RE-8	2005	**21**	**52**	**16**	**11**
		2006	**29**	**45**	**22**	**4**
	District Benchmark	*2006*	*29*	*45*	*22*	*4*
Globe Charter	El Paso 11	2005	**14**	**52**	**24**	**10**
		2006	**52**	**29**	**10**	**10**
	District Benchmark	*2006*	*19*	*35*	*27*	*18*
Noel Middle School	Denver School District 1	2005	**50**	**35**	**10**	**1**
		2006	**64**	**30**	**3**	**1**
	District Benchmark	*2006*	*45*	*32*	*15*	*6*
North Valley Middle	Boulder Valley RE-2	2005	**26**	**48**	**15**	**11**
		2006	**26**	**30**	**31**	**13**
	District Benchmark	*2006*	*24*	*34*	*28*	*14*
Skoglund	Center	2005	***30***	***49***	***12***	***2***
		2006	***46***	***39***	***13***	***2***
	District Benchmark	*2006*	*46*	*39*	*13*	*2*
Tesla Alternative	El Paso 11	2005	**35**	**64**	**11**	**0**
		2006	**56**	**44**	**0**	**0**
	District Benchmark	*2006*	*19*	*35*	*27*	*18*
Wyatt-Edison Charter	Denver School District 1	2005	**36**	**45**	**13**	**7**
		2006	**40**	**40**	**18**	**2**
	District Benchmark	*2006*	*45*	*32*	*15*	*6*

8th Grade Math

2006 State Average - % Proficient or Above: 45
2006 State Title I Average - % Proficient or Above: 26

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Aguilar Jr./Sr.	Aguilar School District 4	2005	**NR**	**NR**	**NR**	**NR**
		2006	**55**	**27**	**18**	**0**
	District Benchmark	*2006*	*55*	*27*	*18*	*0*
Byers Jr./Sr.	Byers	2005	**25**	**39**	**33**	**3**
		2006	**37**	**29**	**29**	**6**
	District Benchmark	*2006*	*37*	*29*	*29*	*6*
Centennial Middle	Montrose	2005	**19**	**42**	**27**	**10**
		2006	**34**	**36**	**20**	**8**
	District Benchmark	*2006*	*28*	*32*	*28*	*11*
Denver Arts & Technology Academy	Denver School District 1	2005	**72**	**22**	**6**	**0**
		2006	**69**	**19**	**8**	**4**
	District Benchmark	*2006*	*50*	*26*	*14*	*8*
Fort Lupton Middle	Weld RE-8	2005	**47**	**31**	**13**	**2**
		2006	**36**	**35**	**17**	**12**
	District Benchmark	*2006*	*57*	*29*	*14*	*0*
Fort Morgan Middle	Weld RE-8	2005	**23**	**41**	**26**	**10**
		2006	**37**	**32**	**20**	**11**
	District Benchmark	*2006*	*37*	*32*	*20*	*11*
Globe Charter	El Paso 11	2005	**NR**	**NR**	**NR**	**NR**
		2006	**36**	**41**	**23**	**0**
	District Benchmark	*2006*	*23*	*29*	*27*	*20*
Noel Middle School	Denver School District 1	2005	**60**	**31**	**6**	**1**
		2006	**65**	**22**	**8**	**1**
	District Benchmark	*2006*	*50*	*26*	*14*	*8*
North Valley Middle	Boulder Valley RE-2	2005	**32**	**33**	**25**	**10**
		2006	**56**	**30**	**14**	**0**
	District Benchmark	*2006*	*29*	*31*	*22*	*17*
Skoglund	Center	2005	**37**	**40**	**12**	**2**
		2006	**49**	**32**	**17**	**2**
	District Benchmark	*2006*	*49*	*32*	*17*	*2*
Tesla Alternative	El Paso 11	2005	**51**	**38**	**11**	**0**
		2006	**30**	**56**	**15**	**0**
	District Benchmark	*2006*	*23*	*29*	*27*	*20*
Wyatt-Edison Charter	Denver School District 1	2005	**29**	**34**	**34**	**3**
		2006	**39**	**33**	**22**	**7**
	District Benchmark	*2006*	*50*	*26*	*14*	*8*

