# Texas Study of the Comprehensive School Reform Grant Program

## Final Case Study Report

**August 2007**

*Prepared for the Texas Education Agency*


**Resources for Learning, LLC**

*Ali Callicoatte Picucci*
*Tracy Laughlin*
*Emily Sartain*

206 Wild Basin Rd. • Building A, Suite #103 • Austin, TX 78746
512.327.8576 • www.resourcesforlearning.net

# Texas Study of the Comprehensive School Reform (CSR) Grant Program

## Final Case Study Report

**August 2007**

Resources for Learning

# Credits

## *Resources for Learning, LLC*

Resources for Learning (RFL), specializes in mixed-methods program evaluation design and management, survey design and administration, and qualitative and quantitative data analysis and reporting. RFL works with state and regional education agencies; universities, districts, and campuses; and other entities engaged in the education of young people.

For additional information about RFL, please contact:

**Linda Wurzbach, President**
Resources for Learning
206 Wild Basin Road
Building A, Suite 103
Austin, Texas 78746
Phone: 512-327-8576
Fax: 512-327-8577
www.resourcesforlearning.net

### *Contributing Authors*

Ali Callicoatte Picucci
Tracy Laughlin
Emily Sartain

### *Contributors*

Resources for Learning
EGS Research and Consulting
Dianne Hess Consulting
Field Staff

### *Prepared for*

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494
Phone: 512-463-9734

### *Research Funded by*

Texas Education Agency

# Copyright Notice

# Table of Contents

# List of Tables

# List of Figures

# Executive Summary

## National Context

Since the 1960s, school reform initiatives have evolved from remedial pullout programs aimed at at-risk students (Borman, Wong, Hedges, & D'Agostino, 2001) to systemic approaches to school change (Smith & O'Day, 1991). In the early 1990s, the systemic approach provided a new focus for designing innovative whole-school reform models through "design-based assistance organizations" (Bodilly, 2001).

Results from these efforts guided the establishment of the Comprehensive School Reform Demonstration Program (CSRD) in the Fiscal Year 1998 Appropriations Act for the U.S. Department of Education, Public Law 105–78. The CSRD Program, operating from 1998–2001, emphasized nine required components or strategies for reform and stressed the goal of whole-school change. The reauthorization of Title I as Part F of the *No Child Left Behind Act* of 2001 (NCLB) continued the use of federal funds to support low-performing, high-poverty schools in the implementation of scientifically based programs and strategies aimed at helping students meet state content and academic achievement standards through the Comprehensive School Reform (CSR) Program.

As of fiscal year 2007, the CSR program was considered duplicative of Title I, Part A of the Elementary and Secondary Education Act. Title I, Part A supports comprehensive school reform, which is also the purpose of Title I school-wide programs (Title I school-wide project statutory provisions Sec. 1114 of NCLB). Title I, Part A also is designed to help improve low-performing schools, which is the purpose of the state school improvement set-aside in Title I (Sec. 1003 of NCLB). Currently, efforts are being made to redirect CSR program funding to the Title I Grants for Local Educational Agencies to reduce program duplication and administrative burden. Redirecting the CSR funds to Title I will allow troubled schools to carry out comprehensive reform without the extra administrative burden of applying to a separate grant program.[1]

After almost a decade of whole-school reform, national research documents the difficulties of both implementing reforms that are indeed comprehensive

[1] For more information, please visit the following website: http://www.whitehouse.gov/omb/expectmore/detail.10000184.2005.html

(Kurki, Aladjem, & Carter, 2005) and building the foundations for CSR sustainability beyond the federal funding period (Taylor, 2005).

## State Context

This evaluation focuses on the Texas Education Agency's (TEA) two CSR programs: 1) the Improving Teaching and Learning (ITL)/Texas Title I CSR grant program; and 2) the CSR/Texas High School Initiative (THSI) grant program. Though the ITL program has funded multiple cycles of grantees, this evaluation focuses only on Cycle 3 ITL campuses, in addition to all campuses funded through the THSI program. In 2004, Texas received $11,818,764 in CSR-designated federal dollars that were distributed to 85 schools through Cycle 3 of the ITL grant program. Awards ranged from $69,980 to $150,000 in 2005, from $50,000 to $105,000 in 2006, and from $18,750 to $39,875 in 2007. The state distributed an additional $11,965,695 in 2005 to another 83 schools through the THSI grant program. Grant awards ranged from $70,000 to $150,000 in 2005, from $50,000 to $105,000 in 2006, and from $22,700 to $47,670 in 2007.[2] Due to the decision to redirect CSR funds to Title I in 2007, year three awards for grantee schools were greatly reduced from expected amounts and averaged $39,000 per school.

## Study Purpose

This study represents one component of a larger program evaluation effort conducted by TEA that examines the impact of comprehensive school reform on student achievement. This portion of the evaluation included surveys, case studies, and a cross-case analysis. The goal of this study was to apply a research-based framework to describe the implementation process, including facilitators and barriers, for 10 sites introducing comprehensive school reform under the ITL Cycle 3 and THSI grant programs. Sites were chosen to reflect the two grant programs, geographic diversity, demographic diversity, CSR models, and implementation level. An interim report was published in September 2006 based on a first round of data collection conducted in spring 2006.[3] Final reports (a case study report and a cross-case study report) were developed following a second round of data collection in spring 2007.

## Evaluation Objectives

The evaluation design had two purposes: 1) to enhance and provide corroborating evidence for TEA's quantitative evaluation; and 2) to assess CSR implementation in order to inform current and future program development for

[2] Source: CSR database, operated by the Southwest Educational Development Laboratory and TEA program staff

[3] The interim report is available on the TEA website at: http://www.tea.state.tx.us/opge/progeval/CampusWide/index.html#csr

school-wide reform grant programs (e.g., Texas High School Redesign and Restructuring Grant). The work by the Center for Research in Educational Policy (CREP) at the University of Memphis and the Field-Focused Study of the CSRD Program conducted by COSMOS Corporation for the U.S. Department of Education (2003) guided the evaluation design. The evaluation addressed the following objectives:

a. Define where schools started and the local context
b. Define school capacity to implement reform in terms of materials, staff, planning time, and resources
c. Measure the external support provided by an external Technical Assistance Provider or the school district
d. Measure internal focus defined as teacher buy-in, integration of model strategies with existing programs, and progress monitoring
e. Assess pedagogical change, including how closely instructional strategies aligned with model specifications and how widely these changes in teaching were being made
f. Assess the extent to which schools restructured outcomes to consider intermediate outcomes for students (such as positive affective impacts) and the broader school community, including teachers and staff and parents
g. Assess the level of implementation and prospects for sustainability

Through investigation of these questions at the interim and final stages of funded activities, the evaluation provided information about how comprehensive school reform impacts schools, including barriers to and catalysts for implementation and the sustainability of reform efforts.

After developing case studies for each of the 10 schools, the evaluators assessed the level of CSR implementation at each site using an instrument that measures strength of implementation in alignment with the research framework:

- High-level implementing schools were those in the "Implementing" phase
  - Four schools—two elementary schools, one middle school, and one high school
- Middle-level implementing schools were in the "Piloting" stage
  - Three schools—one middle school and two high schools
- Low-level implementing schools were those in the "Planning" stage and the "Not Implementing" stage
  - Three schools—three high schools

The evaluators then conducted a cross-case analysis that combined site visit and survey data across all 10 sites and provided summaries of each implementation level by research objective.

A summary of findings and recommendations from the cross-case study report is provided below. A full analysis by implementation level and a full description of findings and recommendations may be found in the cross-case study report. Full descriptions of each school with detailed implementation information may be found in the case study report.

## Findings

### *Intentions for Seeking Funding*

- ***The reasons schools sought funding impacted CSR implementation.***

School intentions in seeking CSR grant funding generally fell into two categories: 1) those supplementing schools budgets without a unifying goal; and 2) those continuing preexisting school programming or using funds to initiate CSR programs because school goals for improvement intersected with grant goals.

### *Model Selection and Adoption Process*

- ***Across implementation levels, school staff played a minimal role in the model selection and adoption process, which delayed initial staff buy-in at most schools.***

Several factors complicated the model selection and adoption processes at grantee schools. These included some aspects of the grant application process and school interpretation of staff participation requirements. The CSR literature provides a strong research base for the importance of the adoption process to later implementation and characterizes the implementation process in three ways: informative, inclusive, and legitimate (Aladjem & Borman, 2006). Informative processes provide information about the model to staff. Inclusive processes provide staff with a role in choosing a model. Legitimate processes allow for full unrestrained staff participation in model selection and adoption. Data indicated that staff participation in selection processes at study schools represented, at best, informative inclusion.

### *External Progress Measures*

- ***Methods of tracking CSR progress require attention.***

Caution should be used when interpreting some CSR progress indicators, as they can be misleading, particularly when there are no observations from external staff to confirm reports. Generally, responses from low-implementing schools regarding implementation levels on TEA-required progress reports were over-inflated because school staff had a limited understanding of CSR goals. Additionally, data collected across both time periods indicated that schools with low CSR implementation reported similar ratings on school climate measures to schools with higher CSR implementation. In these cases, improvements in school climate may have been more related to having access to funding than successful use of funds in grant-intended ways. Also, research documents that schools engaged in school reform may report low levels of school climate due to the number and extent of changes occurring

as a consequence of CSR implementation. Alternatively, improvements might not have been related to grant funding at all.

## Model Choice

- ***Addressing the comprehensive design requirement of CSR did not depend on CSR model choice.***

The comprehensive design component of CSR requires that programs include all students in all grade levels; address all subject areas; and impact instruction, school organization and governance, staffing, professional development, and parental involvement. As demonstrated by the schools in this study sample, choosing a model that was designed to be comprehensive was not enough to ensure comprehensive implementation. In fact, only one of the high-implementing schools chose a model designed for school-wide implementation, while all three low-implementing schools chose CSR models that were explicitly aligned with CSR goals. Overall, high-implementing schools chose models that were well aligned with school needs, developed coherent and comprehensive plans, and dedicated leadership for school-wide change.

## Leadership

- ***A person or group of people was responsible for leading CSR efforts at high-implementing schools.***

High-implementing schools in the study benefited from having a strong CSR advocate who provided a defined and widespread message or vision to guide CSR implementation. This leadership was provided at either the district level or through a committed cadre of teachers or strong principal at the school level to promote CSR implementation.

## District Agency

- ***Active district support led to potential sustainability.***

It was imperative in high-implementing schools that the district was actively involved, supportive, and proactive in expanding programming begun under CSR. In three of the four high-implementing schools, the district used the CSR school as a pilot site for district-wide adoption of the program. The district also usually supplemented the funding gap created by the decrease in CSR funding in the final year of the grant. These districts developed plans for systematically expanding a cohesive program. The districts also protected schools from additional competing initiatives and agendas. Perhaps most importantly, these demonstrations of district support indicated to school staff that their efforts had been successful and valuable.

## Clear Goals and Protection From Competing Priorities

- ***High-implementing schools provided staff with a clear plan for CSR.***

Internal focus and the creation of a program that was "on message," especially in terms of CSR integration with existing school programs, were critical for high-implementing schools. Teachers in these schools demonstrated a consistent understanding of the goals of their school's CSR model. These

schools were also very clear and careful about not bringing in competing, unrelated programs or treating CSR as an add-on program.

## Capacity

- ***High-implementing schools viewed the CSR grant as a vehicle for building infrastructure and capacity that could be sustained beyond the grant funding period.***

High-implementing schools used the CSR grant to build social capital and capacity by creating professional learning communities with a collective focus and shared values and norms. These schools increased capacity by either delivering well-defined and focused training school wide or training a cadre of teachers and then providing a systematic, monitored, and product-oriented process for redelivery of training.

## Pedagogy and Collaboration

- ***Through extensive training and support, teachers in high-implementing schools were able to use CSR-related teaching strategies in classrooms.***

Considering that instructional change takes longer to achieve and occurs later in the implementation phase of school reform, it was noteworthy that teachers at high-implementing schools were applying CSR-related teaching strategies in classrooms to some extent. Achieving pedagogical change involved ongoing support in terms of formal and informal collaboration between teachers and external assistance providers and proved to be time intensive. Dedicated planning time was oriented around staff collaboration on key pedagogical approaches.

## Internal Progress Monitoring

- ***High-implementing schools instituted formative monitoring across a variety of intermediate outcomes.***

At high-implementing schools, staff comments about model impacts demonstrated an understanding of progress and were evidence that the schools had provided tools and time for analysis and reflection around intermediate outcomes. Where schools did systematically review intermediate outcomes, such as ninth-grade retention rates for example, staff saw more immediate results from their efforts and were more enthusiastic about the prospects of continuing in the direction begun under CSR. Where TAKS was the only measure of success, staff were unsure about the success of their efforts because student achievement had yet to be impacted.

## Maintaining Model Strategies and Provider Relationships

- ***High-implementing schools exhibited the potential to maintain model strategies and formal relationships with external Technical Assistance Providers.***

Data suggested that the four high-implementing schools in the study would independently retain formal TAP services or would maintain formal strategies and provider services through district-wide expansion of programs piloted at these sites. Two middle-implementing schools were likely to maintain some of the strategies adopted during CSR that had become part of school routine, but they were not likely to have the resources to maintain formal TAP services. Data indicated that one low-implementing site could continue to refer to itself as a CSR model school but that this likely would be in name only since little success towards implementing reform strategies occurred during the grant period. The other schools (one middle-implementing and two low-implementing) were likely to drop all ties associated with CSR models, including strategies, so that a year after the grant ends, there might be little evidence that CSR occurred. Accordingly, these schools made little progress during the grant period.