9th Grade Math

2006 State Average - % Proficient or Above: 38
2006 State Title I Average - % Proficient or Above: 14

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Agate Jr./Sr.	Agate School District	2005	**NR**	**NR**	**NR**	**NR**
		2006	**8**	**67**	**25**	**0**
	District Benchmark	*2006*	*8*	*67*	*25*	*0*
Aguilar Jr./Sr.	Aguilar School District	2005	**NR**	**NR**	**NR**	**NR**
		2006	**80**	**20**	**0**	**0**
	District Benchmark	*2006*	*80*	*20*	*0*	*0*
Center High	Center School District	2005	**55**	**32**	**6**	**0**
		2006	**63**	**29**	**7**	**2**
	District Benchmark	*2006*	*12*	*68*	*19*	*0*
Sierra Grande	Sierra Grande R-30	2005	**68**	**21**	**11**	**0**
		2006	**54**	**25**	**17**	**4**
	District Benchmark	*2006*	*0*	*60*	*32*	*8*
Tesla Alternative	El Paso 11	2005	**76**	**9**	**12**	**0**
		2006	**46**	**46**	**8**	**0**
	District Benchmark	*2006*	*32*	*36*	*26*	*5*

10th Grade Math

2006 State Average - % Proficient or Above: 31
2006 State Title I Average - % Proficient or Above: 12

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			Unsatis-factory	Partially Proficient	Proficient	Advanced
Agate Jr./Sr.	Agate School District	2005	**NR**	**NR**	**NR**	**NR**
		2006	**29**	**71**	**0**	**0**
	District Benchmark	*2006*	*29*	*71*	*0*	*0*
Aguilar Jr./Sr.	Aguilar School District	2005	**NR**	**NR**	**NR**	**NR**
		2006	**63**	**25**	**12**	**0**
	District Benchmark	*2006*	*63*	*25*	*13*	*0*
Center High	Center School District	2005	**52**	**26**	**7**	**0**
		2006	**58**	**33**	**10**	**0**
	District Benchmark	*2006*	*58*	*33*	*10*	*0*
Sierra Grande	Sierra Grande R-30	2005	**NR**	**NR**	**NR**	**NR**
		2006	**74**	**16**	**11**	**0**
	District Benchmark	*2006*	*54*	*25*	*17*	*4*
Tesla Alternative	El Paso 11	2005	**82**	**18**	**0**	**0**
		2006	**79**	**11**	**11**	**0**
	District Benchmark	*2006*	*32*	*36*	*26*	*5*

Appendix B
Writing CSAP Scores for CSR Schools

Cohort IV (Award Date: 7/2003)

3rd Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Silverton Schools	Silverton 1	2005	0	80	20	0
		2006	NR	NR	NR	NR
Billie Martinez	Greeley 1	2005	14	60	24	2
		2006	9	70	19	2
Wiggins	Wiggins Re-50(J)	2005	0	44	53	2
		2006	3	33	56	8
Pioneer Bilingual	Boulder Re-2	2005	12	39	41	7
		2006	3	38	45	14
Laurel	Poudre R-1	2005	5	45	43	2
		2006	2	59	37	2
Federal Heights	Northglenn-Thornton 12	2005	12	55	30	0
		2006	11	67	20	2

Note: This assessment was first administered in 2005.

4th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Silverton Schools	Silverton 1	2003	0	50	50	0
		2004	0	100	0	0
		2005	0	100	0	0
		2006	NR	NR	NR	NR
Billie Martinez	Greeley 1	2003	31	53	15	1
		2004	30	49	20	1
		2005	34	55	11	0
		2006	29	60	11	0
Wiggins	Wiggins Re-50(J)	2003	12	45	39	3
		2004	10	61	29	0
		2005	4	37	52	7
		2006	0	42	51	7
Pioneer Bilingual	Boulder Re-2	2003	20	51	20	6
		2004	18	37	29	10
		2005	12	48	24	10
		2006	15	50	33	2
Laurel	Poudre R-1	2003	0	33	43	24
		2004	9	33	45	14
		2005	0	30	52	9
		2006	15	46	33	5
Federal Heights	Northglenn-Thornton 12	2003	10	63	26	1
		2004	5	72	20	3
		2005	10	74	15	1
		2006	8	66	26	0

5th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Silverton Schools	Silverton 1	2005	33	33	33	0
		2006	NR	NR	NR	NR
Billie Martinez	Greeley 1	2005	20	56	20	0
		2006	23	60	14	2
Wiggins	Wiggins Re-50(J)	2005	2	42	54	2
		2006	6	33	52	9
Pioneer Bilingual	Boulder Re-2	2005	8	42	35	12
		2006	6	56	32	6
Laurel	Poudre R-1	2005	6	37	50	6
		2006	0	45	45	10
Federal Heights	Northglenn-Thornton 12	2005	9	55	29	4
		2006	8	67	21	3

Note: This assessment was first administered in 2005.

6th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Jefferson	Rocky Ford R-2	2003	10	45	39	3
		2004	1	62	33	0
		2005	5	55	36	3
		2006	8	49	41	0
Silverton Schools	Silverton 1	2003	17	0	67	17
		2004	20	60	20	0
		2005	20	60	20	0
		2006	NR	NR	NR	NR
Wiggins	Wiggins Re-50(J)	2003	7	35	54	2
		2004	6	40	47	4
		2005	0	31	59	9
		2006	2	32	52	14
Bennett	East Central BOCES	2003	10	52	35	3
		2004	1	45	48	6
		2005	5	40	51	4
		2006	11	37	50	1
Laurel	Poudre R-1	2003	0	27	60	10
		2004	10	40	34	12
		2005	2	42	36	17
		2006	5	37	49	9
Karval	East Central BOCES	2003	0	25	50	25
		2004	0	44	44	11
		2005	0	60	40	0
		2006	Nr	NR	NR	NR
Smiley	Denver County 1	2003	13	56	16	1
		2004	16	53	27	3
		2005	14	49	31	3
		2006	16	46	24	3
Hi-Plains	East Central BOCES	2003	6	31	63	0
		2004	0	43	36	21
		2005	0	30	60	10
		2006	NR	NR	NR	NR

7th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Jefferson	Rocky Ford R-2	2003	7	47	39	6
		2004	9	46	40	4
		2005	4	64	32	0
		2006	6	57	33	3
Silverton Schools	Silverton 1	2003	0	67	33	0
		2004	20	20	60	0
		2005	20	40	60	0
		2006	NR	NR	NR	NR
Bennett	East Central BOCES	2003	4	65	29	1
		2004	2	57	37	4
		2005	4	31	53	13
		2006	5	36	56	3
Bethune	East Central BOCES	2003	NR	NR	NR	NR
		2004	0	54	33	14
		2005	9	45	36	9
		2006	NR	NR	NR	NR
Hi-Plains	East Central BOCES	2003	20	60	20	0
		2004	0	40	40	20
		2005	0	63	43	21
		2006	NR	NR	NR	NR
Karval	East Central BOCES	2003	100	0	0	0
		2004	-	25	50	25
		2005	0	17	67	17
		2006	NR	NR	NR	NR
Woodlin	East Central BOCES	2003	0	55	27	9
		2004	0	80	20	0
		2005	0	27	54	18
		2006	NR	NR	NR	NR
Smiley	Denver County 1	2003	15	63	20	1
		2004	19	59	19	1
		2005	12	53	27	6
		2006	8	60	23	1

8th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Jefferson	Rocky Ford R-2	2005	7	52	38	2
		2006	3	53	43	1
Silverton Schools	Silverton 1	2005	25	25	50	0
		2006	NR	NR	NR	NR
Bennett	East Central BOCES	2005	3	54	42	1
		2006	6	58	33	3
Bethune	East Central BOCES	2005	0	50	43	7
		2006	NR	NR	NR	NR
Hi-Plains	East Central BOCES	2005	6	53	41	0
		2006	NR	NR	NR	NR
Karval	East Central BOCES	2005	0	25	50	25
		2006	NR	NR	NR	NR
Woodlin	East Central BOCES	2005	0	17	83	0
		2006	NR	NR	NR	NR
Smiley	Denver County 1	2005	15	53	21	1
		2006	8	60	23	1

Note: This assessment was first administered in 2005.