## *Sustainability*

- ***High-implementing schools developed plans for continuing programs and activities initiated with CSR grant funds beyond the grant program.***

High-implementing schools had clear plans for continuing CSR programming. Either district support had already been committed or a strong infrastructure had been created through staff training. In either scenario, the continuation of school efforts was not dependent on grant funding. Building a strong school culture around reform efforts was also instrumental to ensuring sustainability. At one high-implementing campus that had used the same model for six years, the school's identity was built around it, and teachers were hired to teach there based on their acceptance of the model's philosophy.

# Recommendations

The recommendations are presented in terms of the entity most likely responsible for recommended changes. The first three target the grant application and administration process of the state agency. The remaining nine are implementation considerations directed to districts and schools but that could also be encouraged by the state agency.

## *State Grant Administration and Monitoring*

- **Continue to educate applicants about the intent and goals of grants and expand the review of grant applications to include alignment with other grant awards and ongoing programming.**

While recognizing that the state has limited capacity to oversee the grant application process at individual sites, TEA should investigate the feasibility of providing mandatory pre-application grant development assistance workshops or information to ensure that grantees understand the goals of

the grant program. The educational service centers may be one avenue for providing pre-grant education. Applications from schools should also contain information about current school programs and be reviewed for plans to align programming, including evidence of similar goals, systemic implementation activities, management capacity, and alignment of proposed budget expenditures with implementation plans.

- **Continue to refine the grant application process and include additional guidelines, technical assistance, or planning grants to ensure grant applicants meet program expectations concerning model selection processes.**

At the grant award and administration level, TEA should continue to refine future application processes to include more explicit guidelines defining legitimate staff participation (for example, including a staff vote) and/or provide mandatory technical assistance for applicants. Schools appear to require education and support in how to include staff in this process. Providing technical assistance prior to grant award or providing web-based tools that guide model selection processes could be considered. Additionally, Requests for Applications (RFA) timelines should be guided by considerations such as allowing sufficient time for needs assessment and inclusion of the majority of staff in selection and adoption of reform models. Small planning grants and the use of educational service centers are other possibilities for facilitating this process.

- **Continue to review approaches to monitoring CSR progress.**

Continue and expand the use of progress reports using a format that includes multiple data points from multiple sources (district managers, principals, grant coordinators, and Technical Assistance Providers). This format allows information to be triangulated and provides a school-level measure of information consistency and coordination. Further, using reporting formats consistent with grant goals, research, and similar grant programs allows for comparison across years and programs. Identifying appropriate intermediate outcomes for reporting would also support formative evaluation purposes and state assessments of the status of reform efforts at grantee sites. For example, collecting the number of days and staff participating in CSR-related professional development activities would provide information about the extent of staff participation and investment in training. Providing monitoring and follow-up support for grant implementation could help schools refine local implementation activities, though the size of the state might prohibit such support.

## *District and School Implementation*

- **Align model choices with local context and needs with clear plans for comprehensive implementation. Model choices and CSR plans**

**should balance model philosophies and strategies with both CSR components and school mission, challenges, and practices.**

Schools and districts should understand that matching model choice to the context of the school removes some obstacles to implementation and can lead to greater commitment to successful implementation. Further, evidence from this study indicates that no matter what type of model is chosen, comprehensive and philosophical, or targeted, schools must invest additional planning, leadership, and resources in order to integrate the model into the school context and implement it across all school components. Comprehensive models aimed at a philosophical shift in school operations require concerted efforts from leadership and staff to create, change, or refine the school's educational mission and practices. The model alone will not achieve this. Targeted models that were not designed to be comprehensive require significant supplements to serve as catalysts for school-wide change.

- **Establish a dedicated CSR advocate charged with leading reform efforts.**

Schools and districts, with the support of the state agency, should identify leaders for reform efforts. The advocate can be an individual or a group at the district level or at the campus level. The charge to this person or group is to promote and support CSR efforts by disseminating the goals of comprehensive school reform, promoting a consistent and ongoing focus on CSR, and protecting staff from competing initiatives.

- **Develop strategies to promote coherent, stable, and scalable reform plans at the district level.**

Districts need to develop strategies to promote consistent and coherent reform plans that sustain an overall district mission, to provide district-wide support for school change, and to protect schools from competing initiatives.

- **Define and disseminate clearly articulated goals for the CSR program.**

Districts and schools should use program advocates to emphasize the goals of the reform. Staff members need to understand what is asked of them and how CSR supports existing school efforts. Taking time to define this message will help integrate CSR with other programs and eliminate confusion, especially if staff participation in initial model selection and adoption is limited.

- **Build school capacity and social capital through focused campus-wide training that promotes professional learning communities and the capacity for redelivery.**

Using resources to provide a focused campus-wide professional development effort ensures all teachers are trained, builds CSR understanding, and promotes collaboration around CSR efforts. Mechanisms for providing local

redelivery of training also help to build capacity in the long term and ensure sustainability, especially when schools are able to retain a critical mass of staff so that investments in capacity building are not lost.

- **Expect and support classroom application of model instructional strategies.**

Classroom application should be part of the goals disseminated by district or school advocates and TAPs. Achieving instructional change requires, first, the expectation of implementation, then, ongoing support, collaboration, and time. This commitment must come from instructional leaders if CSR efforts are ultimately to impact student achievement. Teachers implementing CSR model-promoted strategies in their daily practice need intensive support either from external assistance providers or the district, concrete product examples, and, most importantly, dedicated time to collaborate with their colleagues.

- **Monitor progress through both intermediate and summative outcomes.**

Defining intermediate outcomes demonstrates an understanding of the cycle of CSR and the time needed to achieve summative outcomes such as improved student achievement. A systematic process for monitoring progress around intermediate outcomes provides clarity, guidance, and focus and communicates the school's commitment to accomplishing the goals of CSR. This process also encourages optimism about growth. State support in encouraging identification of intermediate goals may be an avenue to investigate.

- **Promote district-wide adoption and expansion of successfully piloted strategies and relationships.**

Continuing model strategies with formal support from TAPs ensures new teachers will be provided necessary training and support; the efforts invested during CSR are not abandoned; and the school and district have a mission, commitment, and focus for growth. While schools may not always need formal model support to maintain strategies, especially once a model has become institutionalized, maintaining this support during piloting and early implementation has been shown to be linked to stronger and longer implementation.

- **Plan for sustaining CSR efforts beyond grant funding.**

Finding and securing resources either through reallocation of local district funds or through new grant opportunities to maintain programming begun under CSR is essential and indicates to staff that the school is committed to school reform—that CSR is not just a passing fad. Sustaining CSR efforts also relates to building capacity and school culture around CSR goals and strategies.

## Conclusion

Most of the case study sites faced some obstacles common to schools serving high-poverty student populations. Success of reform efforts depended primarily on factors external to model choice, such as identification of a program advocate, district support, investment in teacher training, ability to retain teachers, and the match between grant goals and school goals. When these factors were combined, some schools were able to overcome contextual challenges. Consistent with prior research (Kurki, Aladjem, & Carter, 2005), study findings suggest the significance of advocates or agents (e.g., principal, district, teacher groups) and increased social capital in overcoming contextual barriers (e.g., socio-economic status, Limited English Proficiency, size). Positive school-wide change can occur across a variety of environments if advocates for change are actively engaged in the process.

# Chapter 1

## *Introduction and Methodology*

### Background

The topic of school reform has attracted considerable attention and funding from a range of stakeholders that include the federal government, state governments, philanthropists, local schools, and the general public (Quint, 2006), yet the process for implementing successful reform largely remains a mystery. Since the 1960s, school reform efforts have evolved from remedial pullout programs aimed at at-risk students (Borman, Wong, Hedges, & D'Agostino, 2001) to systemic approaches to school change (Smith & O'Day, 1991). The systemic approach provided a new focus for the reform movement, specifically represented by the New American Schools (NAS) Corporation. Funded in 1991, NAS created an environment for designing innovative whole-school reform models through "design-based assistance organizations" (DBAO) (Bodilly, 2001).

### National Context

Results from these efforts guided the establishment of the Comprehensive School Reform Demonstration Program (CSRD) in the Fiscal Year 1998 Appropriations Act for the U.S. Department of Education, Public Law 105–78. The legislation endorsed school improvement through a school-wide approach. In establishing the CSRD Program, the government recognized the potential for the use of proven, research-based models for comprehensive school change at low-performing, high-poverty schools. Building upon and leveraging ongoing efforts to connect higher standards with school improvement at the state and local level through Title I and other major reform initiatives, this program served to expand the quality and breadth of school-wide reform efforts.

The CSRD Program, operating from 1998–2001, emphasized nine required components or strategies for reform and stressed the goal of whole-school change. The reauthorization of Title I as Part F of the *No Child Left Behind Act* of 2001 (NCLB) continued the use of federal funds to support low-performing, high-poverty schools in the implementation of scientifically based programs and strategies aimed at helping students meet state content and academic achievement standards through the Comprehensive School Reform (CSR) Program.

The federal endorsement of the CSR approach is due to the empirical evidence indicating that adoption of CSR models positively impacts student achievement. National research shows that the average student attending a school implementing CSR performed better than 55% of the students attending comparable schools not implementing CSR (Borman, Hewes, Overman, & Brown, 2003). Through this and other empirical work, two additional required components (support for school staff and use of scientifically based research) were added to the strategies framework of essential and common components shared by effective CSR models. NCLB defines CSR models as those with 11 specific components that, if fully integrated and implemented, represent a comprehensive and scientifically based ap-

proach to school reform. Table 1.1 explains these 11 CSR model components.

Whereas previous educational reforms allowed segmented activities directed at a variety of targets—which resulted in a piecemeal approach to improving student performance—CSR has resulted in the development of a variety of comprehensive change models designed to promote whole-school reform. The Northwest Regional Educational Laboratory (NWREL) maintains a list of models

**Table 1.1. Comprehensive School Reform Components**

**1. Effective, research-based methods and strategies:** The CSR program will employ innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices, and have been replicated successfully in schools with diverse characteristics.

**2. Comprehensive design with aligned components:** The CSR program will integrate a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that: (1) aligns the school's curriculum, technology, and professional development into a school-wide reform plan designed to enable all students—including children from low-income families, children with limited English proficiency, and children with disabilities—to meet challenging state content and performance standards; and (2) addresses needs identified through a school needs assessment. Programs should address all core subject areas, instruction, school organization, use of time, staff, and available resources, and must include all grade levels at the campus.

**3. Professional development:** The CSR program will provide high-quality continuous professional development and training for teachers and staff. Program-based professional development should be implemented with high-quality assistance and concrete tools, strategies, and materials related to the central focus of the campus reform program. Professional development activities must be directly tied to improving teaching and learning and student achievement.

**4. Measurable goals and benchmarks:** The CSR program will have measurable goals for student performance tied to the state's challenging content standards (TEKS) and student performance standards (TAKS), as well as benchmarks for meeting these goals. Comprehensive school reform gives a campus and its community a shared vision and a common focus on goals. Goals form the framework for the campus reform efforts, so it is imperative that faculty, students, parents, and the community are focused on a set of defined goals developed by the whole group.

**5. Support within the school:** The CSR program will be supported by school faculty, administrators, and staff. Campuses must receive the support and approval of the faculty and staff, site-based decision-making committee, campus and district administration, the district board of trustees, parents, and the community. The higher the level of support and approval, the more likely that the reform efforts will be effective and lasting.

**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. The program encourages teamwork and the celebration of accomplishments. These and other means of support are part of the school's comprehensive design.

**Table 1.1. Comprehensive School Reform Components *(continued)***

**7. Parental and community involvement:** The CSR program will provide for the meaningful involvement of parents and the local community in planning and implementing school improvement activities. Parents and community members are to be involved in all aspects of the planning, application, and implementation of the comprehensive reform program.

**8. External technical support and assistance:** The CSR program will utilize high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience or expertise in school-wide reform and improvement.

**9. Evaluation strategies:** The CSR program will include a plan for the evaluation of the implementation of school reforms and student results achieved.

**10. Coordination of resources:** The CSR program will identify how other resources (federal, state, local, and private) available to the school will be utilized to coordinate services to support and sustain school reform.

**11. Strategies that improve academic achievement:** The program must meet one of the following requirements: (1) the program has been found, through scientifically based research, to significantly improve the academic achievement of participating students; or (2) the program shows strong evidence that it will significantly improve the academic achievement of participating children.

*Source.* TEA RFP 701-06-001

and their program descriptions that meet the CSR standard of scientifically based reform in "The Catalog of School Reform Models." [4] The American Institutes for Research (AIR) also conducted a review of the most commonly implemented models and provided a rating of model quality and effectiveness (2005). Ultimately, it is the responsibility of local education entities to determine which model will work best in their unique contexts. Further, schools often must design local programs that are more comprehensive than a prescribed model in order to meet the requirements of CSR, as some models are only geared towards one subject area or a particular type of instruction rather than incorporating all aspects of the curriculum, school operation, and instruction (U.S. Department of Education, 2003). National research documents the difficulties of both implementing CSR comprehensively (Kurki, Aladjem, & Carter 2005) and building the foundations for sustainability beyond the federal funding period (Taylor, 2005).

Since 1998 (CSRD), local schools could receive state-administered supplemental grants of a minimum of $50,000 per year for three years to implement comprehensive reforms that impacted the whole school. Funding to local educational agencies was intended as seed money for whole-school reforms, which were to be sustained after the three-year grant with school resources.