9th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Silverton Schools	Silverton 1	2003	20	20	60	0
		2004	NR	NR	NR	NR
		2005	0	100	0	0
		2006	NR	NR	NR	NR
Red Canyon	Eagle County Re50	2003	6	42	44	0
		2004	NR	NR	NR	NR
		2005	0	60	40	0
		2006	NR	NR	NR	NR
Lake County	Lake County R-1	2003	25	50	25	0
		2004	17	52	29	0
		2005	13	59	22	4
		2006	11	68	15	2

9th Grade Writing (cont.)

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Bennett	East Central BOCES	2003	11	44	44	0
		2004	1	40	57	2
		2005	5	46	48	1
		2006	2	54	44	0
Bethune	East Central BOCES	2003	0	14	71	14
		2004	NR	NR	NR	NR
		2005	0	63	37	0
		2006	NR	NR	NR	NR
Hi-Plains	East Central BOCES	2003	0	71	29	0
		2004	NR	NR	NR	NR
		2005	0	57	43	0
		2006	NR	NR	NR	NR
Karval	East Central BOCES	2003	NR	NR	NR	NR
		2004	NR	NR	NR	NR
		2005	0	50	25	25
		2006	NR	NR	NR	NR
Prairie Creeks Charter	East Central BOCES	2003	0	100	0	0
		2004	NR	NR	NR	NR
		2005	25	75	0	0
		2006	NR	NR	NR	NR
Woodlin	East Central BOCES	2003	15	56	26	2
		2004	NR	NR	NR	NR
		2005	0	60	40	0
		2006	NR	NR	NR	NR

10th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Silverton Schools	Silverton 1	2003	0	100	0	0
		2004	25	25	50	0
		2005	25	25	50	0
		2006	NR	NR	NR	NR
Red Canyon	Eagle County Re50	2003	9	74	17	0
		2004	20	20	40	0
		2005	0	0	60	40
		2006	5	79	11	5
Lake County	Lake County R-1	2003	11	43	40	3
		2004	18	50	29	2
		2005	13	59	22	4
		2006	17	52	15	6
Bennett	East Central BOCES	2003	4	39	51	1
		2004	1	37	58	1
		2005	3	49	45	1
		2006	5	51	39	1
Bethune	East Central BOCES	2003	0	40	60	0
		2004	20	80	0	0
		2005	0	50	50	0
		2006	NR	NR	NR	NR
Hi-Plains	East Central BOCES	2003	0	50	50	0
		2004	10	30	50	0
		2005	0	43	43	14
		2006	NR	NR	NR	NR
Karval	East Central BOCES	2003	0	50	25	25
		2004	0	11	77	11
		2005	0	20	50	30
		2006	NR	NR	NR	NR
	East Central BOCES	2003	0	80	0	0
Prairie Creeks Charter		2004	11	78	0	0
		2005	66	11	22	0
		2006	NR	NR	NR	NR
Woodlin	East Central BOCES	2003	0	27	73	0
		2004	0	57	43	0
		2005	0	71	29	0
		2006	NR	NR	NR	NR

COHORT V (Award Date: 7/2005)

3rd Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Aguilar Elementary	Aguilar School District	2005				
		2006				
Denver Arts & Technology Academy	Denver Public Schools	2005	25	48	23	2
		2006	22	59	20	0
Fulton	Aurora Public Schools	2005	8	56	18	6
		2006	7	68	16	0
Lansing	Aurora Public Schools	2005	23	54	23	0
		2006	30	47	19	2
Wyatt Edison Charter	Denver Public Schools	2005	15	53	29	3
		2006	11	72	15	1
University Hills	Boulder Valley	2005	0	40	40	13
		2006	0	22	65	13

4th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Aguilar Elementary	Aguilar School District	2005				
		2006				
Denver Arts & Technology Academy	Denver Public Schools	2005	14	67	19	0
		2006	21	64	15	0
Fulton	Aurora Public Schools	2005	14	50	23	2
		2006	12	63	22	0
Lansing	Aurora Public Schools	2005	40	41	18	0
		2006	29	61	10	0
Wyatt Edison Charter	Denver Public Schools	2005	19	62	20	0
		2006	19	64	14	1
University Hills	Boulder Valley	2005	18	54	17	3
		2006	41	35	22	2

5th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Aguilar Elementary	Aguilar School District	2005	31	38	31	0
		2006				
Denver Arts & Technology Academy	Denver Public Schools	2005	24	36	36	4
		2006	28	50	20	3
Fulton	Aurora Public Schools	2005	18	41	24	3
		2006	12	54	29	3
Lansing	Aurora Public Schools	2005	19	48	30	0
		2006	23	51	23	0
Wyatt Edison Charter	Denver Public Schools	2005	18	53	25	3
		2006	7	50	34	9
University Hills	Boulder Valley	2005	18	49	25	4
		2006	32	30	34	4

6th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Aguilar Elementary	Aguilar School District	2005	13	69	13	6
		2006	13	50	38	0
Centennial Middle School	Montrose	2005	12	54	32	1
		2006	8	48	41	2
Denver Arts & Tech Academy	Denver Public Schools	2005	10	60	23	0
		2006	4	48	48	0
Globe Charter School	Colorado Springs 11	2005	0	47	47	6
		2006	29	29	33	5
Fort Lupton	Weld RE 8	2005	11	58	27	2
		2006	8	49	40	2
Noel Middle School	Denver Public Schools	2005	21	54	20	0
		2006	15	58	26	1
North Valley Middle School	Weld RE 1	2005	11	47	34	5
		2006	11	33	47	9
Tesla Alternative School	Colorado Springs 11	2005				
		2006				
Wyatt Edison Charter	Denver Public Schools	2005	10	50	38	2
		2006	2	59	34	5
Skoglund Middle	Center	2005	20	57	18	2
		2006	15	56	29	0

7th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Aguilar Junior Senior High	Aguilar	2005				
		2006	0	61	39	0
Byers Junior Senior High	Byers	2005	9	57	34	0
		2006	3	43	46	6
Centennial Middle School	Montrose	2005	10	51	31	3
		2006	8	44	43	4
Denver Arts & Technology Academy	Denver Public Schools	2005	14	76	10	0
		2006	7	51	34	0
Fort Lupton	Weld RE 8	2005	17	53	27	1
		2006	12	50	30	5
Fort Morgan	Morgan RE 3	2005	7	50	34	8
		2006	7	48	42	3
Globe Charter School	Colorado Springs 11	2005	6	75	19	0
		2006	0	57	43	0
Noel Middle School	Denver Public Schools	2005	15	63	17	1
		2006	18	65	14	0
North Valley Middle School	Weld RE 1	2005	14	57	28	1
		2006	4	39	49	7
Skoglund Middle School	Center School District	2005	20	50	19	0
		2006	11	54	33	2
Tesla Alternative School	Colorado Springs 11	2005	7	72	17	3
		2006	6	81	13	0
Wyatt Edison Charter	Denver Public Schools	2005	13	47	34	6
		2006	7	60	33	0

8th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Aguilar Junior Senior High	Aguilar	2005				
		2006				
Byers Junior Senior High	Byers	2005	14	59	22	3
		2006	3	54	40	3
Centennial Middle School	Montrose	2005	8	48	31	9
		2006	10	52	35	2
Denver Arts & Technology Academy	Denver Public Schools	2005	11	58	26	0
		2006	12	77	12	0
Fort Lupton	Weld RE 8	2005	14	55	26	3
		2006	7	65	25	2
Fort Morgan	Morgan RE 3	2005	16	53	28	0
		2006	8	59	30	4
Globe Charter School	Colorado Springs 11	2005				
		2006	10	57	33	0
Noel Middle School	Denver Public Schools	2005	17	62	16	1
		2006	16	63	18	0
North Valley Middle School	Weld RE 1	2005	10	50	37	3
		2006	1	45	48	6
Skoglund Middle School	Center School District	2005	11	62	15	2
		2006	6	68	21	4
Tesla Alternative School	Colorado Springs 11	2005	11	77	11	0
		2006	0	78	22	0
Wyatt Edison Charter	Denver Public Schools	2005	11	43	34	13
		2006	15	54	26	4