As of fiscal year 2007, the CSR program was considered duplicative of Title I, Part A of the Elementary and Secondary Education Act. Title I, Part A supports comprehensive school reform, which is also the purpose of

[4] http://www.nwrel.org/scpd/catalog/index.shtml

Title I school-wide programs (Title I school-wide project statutory provisions Sec. 1114 of NCLB). Title I, Part A also is designed to help improve low-performing schools, which is the purpose of the state school improvement set-aside in Title I (Sec. 1003 of NCLB). Currently, efforts are being made to redirect CSR program funding to the Title I Grants for Local Educational Agencies program to reduce program duplication and administrative burden. Redirecting the CSR funds to Title I will allow troubled schools to carry out comprehensive reform without the extra administrative burden of applying to a separate grant program.[5]

## State Context

Within this larger national context, the Texas Education Agency (TEA) operates two CSR programs: 1) the Improving Teaching and Learning (ITL)/Texas Title I Comprehensive School Reform grant program; and 2) the Comprehensive School Reform/Texas High School Initiative (THSI) grant program. These programs emphasize school-wide improvements through curricular change, sustained professional development, and increased involvement of parents. Both promote school-wide reform aimed at coherently integrating the 11 CSR components at high school campuses to enable all students to meet challenging academic standards.

The state administered three cycles of the ITL grant program with CSR-designated federal funds. The focus of this evaluation is the ITL Cycle 3 and THSI grant programs. A total of 170 schools participated in either ITL Cycle 3 or THSI. In 2004, Texas received $11,818,764 in CSR-designated federal dollars that were distributed to 85 schools through Cycle 3 ITL grants. Initial awards were made in August 2004, and the grant period ended in August 2007. Grant awards for ITL Cycle 3 ranged from $69,980 to $150,000 in 2005, from $50,000 to $105,000 in 2006, and from $18,750 to $39,875 in 2007. The state distributed an additional $11,965,695 in 2005 to another 83 schools through the THSI program. Schools in the THSI program received awards in January 2005 with a grant end date of December 2007. Grant awards for the THSI program ranged from $70,000 to $150,000 in 2005, from $50,000 to $105,000 in 2006, and from $22,700 to $47,670 in 2007.[6] Because these grants were initiated late in the federal CSR funding cycle, after it was determined that funding should be redirected to Title I, year three awards to ITL Cycle 3 and THSI grantees were greatly reduced from expected amounts. However, a stipulation of the year three award was that schools were required to maintain external technical assistance services.

## Study Purpose

This study represents one component of a larger program evaluation effort conducted by TEA that examines the impact of comprehensive school reform on student achievement. The goal of this study was to apply a research-based framework to describe the implementation process, including facilitators and barriers, at 10 sites introducing comprehensive school reform under the ITL Cycle 3 and THSI grant programs. An interim report was published in September 2006 based on a first round of data collection conducted in spring 2006.[7] Final reports (a case study report and a cross-case study report) were developed following a second round of data collection in spring 2007.

[5] For more information, please visit the following website: http://www.whitehouse.gov/omb/expectmore/detail.10000184.2005.html

[6] Source: CSR database, operated by the Southwest Educational Development Laboratory and TEA program staff

[7] The interim report is available on the TEA website at: http://www.tea.state.tx.us/opge/progeval/CampusWide/index.html#hsrr

## Theoretical Framework

A meta-analysis conducted by Borman et al. (2003) examined the association between CSR and student achievement across 232 CSR studies of effectiveness. The meta-analysis did not conclusively identify which CSR components explain the effectiveness of CSR. The researchers concluded that the impact of CSR may be due to context-specific differences in implementation. They further contended that impacts observed may not be related to the CSR model itself and/or whether the model requires specific components, such as parental involvement and ongoing staff development. The meta-analysis revealed that implementation obstacles, such as turnover in leadership or minimal staff buy-in, may contribute to differences in the effectiveness of CSR as well as the stage and length of implementation. Alternatively, schools may be successful with CSR due to factors beyond the scope of CSR, such as having a unified staff or a school culture accepting of CSR changes.

A case study approach to this evaluation provides insight into program- and school-specific differences in implementation. Some of the issues for investigation addressed in this report focus on specific unmeasured factors, such as assessment of local context and history, that contribute to local decisions about model selection and implementation.

Research conducted by the U.S. Department of Education (2003) concludes that due to the complexity of school reform, it could take five to six years for strategies to impact student performance. These findings point to a need for evaluations to study intermediate points where change may be observed, as well as the process of whole-school reform. A broad base of research using diverse methodologies indicates that successful comprehensive school reforms include change in particular areas, namely: school capacity, external support, internal focus, pedagogical change, and restructuring outcomes (Nunnery, Ross, Bol, & Sterbinsky, 2005). The evaluation objectives are built around this model. These five measurable constructs form the basis of this evaluation, as observable change in these areas may be related to long-term student achievement outcomes in the future.

### *School Capacity*

School capacity refers to the infrastructure needed by schools to implement and maintain a restructuring effort. Infrastructure implies access to appropriate materials; sufficient staffing and planning time; and adequate fiscal resources to support staff, materials, and technical assistance (Datnow & Stringfield, 2000).

### *External Support*

External support indicates the quality and amount of assistance provided by agents outside of the school, including support provided through design-based assistance organizations (DBAO) as well as support provided by the district. Research on DBAO support focuses mainly on the importance of professional development for helping teachers understand and implement the instructional practices promoted by reform models (Bodilly, 2001). Additionally, recent research suggests that integrating district support in reform efforts is imperative to successful implementation and sustainability of a CSR model at the school level (Borman, Carter, Aladjem, & LeFloch, 2004).

### *Internal Focus*

Internal focus refers to the degree to which the essence of reform efforts has become embedded in the daily practices of school staff. The research identifies several factors that are essential to focus, including teacher buy-in and support for reform efforts, alignment of reform with existing mandates, integration of reform with existing school programs or efforts, and formal attention to monitoring the

progress of reform efforts (Rowan, Camburn, & Barnes, 2004).

### *Pedagogical Change*

Pedagogical change refers to the degree to which instructional practices align with the goals of the chosen reform strategy. While different reform models advocate a variety of instructional approaches, some CSR models tend to share a reduced emphasis on workbooks, worksheets, and individual work and an increased focus on technology, cooperative learning, and project-based work (Stringfield, Ross, & Smith, 1996).

### *Restructuring Outcomes*

Restructuring outcomes goes beyond just student achievement. This construct includes other areas CSR efforts are intended to impact, such as teacher support and parental involvement (U.S. Department of Education, 2003). Particularly beneficial in early implementation is a focus on intermediate outcomes so that schools can measure progress prior to impacting student achievement since this process may take years.

### *Sustainability of Comprehensive Reforms*

Finally, assessments of the success of CSR implementation must take into account the comprehensiveness of efforts implemented at the campus and the likelihood that these efforts will be sustained. National research suggests that comprehensive approaches addressing all aspects of school operations, including instruction, governance, and parental/community involvement, for example, are difficult to implement and that many implementation efforts are only partially successful (Kurki, Aladjem, & Carter, 2005). Further, Taylor (2005) describes characteristics of sustained practice after CSR grant funding ends that are related to continued relationships with CSR model Technical Assistance Providers and implementation of model strategies.

## Evaluation Objectives

The evaluation design had two purposes: 1) to enhance and provide corroborating evidence for TEA's quantitative evaluation of program impacts; and 2) to assess CSR implementation to inform current and future program development for school-wide reform (e.g., Texas High School Redesign and Restructuring Grant). Work by the Center for Research in Educational Policy (CREP) at the University of Memphis and the Field-Focused Study of the CSRD Program conducted by COSMOS Corporation for the U.S. Department of Education (2003) guided the evaluation design. The evaluation was based on the following questions:

1. What was the local context and starting point of schools?

2. What was the capacity for supporting comprehensive school reform, as measured by
    a. materials?
    b. staffing?
    c. planning time?
    d. fiscal resources?

3. What was the level of external support provided, as measured by
    a. external assistance?
    b. district assistance?

4. What was the level of internal focus on reform efforts, as measured by
    a. staff buy-in?
    b. alignment and integration of strategies?
    c. progress monitoring?

5. What was the level of pedagogical change, as measured by
    a. instruction aligned with model specifications?

6. Were outcomes restructured, as measured by
   a. student achievement?
   b. staff involvement?
   c. parental involvement?

7. What were barriers and facilitators to implementing comprehensive school reform?

Through investigation of these questions at the interim and final stages of funded activities, the evaluation can inform how comprehensive school reform impacts schools, including promising practices, barriers, catalysts, school climate, and the sustainability of reform efforts.

The next section details the evaluation tasks. The primary tasks of the evaluation were to conduct surveys of participants and Technical Assistance Providers, provide survey data to TEA for use in student performance analysis, conduct site visits, and produce in-depth case studies and a cross-case analysis of implementation at a selection of sites. The discussion of each task includes a description of participants, instruments, and analysis approaches.

## Methods

Data collection involved two major components, surveys and site visits. These activities occurred during spring 2006 and again in spring 2007. The surveys were distributed to all Cycle 3 ITL and THSI CSR campuses in the state. Site visits were conducted at 10 campuses selected to reflect both the ITL Cycle 3 and THSI grant programs, in terms of geographic and demographic diversity, model type, and implementation stage.

## *Survey*

The purpose of the survey was to collect information aligned with the research questions, particularly the five constructs of successful CSR implementation in order to enhance the quantitative analysis. These constructs were capacity, support, focus, pedagogy, and restructuring of outcomes. Additionally, the survey collected information about school climate and facilitators and barriers to CSR implementation. The survey instrument was a combination of existing reliable and valid instruments created by CREP and designed specifically for evaluating CSR implementation. These instruments have been used in hundreds of CSR evaluations across the nation (Ross, McDonald, & Bol, 2005).

### *Survey Sample*

All administrators and professional staff at all grantee sites, as well as the external Technical Assistance Providers identified by grantee schools, were surveyed during spring 2006 and spring 2007.[8] Online questionnaires were administered.

### *Survey Instruments*

#### *Staff Surveys*

Staff perceptions of the comprehensive school reform process are one of the key sources of data in assessing CSR programs (Ross & Alberg, 1999). However, instruments used to measure staff perceptions are often inconsistent and not specific to comprehensive school reform (Nunnery, Ross, & Sterbinsky, 2003). Thus, this evaluation used instruments designed specifically for evaluating perceptions of comprehensive school reform with tested reliability and validity.

The first instrument used was the Comprehensive School Reform Teacher Questionnaire (CSRTQ) (Ross & Alberg, 1999). (See Appendix A for protocol.) It is designed and reported to measure the five constructs underlying comprehensive school reform (external support, school capacity, internal focus, pedagogical change, and outcomes) through

[8] Technical Assistance Providers work with the schools to implement CSR models and should have a solid understanding of the model and implementation processes.

28 items. Respondents use a 5-point Likert-type scale ranging from "Strongly Agree" to "Strongly Disagree." An additional response category, "Don't Know," was also included. School-level results were compared to national norms for both elementary and secondary schools (Ross et al., 2005). Construct validation and scale reliability coefficients can be found in Nunnery et al. (2003). (See Appendix B for scale description.)

The second instrument measures school climate using the School Climate Inventory (SCI) (Butler & Alberg, 1989). (See Appendix A for protocol.) The SCI consists of seven dimensions, or scales, logically and empirically linked with the five constructs associated with successful comprehensive school reform efforts. The seven dimensions of the instrument are order, leadership, environment, involvement, instruction, expectations, and collaboration. Each scale contains seven items, with 49 statements comprising the inventory. Participants respond using a 5-point Likert-type scale ranging from "Strongly Agree" to "Strongly Disagree." Each scale yields a mean ranging from 1 to 5 with higher scores being more positive. An additional response category, "Don't Know," was also included. School-level results were compared to national norms for both elementary and secondary schools (Ross et al., 2005). Scale descriptions and current internal reliability coefficients can be accessed at http://crep.memphis.edu/web/instruments/sci.php. (See Appendix B for scale description.)

Additional questions were added to the survey to solicit demographic information as well as program-specific information, such as facilitators and barriers to implementation. These questions were then used to create a principal survey and professional staff survey.

### *Technical Assistance Provider Surveys*

The purpose of this survey was to assess stages of implementation, implementation fidelity, and barriers to implementation at grantee schools. To judge the level of implementation, providers were asked to rate the school's implementation of various CSR components on a 5-point scale, representing levels from "Not Implementing" to "Fulfilling." (See Appendix A for protocol.) The scale was adapted from Bodilly (1998). Implementation fidelity was assessed based on the provider's evaluation of compliance with strategy components at the schools implementing the model as well as judgments about the schools' understanding of the model. Finally, providers were asked to assess observed barriers to the schools' efforts to implement reform strategies.

#### *Survey Administration*

Once approved by TEA, surveys were programmed for online administration. The evaluators compiled a list of grantee schools and providers. Each school designated a local survey contact who worked with the evaluators in the administration of school staff surveys. The evaluators communicated with each survey contact about data collection schedules. With the assistance of the local survey contacts, the evaluators distributed information about the surveys, the URLs (electronic addresses) for accessing the online questionnaires, and step-by-step instructions to all identified respondents. The evaluators provided an e-mail address for technical assistance for respondents who might need help in accessing and submitting the questionnaire. The evaluators also monitored the response rates on a weekly basis and worked with the local survey contacts to remind staff to complete the surveys. The principal survey was online March 1–April 24, 2006, and March 1–April 16, 2007. The professional staff

survey was online March 7–April 24, 2006, and March 7–April 30, 2007.

For the Technical Assistance Provider surveys, the evaluators worked directly with the school-identified providers in the administration of surveys. The survey was online April 3–May 15, 2006, and March 15–May 7, 2007.

## Site Visits

The purpose of the site visits was to collect information aligned with the five constructs of successful CSR implementation and information on promising practices, school climate, barriers to implementation, and early indicators of success. To achieve these ends, evaluators used a combination of conceptually linked instruments to provide an in-depth, coherent, and comprehensive profile of the implementation process.

### Site Selection Process

Sites were selected using a stratified proportional selection process. The goal was to select 10 campuses that would be reflective of CSR campuses across the state in terms of representing both ITL and THSI grant programs (see Table 1.2), geographic diversity, demographic diversity, CSR models, and implementation levels (see Table 1.3). The first selection stage included non-charter schools and divided campuses by grant type, either ITL or THSI. The next stages considered school grade level and region of the state based on Regional Education Service Center affiliation. Campuses were then categorized based on the economically disadvantaged status of the region as calculated by the regional average percentage of students participating in the free-and-reduced-price lunch program. Finally, data from progress reports completed by grantees indicating model choice and implementation level were included to select schools with a range of models and implementation levels achieved. Based on these characteristics, three schools from each regional area were randomly selected for a preliminary selection list. In consultation with TEA staff, 10 sites were chosen for case studies. One charter campus also was included. Overview information on the sites selected for visits is included in Table 1.4.

### Site Visit Protocols

#### *Interviews and Focus Groups*

The interview and focus group instruments were adapted from instruments developed by CREP and used for evaluating CSR implementation across the nation. The protocols were aligned with the evaluation objectives designed to measure a school's capacity, external support, internal focus, pedagogical change, and restructuring of outcomes associated with CSR efforts. Additional questions were added regarding implementation level as well as barriers and facilitators to the process.

#### *Classroom Observations*

Observations were included because school reform models target instructional practices

**Table 1.2. Grant Type for Non-Charter Schools**

| Classification | Categories | Number of Schools |
|---|---|---|
| Grant type | THSI | 70 |
| | ITL | 79 |

*Source.* RFL and SEDL databases

**Table 1.3. Percent of Schools From Each Grant Type Across Various Categories**

| Classification | Categories | Percent of schools from ITL grant in each category | Percent of schools from THSI grant in each category |
|---|---|---|---|
| School level** | Elementary | 43 | 0 |
| | Middle/Junior high | 35 | 0 |
| | High | 18 | 100 |
| | | | |
| Geographic location | South (Regions 1, 2, 3, 20) | 28 | 29 |
| | Central (Regions 6, 12, 13) | 13 | 24 |
| | North (Regions 9, 10, 11, 14, 16, 17) | 20 | 13 |
| | East (Regions 4, 5, 7, 8) | 34 | 27 |
| | West (Regions 15, 18, 19)* | 5 | 8 |
| | | | |
| Economically disadvantaged | South (Regions 1, 2, 3, 20) | 91 | 78 |
| | Central (Regions 6, 12, 13 | 56 | 54 |
| | North (Regions 9, 10, 11, 14, 16, 17) | 69 | 51 |
| | East (Regions 4, 5, 7, 8) | 76 | 60 |

*Source*. RFL and SEDL databases
Note. THSI *N= 70*; ITL *N= 79*
* In consultation with TEA, the West region was dropped because comparatively so few grantee schools were located in that area.
** Other school levels not included in table were K-8 and Grade 9 only. Additionally, only non-charter schools are represented in the table.

for change, and it is necessary for evaluators to be able to measure if change is occurring in this context, especially since instruction directly links to student achievement (Sterbinsky & Ross, 2003). The *School Observation Measure* (SOM) (Ross, Smith, & Alberg, 1998) validly and reliably measures pedagogical alignment with CSR models and corroborates teacher self-reports of instructional change (Nunnery et al., 2005).

The SOM measures the extent to which a variety of CSR-aligned classroom practices are used at the *whole-school* level rather than only at the classroom level. It consists of 24 target practices and two summary items. The factors are organized into six categories: instructional orientation, classroom organization, instructional strategies, student activities, technology use, and assessment. The summary items measure academically focused class time and student attention/interest/focus. Instrument reliability and validity may be found in Sterbinsky and Ross (2003).

### *Conducting Site Visits*

The evaluation field staff consisted of a total of 10 evaluators. Two-member evaluation teams, including a lead educational specialist and a methods specialist, conducted two-day visits to each school. School visits occurred during spring 2006 and spring 2007. Site

**Table 1.4. Campus Background Information For Sites Visited (2005–06)**

| School* | Grant Type** | CSR Model | Total Students | African American | Hispanic | White | Other | Economically Disadvantaged | Mobility (2004–05) | Campus Rating*** | TAKS Met Standard All Grades Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | All Tests | Reading | Math |
| School 1 ES | ITL | AVID | 1,370 | 0% | 98% | 1% | 1% | 90% | 21% | AA | 53% | 76% | 58% |
| School 2 MS | ITL | Co-nect | 460 | 4% | 91% | 5% | 0% | 95% | 20% | AU | 60% | 79% | 81% |
| School 3 HS | THSI | International Center for Leadership in Education | 1,401 | 19% | 69% | 10% | 2% | 62% | 25% | AA | 31% | 72% | 43% |
| School 4 ES | ITL | Accelerated Learning | 878 | 6% | 65% | 29% | 0% | 55% | 21% | RE | 72% | 85% | 85% |
| School 5 HS | ITL | Accelerated Schools | 260 | 54% | 37% | 8% | 2% | 92% | 78% | AA | 17% | 74% | 19% |
| School 6 MS | ITL | AVID | 1,390 | 26% | 72% | 1% | 1% | 86% | 24% | AA | 39% | 66% | 44% |
| School 7 HS | THSI | Princeton Review | 2,403 | 61% | 38% | 1% | 1% | 80% | 24% | AA | 35% | 78% | 48% |
| School 8 HS | ITL | High Schools That Work | 1,825 | 3% | 95% | 1% | 1% | 92% | 28% | AA | 43% | 76% | 57% |
| School 9 HS | THSI | Accelerated Schools | 480 | 9% | 52% | 39% | 0% | 46% | 14% | AU | 36% | 81% | 43% |
| School 10 HS | THSI | Co-nect | 703 | 1% | 84% | 16% | 1% | 83% | 14% | AA | 51% | 88% | 56% |

*Source.* RFL and SEDL databases and Academic Excellence Indicator System (AEIS)
*ES=Elementary School; MS=Middle School; HS=High School
**ITL=Improving Teaching and Learning; THSI=Texas High School Initiative
***AA=Academically Acceptable; AU=Academically Unacceptable; RE=Recognized

| Component | Measure | | Score |
|---|---|---|---|
| **3. Professional Development:** | | | |
| 3.1 Strong content focus | yes | no | 1 |
| 3.2 Evidence of collective participation of groups of teachers from the same school | yes | no | 1 |
| 3.3 Evidence of some PD taking place in the teacher's classroom, e.g., mentoring | yes | no | 0 |
| 3.4 Explicit guidance to align PD with standards, curriculum, or assessment tools | yes | no | 1 |

*Source.* U.S. Department of Education, 2003b

visit activities included interviews, focus groups, document collection, and classroom observations designed to inform the research questions. The lead educational specialist conducted the interviews and teacher focus group (described below), and the methods specialist conducted all observations and the student and parent/community focus groups (described below). Surveys were also conducted outside of the site visits as part of the larger evaluation (see Table 1.5).

### *Interviews and Focus Groups*

For each data collection period, interviews were conducted with principals and CSR coordinators. Evaluators also randomly selected four teachers for interviews at each site. In addition, a teacher focus group was conducted with a randomly selected group of six teachers. Random selection of teachers was necessary to capture how embedded the CSR strategies were across the campus. Two additional focus groups included parents/community members and students. Evaluators relied on campus staff to help select participants in these focus groups. Evaluators requested that students be selected from high, average, and low student performance ranges to provide a variety of perspectives on services the schools offered. Additionally, in elementary schools, evaluators requested students in upper grades. Evaluators requested that selected parent and community members reflect a variety of levels of school involvement. It should be noted that these requirements were not always met. Typically, it was the evaluators' impression that students who participated in focus groups overrepresented high-performing students, and parents typically overrepresented strongly involved parents.

### *Observations*

Based on the SOM protocol, 16 to 20 observations were conducted over a two-day period in spring 2006 and again in spring 2007. The observer examined classroom events and recorded activities descriptively. At the end of observations, the evaluator summarized the frequency with which each strategy was observed both within and across classrooms using a 5-point rubric ranging from "Not Observed" to "Extensively Observed." Evaluators also used the 5-point rubric to rate the observed levels of the two summary items measuring focus and engagement. (See Appendix A for protocol.)

To ensure inter-rater reliability and data integrity, site visit team members were trained in instrument use and scoring by CREP staff and the RFL evaluation project manager.

### *Document Collection*

Evaluators collected documentation from schools across data collection periods to assess the intended outcomes of reform strategies in their local contexts, with spe-

**Table 1.5. 2007 Data Collection: Number of Participants or Events**

| School | Interview | Focus Group | | | Observation | Survey | |
|---|---|---|---|---|---|---|---|
| | | Teacher | Parent/ Community | Student | | Professional staff (response rate) | Technical assistance provider |
| School 1 | 6 | 5 | 5 | 7 | 20 | 64 (50%) | 0 |
| School 2 | 6 | 4 | 8 | 9 | 19 | 36 (95%) | 1 |
| School 3 | 8 | 5 | 9 | 9 | 18 | 53 (48%) | 1 |
| School 4 | 6 | 6 | 5 | 8 | 20 | 57 (79%) | 1 |
| School 5 | 5 | 6 | 8 | 5 | 16 | 13 (62%) | 1 |
| School 6 | 6 | 5 | None | None | 20 | 31 (28%) | 0 |
| School 7 | 7 | 3 | 1 | 8 | 18 | 122 (80%) | 1 |
| School 8 | 6 | 6 | 3 | 10 | 19 | 89 (64%) | 1 |
| School 9 | 6 | 6 | 2 | 6 | 19 | 30 (58%) | 1 |
| School 10 | 6 | 6 | None | None | 20 | 35 (53%) | 1 |
| Total | 62 | 52 | 41 | 62 | 189 | 530 | 8 |

cial attention to compliance with the CSR component emphasizing sustainability. Documents included a campus improvement plan and/or a comprehensive school reform plan. These were reviewed for a needs assessment; benchmarks of student performance indicators; reference to financial resources to support and sustain reform efforts; reference to strategic use of financial resources; and discussion of specific curricula, assessment tools, and professional development. The breadth of the plan in terms of covering all school operations and CSR components also was reviewed. Other documentation included grant applications, grant amendments, and progress reports to TEA.

## *Survey Data Analysis*

Following the completion of each round of data collection, the survey database was cleaned, quality assured, and provided to TEA for inclusion in the evaluation of the impacts of CSR on student achievement. Survey data for the 10 case study sites were analyzed to supplement site visit findings. Response rates from the schools were generally quite low and highly variable from school to school for spring 2006 data collection. Response rates were higher for spring 2007 data collection with only one school having less than 50% of the staff participate. Because of the variability in response rates in 2006, however, caution is advised when making comparisons between years (Babbie, 1997). For all CSRTQ survey constructs, 95% confidence intervals were constructed around the mean and are displayed in all figures. Confidence interval calculations rely on the size of the sample and the variability of responses; therefore they provide more information than just the mean response. The interval indicated on the figure conveys with 95% confidence where the true mean would fall if the whole population had responded.

Follow-up to detect non-random differences between respondents and non-respondents was beyond the scope of this evaluation. For the *Comprehensive School Reform Teacher Questionnaire* (CSRTQ), missing data ranged from 0% to 3% per question for spring 2006

and from 1% to 4% per question for spring 2007 data collection. Those responding "Don't Know" ranged from 4% per question to 19% per question for spring 2006 and from 4% to 14% per question for spring 2007 data collection. Responses to individual questions were reported using an adjusted frequency where "Don't Know" and missing responses were eliminated from calculations. Reported percentages reflect those choosing a value on the Likert scale. (See Appendix C for school responses to individual questions.) This approach represents a proportion of the total number of survey respondents but is reflective of all responses providing an actual Likert-scale rating. Eliminating "Don't Know" and missing data from calculations minimizes any potential distortion in interpretations caused by including missing data (Rea & Parker, 1997).

To create summary statistics for the survey scales across both years of data, missing and "Don't Know" responses were assigned the school mode on individual questions. These imputations were used only to create a complete dataset for the construction of scales. This approach meant that questions across the scales had the same number of usable responses. Single imputations were a reasonable choice in this case because the rate of missing information was below 20% (Schenker, Reghunathan, Chiu, Makue, Zhang, & Cohen, 2004). Additionally, the number of respondents at the school level was judged too low to use multiple imputation (Rubin & Schenker, 1986) based on predicting "Don't Know" responses from prior responses. Descriptive statistics were also calculated without missing and "Don't Know" responses. There were no significant or practical differences between the two approaches.

For the *School Climate Inventory* (SCI), missing data ranged from 0% to 3% per question for spring 2006 and from 1% to 4% per question for spring 2007 data collection. Those responding "Don't Know" ranged from 1% to 12% per question for spring 2006 and from 0% to 10% per question for spring 2007 data collection. The same procedures used for constructing and reporting the CSRTQ were used for the SCI.

Summary statistics of survey data were then included in the individual case studies. Inferential statistics were beyond the scope of this portion of the evaluation.

## *Site Visit Data Analysis*

The site visit data analysis involved multiple steps beginning prior to site entry. Once sites were identified as case study sites, they were screened. The screening protocol provided preliminary information and data confirmation to be used in the case study profile, such as choice of model, award amount, and award date. Across data collection periods, after completion of each site visit activity, team members wrote an analytic memo for the event completing as much information as possible and supporting each item with evidence in the form of descriptions or quotes to support preliminary findings. (See Appendix A for protocol.) Teams debriefed each evening of the site visit to corroborate information from analytic memos and identify areas needing further investigation.

After the site visit, analytic memos of interviews and focus groups and results from observation data were combined by one member of the site visit team to produce a conceptual memo. Evaluators then used the memos to analyze the data from the interviews, focus groups, and observations using coding aligned with evaluation objectives and emerging themes.