9th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Agate Junior Senior High	Agate School District	2005				
		2006				
Aguilar Junior Senior High	Aguilar School District	2005				
		2006				
Center High School	Center School District	2005	4	54	29	2
		2006	13	68	20	0
Sierra Grande High School	Sierra Grande R 30	2005	11	26	53	5
		2006	0	60	32	8
Tesla Alternative School	Colorado Springs 11	2005	5	81	5	0
		2006				

10th Grade Writing

School Name	LEA/ District	CSAP Year	% of Students by Proficiency Level			
			U	PP	P	A
Agate Junior Senior High	Agate School District	2005				
		2006				
Aguilar Junior Senior High	Aguilar School District	2005				
		2006				
Center High School	Center School District	2005	13	50	23	0
		2006	17	43	40	0
Sierra Grande High School	Sierra Grande R 30	2005	9	55	32	5
		2006	16	68	16	0
Tesla Alternative School	Colorado Springs 11	2005	20	69	3	0
		2006	14	71	14	0

Appendix C
CSR Evaluation Questionnaire
2005-2006

State Evaluation of the CO Comprehensive School Reform Program
School Survey – SY 2005-06

As you answer these questions, please focus on the 2005-06 school year. 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 **Thursday, June 1, 2006.** 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,

Valerie Bass/Kim Burnham
CSR Program Coordinators
Colorado Department of Education
(303) 866-6791/6916
bass_v@cde.state.co.us or
burnham_k@cde.state.co.us

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

Erin Loften
Internal Evaluator
CDE
(303) 866-6676
loften_e@cde.state.co.us

.

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 CSR program during the SY 2005-06 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 2005-06. (Indicate only *one*.)
   a. Initial selection and planning
   b. Initial staff training and development
   c. Partially implemented
   d. Implemented in most or all aspects

6. In implementing the CSR 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?

7. How, if at all, has your school's CSR program evolved since it was described in your original CSR grant application? (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

8. 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

9. 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:

10. To what extent was the CSR 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?

11. Has CSR driven major changes in the areas of data analysis and data-driven instruction in your school ? (Indicate only *one.*)
    a. Not at all

b. To some extent
c. To a great extent

Professional Development/Technical Assistance

12. Who provided professional development or assistance related to your CSR program during the SY 2005-06? (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: _____

13. Did the primary assistance provider (the entity that you placed a "1" next to in item #12) …

	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?		

14. How was professional development delivered to your teachers through the CSR program? (Indicate *all* that apply and rank 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
    g. Other _____

15. What strategies did your school use to train new teachers in the program in SY 2005-06? (Indicate *all* that apply and rank the two most effective in priority order (e.g. with a "1" and a "2") in the space provided.)
    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…… ….____

16. What tools did your school use to evaluate the effectiveness of professional development opportunities provided in connection with the CSR program? (Indicate *all* that apply and rank the two most effective in priority order (e.g. with a "1" and a "2") in the space provided.)
    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: _____

17. Looking at all the various measures your school used to evaluate professional development opportunities provided in connection with the CSR program, please rate the quality and effectiveness of those opportunities. (Indicate *one*.)
    a. Very high quality
    b. High quality
    c. Average quality
    d. Low quality
    e. Very low quality

18. Looking at all the various measures your school used to evaluate professional development opportunities provided in connection with the CSR program, please rate the impact of those professional development activities on the following issues. (Applying the five-point scale shown, indicate one number rating for each statement.)

    a. Student achievement
    5 - Very Positive 4 - Positive 3 - Neutral 2 - Negative 1 - Very Negative

    b. School climate
    5 - Very Positive 4 - Positive 3 - Neutral 2 - Negative 1 - Very Negative

    c. Teacher satisfaction
    5 - Very Positive 4 - Positive 3 - Neutral 2 - Negative 1 - Very Negative

    d. Teacher retention
    5 - Very Positive 4 - Positive 3 - Neutral 2 - Negative 1 - Very Negative

19. What types of support were available through your district during the SY 2005-06 as you implemented your CSR program? (Indicate *all* that apply and rank the two most effective in priority order (e.g. with a "1" and a "2") in the space provided.)
    a. Writing grants to implement this program
    b. Providing professional development related to your CSR program
    c. Negotiating with the model developer
    d. Securing additional resources for implementation
    e. Problem solving implementation issues
    f. Providing release time for your teachers
    g. Other:

20. Rate the quality of the support your school received from your district in 2005-06 in connection with implementing the CSR program/model. (Indicate one.)
    a. Very high quality
    b. High quality
    c. Average quality
    d. Low quality
    e. Very low quality

21. What further support or assistance would have been most helpful in implementing the program during the SY 2005-06? _____

Staff Support

22. What percentage of teachers in the school supported and worked toward full implementation of the program during the SY 2005-06? _____%

23. Since implementation of your school's CSR program has begun, teacher support for the program has: (Indicate *one*.)
    a. Increased
    b. Stayed about the same
    c. Decreased

Family Involvement/Community Engagement

24. What types of activities and opportunities were offered *through the CSR* program to involve and engage families and/or community members during the SY 2005-06? (Indicate *all* that apply and rank the two most effective in priority order (e.g. with a "1" and a "2") in the space provided.)
    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: _____

25. 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;_____

26. Looking at all the relevant indicators of parent involvement, to what extent has the CSR program enhanced parent involvement during the SY 2005-06 in the following respects? (Apply a three-point scale where 3 is "to a great extent", 2 is "to some extent" and 1 is "to no extent." Insert one rating for each statement.)
    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

27. What barriers impeded your efforts to engage parents and community members through the CSR program in SY 2005-06? (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 _____

Implementation of 11 Components of Comprehensive School Reform

28. Indicate the degree to which you implemented the following components of your school's CSRD plan during the 2005-2006 school year.
(Apply the following scale. Indicate *one* number for each statement)
1 = Did not implement this component;
2 = Began implementation of this component, but behind on planned schedule and/or activities;
3= Implemented component with major (substantive) refinements to original plan;
4= Implemented component with minor (process) refinements to original plan;
5= Implemented component as planned

Component 1: The program uses **proven strategies and methods** for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools.

1 2 3 4

Component 2: The program's **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.

1 2 3 4

Component 3: 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.

1 2 3 4

Component 4: The program includes **measurable goals** for student academic achievement and establishes **benchmarks** for meeting those goals.

1 2 3 4

Component 5: **School staff 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.

1 2 3 4

Component 6: The program provides **support for teachers, principals, administrators, and other school staff** by creating shared leadership and a broad base of responsibility for reform efforts.

1 2 3 4

Component 7: The program provides for the meaningful **involvement of parents** and the local community in planning, implementing, and evaluating school improvement activities.

1 2 3 4

Component 8: 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.

1 2 3 4

Component 9: 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.

1 2 3 4

Component 10: The program **identifies** Federal, State, local, and private financial and other **resources that schools can use to coordinate services** that support and sustain comprehensive school reform.

1 2 3 4

Component 11: The program has 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.

1 2 3 4

Administration of CSR Program by CDE

29. Please rate the effectiveness of the assistance CDE provided to your school in connection with the CSR program. (Apply a three point scale where 3 means effective "to a great extent", 2 means effective "to some extent" and 1 means not effective "at all". Please indicate "9" if you did not receive this assistance from CDE.

a. Assistance during the initial grant development process	3	2	1	9
b. Information/answers to questions about budget issues	3	2	1	9
c. Advocates	3	2	1	9
d. Networking Day	3	2	1	9
e. Information/answers to questions about program administration	3	2	1	9
e. CSR web site	3	2	1	9
f. Other: _____				

30. 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

31. What other feedback (positive or negative) would you like to share regarding the administration of the CSR program? _____

Sustainability

32. How is your school planning to sustain implementation of your CSR program when grant funding ends? (Indicate *all* that apply and rank the two most important in priority order (e.g. with a "1" and a "2") in the space provided.)
    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 and budgeting process
    e. Other _____

33. How confident are you that your school will be able to sustain the CSR program at the end of the three-year funding period? (Indicate *one*)
    a. Very confident
    b. Somewhat confident
    c. Unsure
    d. We will not be able to sustain implementation without 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. Overall, what was the cumulative (three-year) impact of the CSR program on your school? (Indicate *one*.)
    a. Very positive
    b. Positive
    c. Neutral
    d. Negative
    e. Very Negative