Evaluators then used site visit information to assess the strength of CSR implementa-

tion with an overall strength of implementation scale (U.S. Department of Education, 2003b). (See Appendix A for protocol.) The scale addresses all 11 CSR components by breaking each component into sections that focus on measurable standards. For example, the professional development component is broken into four sections: strong content focus; evidence of collective participation of groups of teachers; evidence of some training taking place in teacher's classroom; and explicit guidance to align training with standards, curriculum, or assessment tools. Where appropriate, each of these sections is then marked yes or no and given one point for "yes" and zero points for "no." Thus, if a school provides CSR-related professional development with a strong content focus, it would receive a score of "1" for item 3.1. An excerpt from the scale is shown.

Summing the scores across the components produced an overall implementation score for each school that corresponded with one of five CSR implementation levels (Bodilly, 1998):

**1–Not Implementing.** No evidence of the strategy.

**2–Planning.** The school is planning to or preparing to implement.

**3–Piloting.** The strategy is being partially implemented with only a small group of teachers or students involved.

**4–Implementing.** The majority of teachers are implementing the strategy, and the strategy is more fully developed in accordance with descriptions of the model design.

**5–Fulfilling.** The strategy is evident across the school and is fully developed in accordance with the design team's descriptions and signs of "institutionalization" are evident.

## *Case Studies*

After the first site visit, data collected through site visits were combined and organized into case studies organized according to evaluation objectives. The case studies were member-checked by schools. The 10 schools were then categorized into three implementation-level groups through analysis of site visit data, survey data,[9] and the overall implementation score that assesses the school based on the 11 CSR components. To retain anonymity, schools were grouped by implementation level, alphabetized, and numbered sequentially.

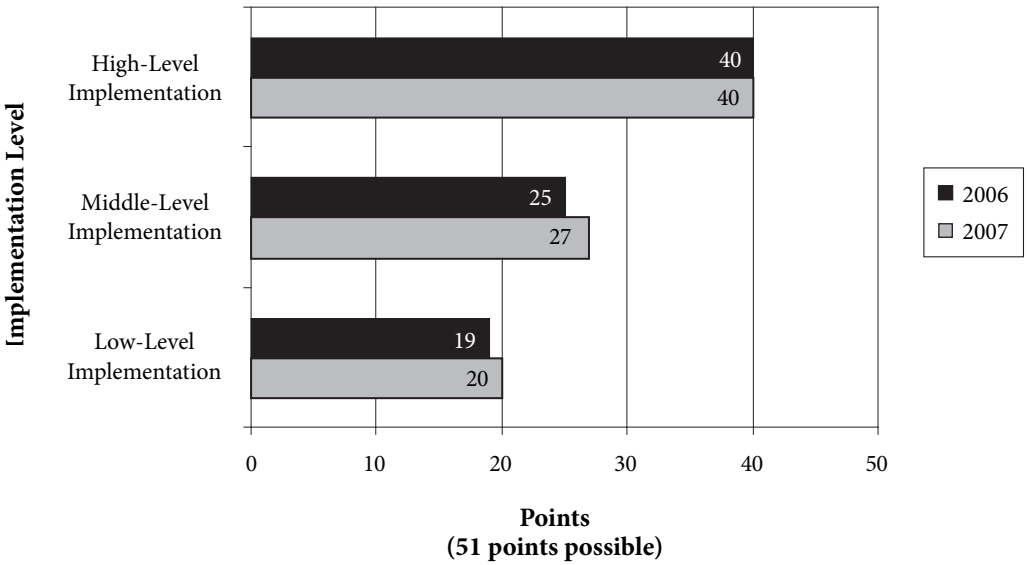
At the time of data collection for the interim report, no schools were at the "Fulfilling" stage. The three implementation levels used to categorize schools included the following:

- High-level implementation category schools in the "Implementing" stage
- Middle-level implementation category schools in the "Piloting" stage
- Low-level implementation category schools in the "Planning" stage and the "Not Implementing" stage

This information was presented in the interim report. After the second round of data collection in spring 2007, this same process was followed with additions to the case studies focusing on change between the data collection periods. The overall implementation level was then re-assessed. After the second round of

[9] For spring 2006, survey data for one school (School 10) were not included in the calculation of any low-level implementation averages aligned with the evaluation questions because the staff had yet to be trained on model strategies and demonstrated a limited understanding of the 11 CSR components. However, their responses to the survey were the highest of any schools, which conflicted with data collected during the site visit. Together, this information indicated that School 10 was an outlier.

**Figure 1.1. Change in Overall Implementation Score by Group 2006 to 2007**




data collection in spring 2007, the evaluators determined that, again, no schools were at the "Fulfilling" stage, though one school did move from the middle-implementation group to the high-implementation group. Schools were grouped again by implementation level, sorted alphabetically, and then renumbered.[10] Number order did not reflect implementation level within groups.

## *Cross-Case Analysis*

The evaluators then conducted a cross-case analysis that combined data across all 10 sites and provided summaries with examples of each implementation level by research objectives. This analysis was based on the high-, middle-, and low-implementation category designations derived from school scores on the strength of implementation scale.

For the three schools identified for inclusion in the high-level implementation category after the 2006 data collection period, the overall implementation score on the strength of implementation scale averaged 40 points out of a possible 51. The four schools in the middle-level implementation category had a mean of 25 points out of 51, while the three low-level implementation schools averaged 19 out of 51 possible points. It should be noted that due to incomplete data collection during the site visit to School 8, an implementation score was not developed for this school for the interim report. (See Figure 1.1 for mean scores by group.)

At the time of data collection for the interim report (spring 2006), no school was in the "Fulfilling" stage of implementation. Rather, the high-implementing schools demonstrated evidence through all data collected as of spring 2006 of being in the "Implementing" phase. The majority of teachers at these schools was aware of, supported, and followed the specifications of the model. However,

[10] Renumbering of schools included the following changes from the interim report: School 7 changed to School 3, School 3 changed to School 4, School 4 changed to School 5, School 5 changed to School 6, and School 6 changed to School 7.

these schools were still developing and were not yet at the level of full implementation or institutionalization. The middle-level implementation group was defined as those schools in the "Piloting" stage wherein the model was being partially implemented, sometimes with only a small group of teachers or students involved. The low-implementing group included those schools that were still in the "Planning" phase of CSR implementation or that demonstrated little evidence of implementing a CSR model. Three schools were labeled as high level, four as middle level, and three were categorized as demonstrating a low level of implementation.

At the time of data collection for the final report to TEA (spring 2007), four schools were identified for inclusion in the high-implementing category. Two of these schools expanded their efforts, demonstrated progress in implementation, and showed evidence or signs of sustainability of CSR programming. A third school maintained its previous, high level of implementation but struggled with competing priorities related to TAKS testing pressures. The fourth high-implementing school experienced staffing and enrollment changes associated with district growth and was rebuilding its CSR program.

The overall implementation score on the strength of implementation scale for these schools again averaged 40 points out of a possible 51. The three schools in the middle-level implementation category had a mean of 27 points out of 51, while the three low-level implementers averaged 20 out of 51 possible points. (See Figure 1.1 for mean scores by group.)

After the second data collection period, the high-implementing schools demonstrated evidence of still being in the "Implementing" phase, and none met the full definition of "Fulfilling" in the sense of a comprehensive reform of the school impacting all 11 CSR components. For example, only a few of the schools had even slightly improved parental involvement levels; school governance was another area that had not been significantly impacted at any of the high-implementing schools. Finally, even the schools that had trained teachers in reform strategies school-wide and implemented other school-wide components still had work to do in terms of ensuring the changes in classroom instruction that would eventually impact student achievement—the final goal of any reform effort.

By spring 2007, all the schools in the middle-level implementation group had progressed in implementation but were still struggling with entrenched challenges. Only at the smallest school, which had under 10 teachers, were all teachers involved in CSR efforts, and at no schools were the majority of teachers implementing reform strategies in the classroom effectively. These schools were still considered to be "Piloting" CSR efforts.

By spring 2007, low-level implementation schools had stalled in CSR implementation for a variety of reasons related to preexisting conditions at the school and lack of a vision or plan for reform efforts. (See Table 1.6 for an overview of implementation levels across both data collection periods.)

From the time of the first data collection period (spring 2006) to the second in spring 2007, one school progressed in implementation from the middle- to high-implementing group. The other schools remained in the implementation category assessed after the first data collection period.

It is important to note that survey data for the high-implementing group included in the cross-case analysis included means for the

**Table 1.6. Implementation Indicators Over Two Data Collection Periods**

| School | 2006 Implementation Score | 2006 Implementation Level | 2006 Descriptor | 2007 Implementation Score | 2007 Implementation Level | 2007 Descriptor | Change Category |
|---|---|---|---|---|---|---|---|
| 1 | 38 | High | Implementing | 40 | High | Implementing | progressed |
| 2 | 41 | High | Implementing | 41 | High | Implementing | maintained |
| 3 | 31 | Middle | Piloting | 40 | High | Implementing | progressed |
| 4 | 40 | High | Implementing | 40 | High | Implementing | rebuilding |
| 5 | 25 | Middle | Piloting | 32 | Middle | Piloting | progressed |
| 6 | 21 | Middle | Piloting | 23 | Middle | Piloting | progressed |
| 7 | 24 | Middle | Piloting | 26 | Middle | Piloting | progressed |
| 8 | N/A | Low | Planning | 20 | Low | Planning | stalled |
| 9 | 19 | Low | Planning | 21 | Low | Planning | stalled |
| 10 | 18 | Low | Not Implementing | 18 | Low | Not Implementing | stalled |

three schools assessed as high implementing in both 2006 and 2007 as well as the one categorized as middle-implementing in 2006 and high-implementing in 2007. The evaluators chose this approach to reflect how schools were actually categorized at the time of data collection in spring 2007. Therefore, high-implementing schools appeared to have had a larger decline than they actually had because the school that moved to the high-implementing category in 2007 had lower ratings across constructs measured by the survey. These lower ratings could be attributed to the fact that it was a large, urban high school as compared to the smaller elementary and middle schools in the high-implementation category.

## Report Organization

The final report consists of two published documents, a case study report that contains 10 case study chapters, and a final cross-case analysis report. Both reports are organized by school implementation level from high to low and report findings from both data collection periods. Brief descriptions of each school are included at the end of this chapter. (Detailed descriptions are provided in the case study report.) Findings are presented in terms of the research framework—local context, model adoption, and the factors influencing CSR implementation (capacity, external support, internal focus, change in pedagogy, and restructuring outcomes)—and include an overall implementation summary. Throughout the report, schools are referred to by number and the CSR model chosen.

The case study report includes a chapter focused on the research background and methodology followed by 10 chapters that detail each site's implementation process. The cross-case analysis report includes a section on the research background and methodology, a cross-case analysis that groups schools by implementation level and then compares them across evaluation objectives, and a findings and recommendations chapter.

Each case study and the cross-case analysis are organized into three sections:

- Local context
- Model adoption and implementation
- Implementation summary

### *Local Context*

Successful school reform depends on a multitude of factors, including existing circumstances at the campus. Thus, the investigation of local context was designed to provide an overview of starting points for CSR implementation at each case study site. In the case studies, this section opens with basic descriptions of size and location of the campus and community, student demographics, accountability ratings and Texas Assessment of Knowledge and Skills (TAKS) performance history (including data on particular subgroups targeted by reform efforts), and other characteristics of the school and school population. Existing challenges as well as local responses already initiated before award of the CSR grants are also addressed due to their likely influence on reform efforts. Additionally, any changes that might have impacted the progress of CSR implementation between data collection times were recorded.

Data on local context were collected from site visits; school documents such as CSR applications, progress reports, and campus improvement plans; and data from the Texas Academic Excellence Indicator System (AEIS).

### *Model Adoption and Implementation*

Site visit protocols were designed to capture the process used by campuses to identify and select CSR models and the steps of reform im-

plementation. This information is important to determine the level of staff involvement at the earliest stages of implementation as this likely influenced teacher buy-in and support in implementing reform strategies. Case studies include a description of the selection and implementation process and a brief overview of the key components and strategies of the site's selected CSR model. Data on implementation are presented in terms of activities implemented by the time of the first site visit in spring 2006 and additional activities implemented by the time of the second site visit in spring 2007.

CSR implementation was described in terms of change across school capacity, external support, internal focus, pedagogical strategies, and restructuring outcomes.

Data on model adoption and implementation included site visit and survey data, campus improvement plans and other site documents, and model information from the websites of organizations offering CSR technical assistance.

### *Implementation Summary*

The implementation summary provided an overview of factors influencing CSR implementation at the site and an assessment of the level of CSR implementation at the campus across site visits using a variety of instruments. Based on data from both rounds of data collection, an assessment of sustainability was also provided.

After a brief discussion of key factors influencing CSR implementation, implementation level is discussed based on a range of indicators. First, the school climate is assessed in a summary of the results of the School Climate Inventory (SCI), which was administered to staff as part of the surveys. The SCI is composed of seven dimensions logically and empirically associated with effective school climates. (See Appendix B for scale description.) Second, progress report data are presented. Third, survey data from the Technical Assistance Providers for each site who assessed site implementation fidelity and implementation level are presented. (See Appendix B for scale description.) Fourth, scores on an instrument designed to measure CSR implementation in terms of the 11 CSR components are presented. Finally, a summary of facilitators and barriers to local implementation are described in the context of assessing the likelihood that CSR efforts at the campus will be sustained. Data for the implementation summaries included staff and Technical Assistance Provider perceptions obtained through site visits, surveys, and progress reports, as well as the evaluator's overall assessment based on all data points.

## School and Model Descriptions

The descriptions below include general information about the size and type of schools selected for case studies, CSR grant program, and CSR model chosen. Generally, for the purposes of this report the term "comprehensive" is used to reference models explicitly or well aligned with the 11 CSR components, and "targeted" is used to refer to those programs that were not designed as school-wide CSR models but rather as programs targeting a small group of students or a specific purpose.

Schools chose a variety of models. Some used nationally recognized and widely implemented CSR models, while others designed local initiatives around targeted programs. Five schools chose CSR models listed in the Catalog of School Reform Models developed by NWREL (Accelerated Schools, Co-nect, High Schools That Work). Criteria for inclusion in the catalog includes "evidence of effectiveness in improving student academic achievement; widespread replication, with

organizational capacity to continue scaling up; high quality implementation assistance to schools; and comprehensiveness/coherence."[11] Another model chosen by one school, the International Center for Leadership in Education (ICLE), though not listed in the catalog, meets most of the criteria listed above, and so, for the purposes of this report, is characterized as "comprehensive." Accelerated Learning, an approach chosen by another school in the study sample, was used as a guiding conceptual framework for locally designed school-wide reform efforts but is not a model per se. Rather, it is a set of instructional strategies and techniques targeting language learners around which the school designed a campus-wide CSR program. Those models characterized as "targeted" usually operate as programs within a school targeting a select group of students. Schools in the study sample using targeted models implemented Advanced Via Individual Determination or AVID (a college readiness elective program for non-traditional college students) and Princeton Review (a college preparatory program).

## *Schools With High-Level Implementation*

School 1 is a large middle school campus serving over 1,300 students in grades 6–8. The school is located near the Texas/Mexico border. Almost all of the school's students (98%) are Hispanic, and 90% are economically disadvantaged. This school is part of the ITL grant program and was awarded funds in August 2004. The school chose AVID as its CSR model. AVID is a targeted model that is not aligned with all 11 CSR components.

School 2 is located in a large urban district and serves over 450 students in grades preK–5. Almost all students (91%) are Hispanic, and 95% are economically disadvantaged. Fifty-seven percent are English language learners. The school is part of the ITL grant program and was awarded funds in August 2004. Through an earlier federal grant in 2000, the school adopted the comprehensive Co-nect model and used the CSR grant to continue it.

School 3 is a high school in a large urban district. It serves about 1,400 students in grades 9–12. Sixty-nine percent are Hispanic, 19% are African American, and 10% are White. Sixty-two percent are economically disadvantaged. The school is part of the THSI grant program and was awarded grant funds in January 2005. The school adopted the International Center for Leadership in Education's (ICLE) Rigor/Relevance Framework as its primary CSR model. AVID was the secondary model, and Cooperative Discipline was the tertiary model included in reform efforts.

School 4 is a 4-year-old elementary campus located in a growing central Texas district and serves over 850 students in grades K–5. About two thirds of the students are Hispanic (65%), and 29% are White. Over half (55%) are economically disadvantaged, and 25% are English language learners. The school offers a dual-language immersion program and has become a cluster site for many bilingual children in the area. The school is part of the ITL grant program and was awarded funds in August 2004. This school chose a non-traditional model that did not meet all 11 CSR components. Accelerated Learning focuses on brain-based learning research and language-learning techniques.

## *Schools With Middle-Level Implementation*

School 5 is the only charter school in the case study group. It is located in a major metropolitan area and targets at-risk youth. Student enrollment in grades 9–12 is approximately

[11] http://www.nwrel.org/scpd/catalog/about/Rubric2003.pdf

142. Fifty-four percent of students are African American, 37% are Hispanic, and 8% are White. Ninety-two percent are economically disadvantaged. Student mobility is extremely high at 78%. Teacher turnover is also a challenge. The school is part of the ITL grant program and was awarded grant funds in August 2004. The school adopted the comprehensive Accelerated Schools model.

School 6 is a middle school located in a large urban district, serving approximately 1,400 students in grades 7–8. Of those students, 72% are Hispanic, and 26% are African American; 86% are economically disadvantaged. The school is part of the ITL grant program and was awarded grant funds in August 2004. The school adopted AVID as its school reform model. Again, this is a targeted program that does not meet all 11 CSR components.

School 7 is a large high school in a large urban district. It serves about 2,400 students in grades 9–12. Sixty-one percent are African American, and 38% are Hispanic. Eighty percent are economically disadvantaged. The school is part of the THSI grant program and was awarded grant funds in January 2005. The school chose the Princeton Review program as its school reform model. This program was not designed to be a CSR model and is not aligned with all 11 components.

## *Schools With Low-Level Implementation*

School 8 is located in a large urban district and serves approximately 1,800 students, 95% of whom are Hispanic. Ninety-two percent of the students are economically disadvantaged. The school is part of the THSI grant program and was awarded grant funds in January 2005. The school adopted High Schools That Work (HSTW) as its CSR model. HSTW is considered to be aligned with the 11 CSR components.

School 9 is a high school serving approximately 500 students in a small community. A little over half (52%) of the student population is Hispanic, and 39% are White. About half (46%) of the student population is economically disadvantaged. The school is part of the THSI grant program and was awarded grant funds in January 2005. The school adopted Accelerated Schools as its CSR model.

School 10 is a small high school located near the Texas/Mexico border in a coastal community. The school serves students in grades 9–12 with an approximate enrollment of 700 students. The majority of students are Hispanic (84%). Eighty-three percent of the students are classified as economically disadvantaged. The school is part of the THSI grant program and was awarded funds in January 2005. The school adopted Co-nect as its CSR model.

It should be noted that three of the four schools classified in the high-level implementation category were elementary schools or middle schools. The other school was a large urban high school. In each case, the schools made an intentional effort to maximize opportunities. Schools in the middle-level implementation category ranged from a small charter high school to a large urban high school. These schools balanced CSR implementation with various challenges. All schools rated in the low-level implementation category were high school campuses that faced challenging issues such as administrative turnover or safety concerns.

# Chapter 2

## School 1

### High-Level Implementation

*Grade Level: Middle School*
*CSR Model: Advancement Via Individual Determination (AVID)*
*Grant Type: Improving Teaching and Learning (ITL)*
*Award Date: August 2004*

***Evaluators visited the school in spring 2006 during the second year of grant implementation and again in spring 2007, the third and final year of grant implementation.***

## I. Local Context

School 1 serves approximately 1,370 students in Grades 6–8 and is located near the Mexican border in South Texas. The majority of students are Hispanic (98%). Ninety percent of the student population is economically disadvantaged. (See Table 2.1 for more demographic information.)

School community members reported that the student population generally came from low-income households or "barrios," and academic achievement and college attendance were not high priorities for some families. Teachers reported that the school had not fostered high expectations of the students, and students did not believe they were "college material."

School 1 received Acceptable accountability ratings for the school years 2003–04 through 2005–06 (Table 2.2). Performance for all students stayed mostly stable in writing and social studies over the same three-year period. Performance for all students improved for all grades tested between 2003–04 and 2004–05 then leveled off in 2005–06. The same pattern held for all students for reading, mathematics, and social studies. Writing scores held fairly constant over all three years. Limited English Proficient (LEP) students improved performance in all grades tested, writing, and social studies, though lower percentages of LEP students met standards when compared to all students, and only 14% were passing overall by 2005–06. LEP students improved in reading between 2003–04 and 2004–05 and then decreased slightly in 2005–06. Mathematics scores for LEP students decreased slightly and then increased slightly over the three-year period.

Additional programs at the school during grant implementation included a federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant through the University of Texas-Pan American.

**Table 2.1. Demographic Profile, 2005–06**

| Total Students | African American | Hispanic | White | Other | Economically Disadvantaged | Mobility (2004–05) | Limited English Proficient |
|---|---|---|---|---|---|---|---|
| 1,370 | 0% | 98% | 1% | 1% | 90% | 21% | 21% |

*Source.* Texas Education Agency, Academic Excellence Indicator System (AEIS)

**Table 2.2. Accountability and TAKS Performance History**

| Year | Campus Rating | Student Group | TAKS Met Standard All Grades Tested (All Tests) | Reading | Math | Writing (Grade 7) | Social Studies |
|---|---|---|---|---|---|---|---|
| 2003–04 | Academically Acceptable | All students | 38% | 67% | 43% | 88% | 84% |
| | | LEP* | 9% | 17% | 22% | 35% | 50% |
| 2004–05 | Academically Acceptable | All students | 53% | 75% | 56% | 87% | 87% |
| | | LEP* | 12% | 31% | 19% | 54% | 67% |
| 2005–06 | Academically Acceptable | All students | 53% | 76% | 58% | 89% | 89% |
| | | LEP* | 14% | 27% | 22% | 56% | 67% |

*LEP students were specifically targeted in the grantee's reform efforts.
*Source.* Texas Education Agency, AEIS
TAKS = Texas Assessment of Knowledge and Skills

## II. Model Adoption and Implementation

### *Selection Process*

School 1 was awarded an Improving Teaching and Learning/Texas Title I Comprehensive School Reform grant (ITL/CSR) in August 2004 to implement the Advancement Via Individual Determination (AVID) model. (See Table 2.3 for more information about AVID.) Though a staff vote did not take place, a school team of five staff members visited other schools in the district with similar demographics that were using AVID and then promoted the program to the rest of the faculty and staff.

### *Implementation*

By spring 2006, School 1 had implemented the following activities:

- Established an AVID site team of academic department heads
- Attended 2004 AVID Summer Institute (site team and principal)
- Provided school-wide redelivery of AVID
- Hired a CSR AVID coordinator in January 2005
- Offered the AVID elective course to approximately 75 at-risk students in Grades 7–8
- Established a comprehensive AVID orientation program
- Acquired a substantial AVID resource library and materials for staff and students
- Developed criteria and a checklist for identifying students eligible for participation in the elective course
- Hosted speakers and field trips to colleges and universities
- Instituted a comprehensive monitoring

**Table 2.3. AVID Model Design**

***Background***
Since 1980, the Advancement Via Individual Determination (AVID) program has been implemented in more than 2,200 middle schools and high schools in 36 states and 15 countries worldwide serving an estimated 30,000 students. AVID is aimed at those students who attend school regularly but get "C" grades in courses that are not rigorous.

***Key Strategies and Features***
- Rigorous and relevant curriculum
- Socratic method
- Note-taking skills
- Subject-specific study groups
- Writing to learn
- Test-taking skills

***Key Components***
- AVID academic elective class is offered for one period per day.
- An AVID teacher or "coach" helps students organize their time in school, provides tutoring for in-class assignments, and monitors student progress and school activity.
- An AVID site team is composed of teachers in academic departments, counselors, and administrators. The team visits "demonstration schools" to see programs in operation and extend the model throughout the school.
- Extracurricular activities, such as cultural and career events, are available.
- College awareness and orientation with financial planning activities are offered to parents and students.

*Source.* AVID website, http://www.avidonline.org/

system including student self-assessment, item analysis from achievement tests (TAKS and benchmarks), and external evaluation from the Center for Applied Research in Education.

By spring 2007, implementation activities included the following:

- Continued to offer the AVID elective course to at-risk students in Grades 7–8 with slight expansion in enrollment
- Mandated the implementation of AVID strategies campus wide
- Issued AVID binders to all students
- Offered ongoing program of in-house AVID "refreshers" to all staff
- Added monitoring components

## *Factors Impacting CSR Implementation*

The Comprehensive School Reform Teacher Questionnaire (CSRTQ), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school change across five constructs. The results from the survey are examined to determine factors impacting CSR implementation. In 2006, 64 out of 122 professional staff members responded to the survey for a response rate of 52%. In 2007, 64 out of 128 professional staff members responded to the survey for a response rate of 50%. (Spring 2006 and spring 2007 school-level responses to individual items making up each construct can be found in Appendix C.) Figure 2.1 reports means with confidence intervals to show the range of values within

which the true mean is likely to fall. Survey results for all five constructs are discussed in turn in the coming sections.

## School Capacity

### Materials

By spring 2006, School 1 purchased a variety of AVID support materials for students and teachers and software for computers, including the following:

- AVID binders for all students in AVID electives
- AVID library for professional staff, including AVID manuals and Cornell Note-Taking system samples for the students
- Laptop computers for check-out by teachers and students

By spring 2007, the school had purchased AVID binders for all students in the school. Staff noted that all other necessary materials were in place by the second year of the grant program.

### Staffing and Planning Time

By spring 2006, School 1 had taken several steps to build capacity to support AVID implementation. The school had provided ongoing AVID training for all staff, hired four AVID tutors, and hired an AVID coordinator who was also assigned as the AVID course teacher. At the time, staff indicated the need for additional staffing to implement AVID because of the significant administrative duties of the coordinator during the early years of the grant.

***The school had provided ongoing AVID training for all staff, hired four AVID tutors, and hired an AVID coordinator who was also assigned as the AVID course teacher.***

By spring 2007, additional staff planning time had been implemented including one day every six weeks to plan and prepare hands-on activities, and more frequent departmental meetings.

### Fiscal Resources to Support Staff, Materials, and Technical Assistance

By spring 2006, CSR grant funds had been used to support the purchase of AVID materials and laptops and to pay salaries for tutors and the CSR coordinator. The district supported the AVID training for the site team, and the school also found campus and district sources of funding to support motivational speakers and student field trips to local colleges. In addition, according to the CSR coordinator, GEAR UP funds covered some of the AVID training costs.

By spring 2007, with the decrease in funds in the final year of the grant, School 1 took steps to supplement fiscal resources to support the program from a variety of sources:

- Continued to supplement program activities with school and district funds
- Supported AVID elective activities for eighth-grade students through GEAR UP and seventh-grade activities with local funds
- Supplemented salary support for the AVID coordinator's position with Title I funds

Survey data from spring 2006 indicated an overall Capacity mean rating of 3.78 (standard error [SE] = .08) on a 5-point scale compared to the spring 2007 overall Capacity mean rating of 3.21 (SE = .21). Additionally,

both means were higher than the national average for secondary schools of 3.17. (See Figure 2.1 for means of all survey constructs.)

## External Support

### External Professional Development

By spring 2006, site visit data indicated that School 1 did not have a well-defined relationship with the AVID Technical Assistance Provider (TAP). The coordinator said, "We have had to work on many things alone." TAP survey data from 2006 indicated little contact with teachers at the site, with 35 reported hours of technical assistance over the first two years of grant implementation.

By spring 2007, involvement with the AVID TAP included the following:

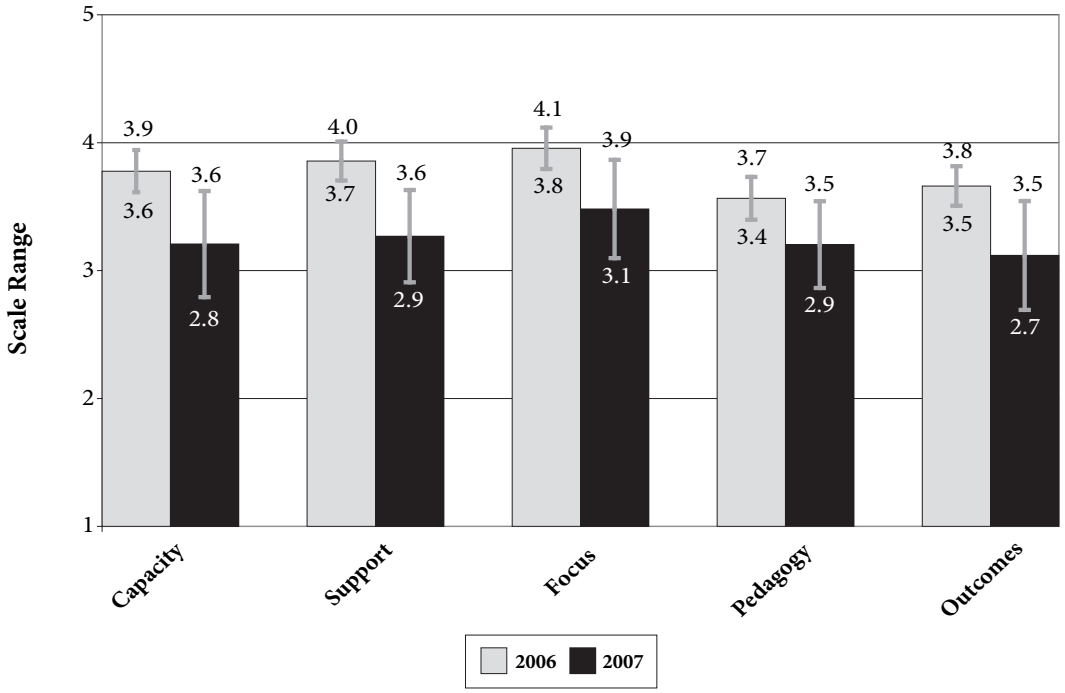
- Participation in AVID summer institute training
- Site visits and email communication
- New faculty participation in AVID institutes

By spring 2006, the TAP reported being the original TAP and providing 35 hours of technical assistance by July 31, 2006. The TAP did not fill out a survey in spring 2007.

### Integrated District Assistance

The district had a consistent record of supporting AVID at multiple schools in the district and encouraged School 1 to implement the model for its CSR grant. Over the course of the grant, the district increasingly supported AVID training and other program implementation. School 1 staff reported that there was a clear message of the district's support for the program.

**Figure 2.1. Change in Construct Means 2006 to 2007**




*Source.* 2006 and 2007 Comprehensive School Reform Teacher Questionnaire

Considering spring 2006 survey results, the overall Support mean rating for School 1 was 3.86 (SE = .08) compared to the spring 2007 overall Support mean rating of 3.27 (SE = .18). Though higher than the national average for secondary schools of 3.40 in the spring of 2006, by the spring of 2007, School 1's score (3.27) dropped below average (3.40). (See Figure 2.1 for means of all survey constructs.)

## Internal Focus

### *Staff Buy-In and Support*

By spring 2006, after some misunderstandings about AVID among staff and reluctance to use AVID strategies, staff support increased due to the fact that staff could see the effectiveness of using AVID strategies with their students. The principal thought that the AVID strategies helped teachers themselves become more organized. Teachers also responded to the high level of support from the administration. One teacher said administrators were "very supportive. They provide everything, and they answer every question."

By spring 2007, with the campus-wide extension of the program to include all teachers and ongoing AVID professional development, teacher support continued to increase. All staff were knowledgeable about the AVID program, and staff reported more teachers were regularly applying the AVID techniques in their classrooms.

### *Alignment and Integration With Existing Programs*

Over the course of the grant, School 1 had several additional programs geared towards increasing test scores and preparing students for success in high school and college. Most closely aligned with the AVID program was a GEAR UP grant administered through the University of Texas-Pan American.

### *Monitoring*

By spring 2006, School 1 had implemented multiple approaches for monitoring CSR implementation:

- Regular review of progress on goals, objectives, and activities in its CSR grant application
- Use of an AVID-specific evaluation tool
- Examination of TAKS and six-weeks benchmark data
- Teacher communication about individual student progress
- Student self-monitoring

By spring 2007, additional monitoring activities included student binder checks every six weeks and submission of student Cornell Notes and "learning logs" to the AVID coordinator. Staff reported that teachers prepared their own benchmarks to help them assess student progress.

The overall Focus mean rating from spring 2006 was 3.96 (SE = .08) compared to the spring 2007 overall Focus mean rating of 3.48 (SE = .19). The spring 2006 mean (3.96) and the spring 2007 mean (3.48) remained higher than the national average of 3.36 for secondary schools. (See Figure 2.1 for means of all survey constructs.)

## Pedagogical Change

By spring 2006, teachers reported that lessons were more rigorous and effective, and a wider array of instructional strategies and assessments were used, including an increase in interdisciplinary approaches.

Classroom observation data from the first site visit indicated that students were attentive, well-behaved, and engaged in their work, participation was high, and individual

seatwork was rarely observed. Teachers in all classrooms maintained an academic focus, took time to explain concepts, and tried to make abstract concepts more practical and easier for students to grasp. Evaluators also observed teachers using higher level questioning strategies and the Cornell Note-Taking system in classrooms.

By spring 2007, classroom observations indicated that, overall, a positive, orderly learning environment was the norm at the school. While teacher lectures were the primary instructional strategy used, teachers focused on making sure students fully grasped concepts before moving on to new topics. Team teaching and higher level questioning strategies were used, though cooperative learning and interdisciplinary teaching were not. Again, AVID strategies were observed in classroom teaching. Students reported the use of Socratic seminars not only in AVID but in other classes. Some also reported teachers employed group work and hands-on learning in reading and science classes, though these strategies were not observed during the site visit.

Results from the spring 2006 survey administration show an overall Pedagogy mean rating of 3.57 (SE = .08) compared to the spring 2007 overall Pedagogy mean rating of 3.20 (SE = .17). Both means remained higher than the national average for secondary schools of 3.07. (See Figure 2.1 for means of all survey constructs.)

## Restructuring Outcomes

### Student Impacts

*Achievement.* By spring 2006, staff attributed improvement in grades to AVID.

By spring 2007, improvements were also noted in students' organizational and test-taking skills, understanding of academic material, writing skills, attendance, and conduct. A teacher noted a difference between AVID students and "regular" students: "The AVID student wants to achieve at a higher goal, so to speak. The regular student just has to pass, whereas the AVID student forces himself to do better."

***Staff noted that AVID classes had also helped diverse types of learners, especially English language learners.***

*Academic engagement.* By spring 2006, staff reported the following student impacts due to the use of AVID strategies like the Cornell Note-Taking system:

- Improved organization and academic engagement
- Greater responsibility for learning
- Enhanced motivation and interest

Staff noted that AVID classes had also helped diverse types of learners, especially English language learners. Higher expectations for students throughout the school was also noted.

By spring 2007 staff reported that students participating directly in AVID were more familiar with and committed to AVID, more apt to meet program expectations, and less inclined to quit when a course got difficult because they knew help was available through tutoring and teacher support.

Across the campus, staff said that using AVID strategies, such as Cornell Notes and the Writing, Inquiry, Collaboration, Reading (WICR) program, had helped teachers and students identify areas of need, and the use of different methods to teach different concepts had helped all students, including special needs students.

*Affective impacts.* By spring 2006, staff said a group identity had been created among students who participated in the AVID classes, which improved confidence and self-esteem. "[AVID] has given them a sense of belonging and the confidence to approach teachers with questions that they once would have not been able to ask because of shyness."

By spring 2007, teachers again reported changes in attitudes and increased self-confidence for students participating in the AVID program. Staff comments seemed restricted to these particular students.

*Future orientation.* By spring 2006, staff reported an increased awareness and a focus on college going for both students in the AVID elective and their parents.

By spring 2007, staff said AVID students were more aware of what they needed to do to be successful in high school and in college. Staff attributed increased student focus on long-term goals on AVID, college visits, and volunteering in the community.

### *Staff Impacts*

Over the course of grant implementation, the most commonly cited impact on staff was the development of a more collaborative professional community focused on student needs: "We have always planned together . . . but now we really have to plan more effectively to make sure we all do the same thing. We are all covering the objectives. We are connecting with each other." AVID had also provided teachers with different strategies for reaching students, thus improving their effectiveness. Staff attitudes towards students had also improved.

***Over the course of grant implementation, the most commonly cited impact on staff was the development of a more collaborative professional community focused on student needs.***

### *Parental Involvement*

By spring 2006, parent outreach activities had been focused on parents of students participating in the AVID elective. Data indicated that other parents were not becoming involved.

By spring 2007, a meeting for parents of AVID students was described as being well attended. Parent participation and information dissemination about AVID was conducted through the GEAR UP program, but no specific activities targeting all parents were mentioned.

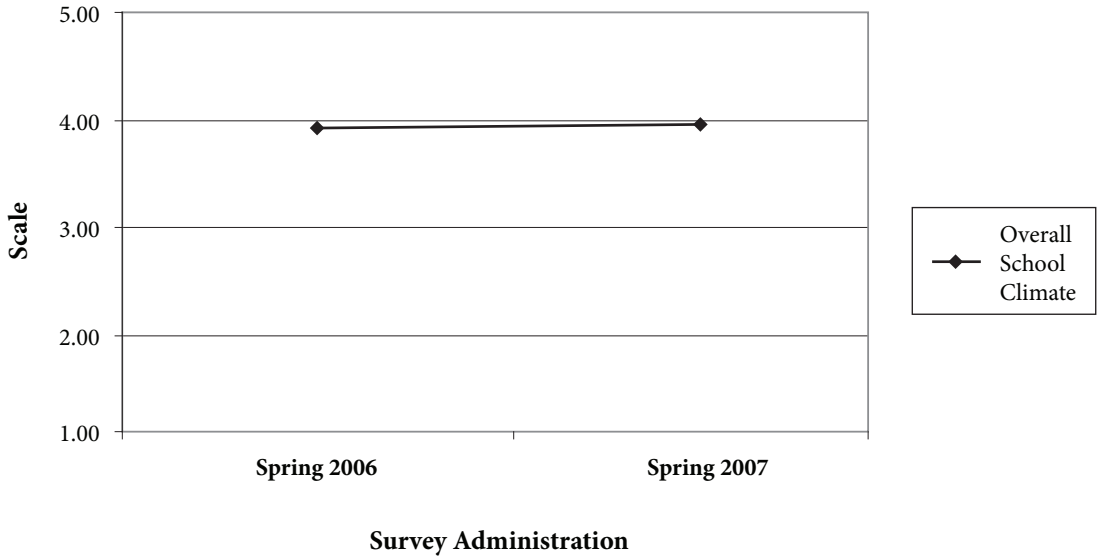
Survey data from spring 2006 indicated an overall Outcomes mean rating of 3.66 (SE = .08) compared to the spring 2007 overall Outcomes mean rating of 3.12 (SE = .21). The spring 2006 mean (3.66) and the spring 2007 mean (3.12) were above the national average for secondary schools of 3.10. (See Figure 2.1 for means of all survey constructs.)

## III. Implementation Summary

### *Key Points*

School 1 piloted AVID as an elective course in Grades 7–8 with a small number of students with plans to extend the model to the broader school population. By the second year of grant implementation, all teachers had been trained in AVID strategies, and the principal had arranged for ongoing professional development opportunities. A process for orienting new staff into the program was initiated. In the final year of the grant, participation in the AVID elective in Grades 7–8 increased

**Figure 2.2. Change in Overall School Climate Means 2006 to 2007**




*Source.* 2006 and 2007 Staff Survey Administration

somewhat, but the primary development was the extended use of the program strategies with all students. The use of AVID as a campus-wide reform was institutionalized with the issuance of AVID binders to all students to assist with note taking and organizational skills and a directive from the principal that staff incorporate AVID principles in all classrooms for all students at all grade levels. Staff reported almost universal acceptance of the reform strategies, describing themselves as "AVIDized." Systematic monitoring by teachers and by the CSR coordinator was also implemented to review teacher and student use of the AVID recommended strategies. Over the course of the grant, the school and district increasingly supported program implementation with supplemental funding, training, and integration of resources.

## *Implementation Indicators*

In order to accurately describe the overall level of implementation of CSR efforts, several indicators were considered, including a School Climate Inventory, progress reports from grantees, and TAP survey assessments of implementation. Information from each indicator is described below.

### *School Climate Inventory*

One way to tap the success of CSR implementation indirectly is to measure school climate. The School Climate Inventory (SCI), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school climate across seven dimensions logically and empirically associated with effective school climates. (See Appendix B for scale description.) SCI data from spring 2006 indicated an overall mean rating of 3.92 on a 5-point scale compared to the spring 2007 overall mean rating of 3.95. The spring 2007 mean of 3.95 was higher than the national average for secondary schools of 3.73. (See Figure 2.2 for more information on SCI data.)

### Progress Reports

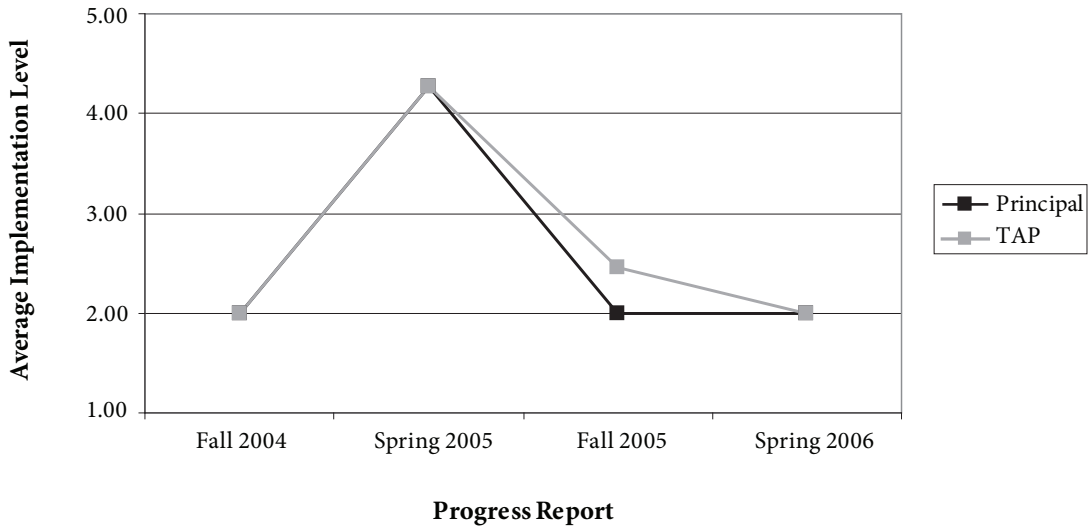
Regular progress reports were required by TEA as part of grant compliance. Progress reports documented a variety of indicators of implementation aligned with the 11 CSR components. School 1 completed four out of four required progress reports. Progress report responses were averaged across all sections resulting in an average implementation score of 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. School 1 self-reported an initial average implementation score of 2.00 and a final average implementation score of 2.00. However, spring 2005 reports indicated a spike in self-assessed implementation that may be associated with the timing of the grant cycle. During this period, there was momentum from start-up activities as well as the expectation of full funding for the duration of the grant. The decrease in implementation scores across the next two reporting periods may be associated with the reduction in funding and ending of the grant cycle. (See Figure 2.3 for more information on school-reported implementation level.)

For ITL grants, TAPs were also asked to complete implementation assessments for sites at intervals during the grant period in grantee progress reports. The TAP, like the school, reported an increase in grant activity in the earlier stages of the grant that then waned. The TAP's assessment of School 1, which mirrored the principal's ratings, provided an average score of 2.00 for the initial period evaluated, followed by a spike in implementation rating, then a decline, and finally a leveling off, resulting in an average score of 2.00 for the final period evaluated.

### TAP Survey

All TAPs were asked to provide an assessment of grantee implementation level in TAP surveys, which were administered in spring 2006 and spring 2007. Survey responses were based on a 5-point scale: 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. The first TAP assessment of School 1's implementation level was 3.91, suggesting the school was "Implementing" CSR grant requirements to some extent on the campus but was not yet at the institution-

**Figure 2.3. School-Reported Implementation Level**




*Source.* CSR grantee progress reports

alization stage. This rating is considerably higher than the rating provided by the TAP during the same period for the progress report. The TAP for School 1 did not fill out the spring 2007 survey.

Progress report data indicated agreement between the school and TAP on periodic assessments of implementation. However, the results from the one TAP survey that was completed conflict with progress report data.

## *Assessment of Implementation Level*

With an instrument designed to assess the strength of CSR implementation based on the 11 CSR components, the evaluators used all data points to assess implementation level at two different times in the grant period—in spring 2006 and in spring 2007. In the first assessment, School 1 received a score of 38 out of a possible 51 points, reflecting a high level of implementation. In the second assessment, School 1 received a score of 40, again indicating a high level of implementation and that the campus had progressed in its CSR efforts.

## *Sustainability*

### *Barriers*

School 1 encountered few barriers to CSR implementation. One reason for this could be because of the school's implementation plan of piloting the program with a small number of teachers and students to prove the value of the program before expanding to include more teachers and students. Barriers cited at site visits included the following.

- Ongoing financial needs associated with providing some of the AVID specific tools school wide, such as student program binders

### *Facilitators*

CSR implementation at School 1 benefited from a range of facilitators cited by staff over the course of the data collection period.

- High levels of administrator and teacher commitment to the goals of the program
- Substantive training program resulting in consistent teacher understanding and use of the model strategies and tools
- Strong staffing to support AVID implementation
- Clear messages about long-term school and district support for the program
- Integration with ongoing programs, such as GEAR UP
- Alignment of model with student needs

School 1 was rated as a high-level implementing school in spring 2006. In spring 2007, the school also was rated high-level implementing. Between the spring 2006 and spring 2007 site visits, the school progressed in CSR implementation. While survey data appeared to indicate means decreased across constructs, comparing confidence intervals suggested that the means may not have meaningfully decreased. School 1 successfully implemented an approach that communicated a clear, simple message—that the school's goal was to prepare its students, a group underrepresented in higher education, for college. School 1 chose a model designed toward this end

***According to one staff member, "AVID is for a certain group of kids, but all the strategies are being used for all the students…everybody does WICR, everybody does Cornell, everybody has a binder, everybody does the learning logs, everybody has to do the summaries. The elements are not reserved for two or three classes of students. All students benefit from the [AVID] elements."***

**Table 2.4. Implementation and Sustainability Assessment**

| Mid-Term Implementation Level | Final Implementation Level | Progress Assessment | Sustainability Assessment |
|---|---|---|---|
| High | High | Progressed | Likely to maintain formal strategies |

and effectively expanded it school wide with efficient use of funds and strong district support. Data indicated that School 1 was highly likely to continue formal strategies associated with its CSR efforts. According to one staff member, "AVID is for a certain group of kids, but all the strategies are being used for all the students…everybody does WICR, everybody does Cornell, everybody has a binder, everybody does the learning logs, everybody has to do the summaries. The elements are not reserved for two or three classes of students. All students benefit from the [AVID] elements." (See Table 2.4 for more information on implementation and sustainability assessments.)

# Chapter 3

## School 2

### High-Level Implementation

*Grade Level: Elementary School*
*CSR Model: Co-nect*
*Grant Type: Improving Teaching and Learning (ITL)*
*Award Date: August 2004*

***Evaluators visited the school in spring 2006 during the second year of grant implementation and again in spring 2007, the third and final year of grant implementation.***

## I. Local Context

School 2 serves 460 students in Grades PK–5 and is located in the northwest corner of a large urban city. The majority of students are Hispanic (91%) with White students composing the second largest ethnic group (5%). An overwhelming majority of the students are economically disadvantaged (95%). (See Table 3.1 for more demographic information.)

In 2003, students and teachers from another elementary school in the district were transferred to School 2 due to declining enrollment at both schools. Staff said that enrollment at the school continued to decline because of replacement of lower cost housing in the neighborhood with more expensive homes. One staff member said, "The families moving into those homes have fewer students and don't want to send their students to 'a plain vanilla public school.'" Because of the merge, some teachers had two grade levels in combined classrooms.

The principal described School 2 as having a low enough enrollment for the school to provide a feeling of community: "All of the teachers care about the students…and everyone matters." Parents confirmed that the school provided a good environment.

School 2 received Acceptable accountability ratings for the school years 2003–04 and 2004–05. The school was rated Unacceptable for the 2005–06 school year. Performance for all students for all grades tested, reading, and mathematics remained stable between 2003–04 and 2004–05 but improved in 2005–06. Performance for all students improved between 2003–04 and 2004–05 then remained stable in 2005–06. Science performance for all students decreased in 2004–05 and then increased in 2005–06. (See Table 3.2 for more accountability information.)

**Table 3.1. Demographic Profile, 2005–06**

| Total Students | African American | Hispanic | White | Other | Economically Disadvantaged | Mobility (2004–05) | Limited English Proficient |
|---|---|---|---|---|---|---|---|
| 460 | 4% | 91% | 5% | 0% | 95% | 20% | 57% |

*Source.* Texas Education Agency, Academic Excellence Indicator System (AEIS)

**Table 3.2. Accountability and TAKS Performance History**

| Year | Campus Rating | TAKS Met Standard All Grades Tested (All Tests) | Reading | Mathematics | Writing | Science |
|---|---|---|---|---|---|---|
| 2003–04 | Academically Acceptable | 40% | 70% | 64% | 56% | 38% |
| 2004–05 | Academically Acceptable | 42% | 70% | 61% | 75% | 32% |
| 2005–06 | Academically Unacceptable | 60% | 79% | 81% | 74% | 37% |

*Source.* Texas Education Agency, AEIS
TAKS = Texas Assessment of Knowledge and Skills

The school operated several other programs during the period of the grant:

- Reading First
- Accelerated Reading Initiative
- Accelerated Mathematics Initiative

## II. Model Adoption And Implementation

### *Selection Process*

School 2 was awarded an Improving Teaching and Learning/Title I Comprehensive School Reform grant program (ITL/CSR) in August 2004 to implement the Co-nect model. (See Table 3.3 for more information about Co-nect.) Prior to the grant award, School 2 had a long history with the model and the use of project-based learning, a core Co-nect instructional strategy. In fall 2000, School 2 had partially implemented Co-nect through a district Title VII (Bilingual Education) grant focused on technology and oral language proficiency for English language learners. In fall 2003, School 2 was chosen as a Co-nect National Visitation School. The only person interviewed, a teacher with 11 years of experience at the school, discussed how the program was originally selected for School 2. She said she was part of the site-based decision-making committee and the Co-nect Design Team, and that "we all sort of voted for it."

### *Implementation*

Because the program has been in the school for so long, much of the information about the early implementation is limited. By spring 2006, data indicated the school had conducted the following activities:

- Co-nect academy attended by principal
- School appointed a CSR Coordinator
- Ongoing training provided by the Co-nect Technical Assistance Provider (TAP)
- Group instructional meetings provided by the TAP
- Co-nect introduction provided to new teachers
- Requirements established for teacher use of project-based learning units
  - Lower-grade teachers complete one project per month
  - Upper-grade teachers complete one project per semester

By spring 2007, data indicated the school had conducted the following activities:

**Table 3.3. Co-nect Model Design**

***Background***
Founded by the Educational Technologies Group at BBN Corporation and recently acquired by Pearson Publishing Corporation, the Co-nect model began in 1992. Co-nect is a K–12, school-wide program in over 175 schools. Of the students at these schools, 75% are of color and 62% qualify for free/reduced lunch. The focus of Co-nect is to improve the quality of teaching and learning in schools through the collection and analysis of data. Teams of teachers work with Co-nect facilitators to design instruction that is rigorous, project-based, and aligned with state and local standards.

***Key Strategies and Features***
- Individual support for teachers and administrators to develop a course of action that is specific to each school
- Local identification of the causes of and a plan to address achievement gaps
- Specialized instruction for struggling students
- Customized online and on-site training and support that includes diagnostic tools to help schools meet Adequate Yearly Progress
- Online learning modules
- A database of curriculum projects that are tied to state standards
- A library of effective, sustainable instructional techniques
- Implementation monitoring and regular progress reviews

***Key Components***
- Participating schools should be organized into small learning communities called clusters.
- A full-time facilitator is recommended, though not required.
- Awareness sessions to create staff buy-in are provided.
- Support for Co-nect adoption by at least 75% of faculty members is recommended.
- Principals receive an initial two-day training.
- All faculty members receive at least three days of training each year.

*Source.* Co-nect website, http://www.co-nect.net/

- School appointed a new coordinator (previous coordinator relocated)
- Week-long training provided for new teachers
- TAP support during project implementation provided for new teachers
- Science prioritized as content area due to TAKS performance

## *Factors Impacting CSR Implementation*

The Comprehensive School Reform Teacher Questionnaire (CSRTQ), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school change across five constructs. The results from the survey are examined to determine factors impacting CSR implementation. In 2006, 25 out of 38 professional staff members responded to the survey for a response rate of 66%. In 2007, 36 out of 38 professional staff members responded to the survey for a response rate of 95%. (Spring 2006 and spring 2007 school-level responses to individual items making up each construct can be found in Appendix C.) Figure 3.1 reports means with confidence intervals to show the range of values within which the true mean is likely to fall. Survey results for all five constructs are discussed in turn in the coming sections.

## School Capacity

### Materials

By spring 2006, the school had purchased several Co-nect instruments:

- Evidence of Quality Teaching class room observation tool
- Instructional Practices Survey of teacher perceptions
- Evidence of Quality Work student-work analysis tool
- Project development guides

Staff generally reported sufficient materials for meeting the needs of project-based learning activities required by Co-nect. Staff viewed the TAP and school librarian as helpful and proactive in preparing materials for upcoming projects.

Grant funds also were used to purchase new technology. The principal explained that the school was planning to become a "magnet program with a focus on incorporating digital technology, and that came about because of the Comprehensive School Reform [program]—it changed our way of thinking about our school." All classrooms were connected to the Internet. Staff reported that the lower grades incorporated digital cameras and videos into the thematic units. A staff member said: "[CSR] has made a huge difference in the use of technology at the school."

By spring 2007, there was evidence that some grant resources had been retargeted toward science. For example, documents indicated funds would be used to purchase student workbooks and science materials.

***A staff member said: "[CSR] has made a huge difference in the use of technology at the school."***

### Staffing and Planning Time

By spring 2006, the school had created an early release day for students each Friday providing teachers with a weekly planning session to focus on project-based learning activities, which require intensive time and planning. During the first years of the grant, this time was used for curriculum mapping and project development. This time also was balanced by the need for TAKS preparation in the spring.

By spring 2007, the time was used to ensure collaboration and alignment of the curriculum within the grades. In addition, this time was used for a staff-wide book study with the principal and the TAP focused on the question "What do effective teachers do differently?"

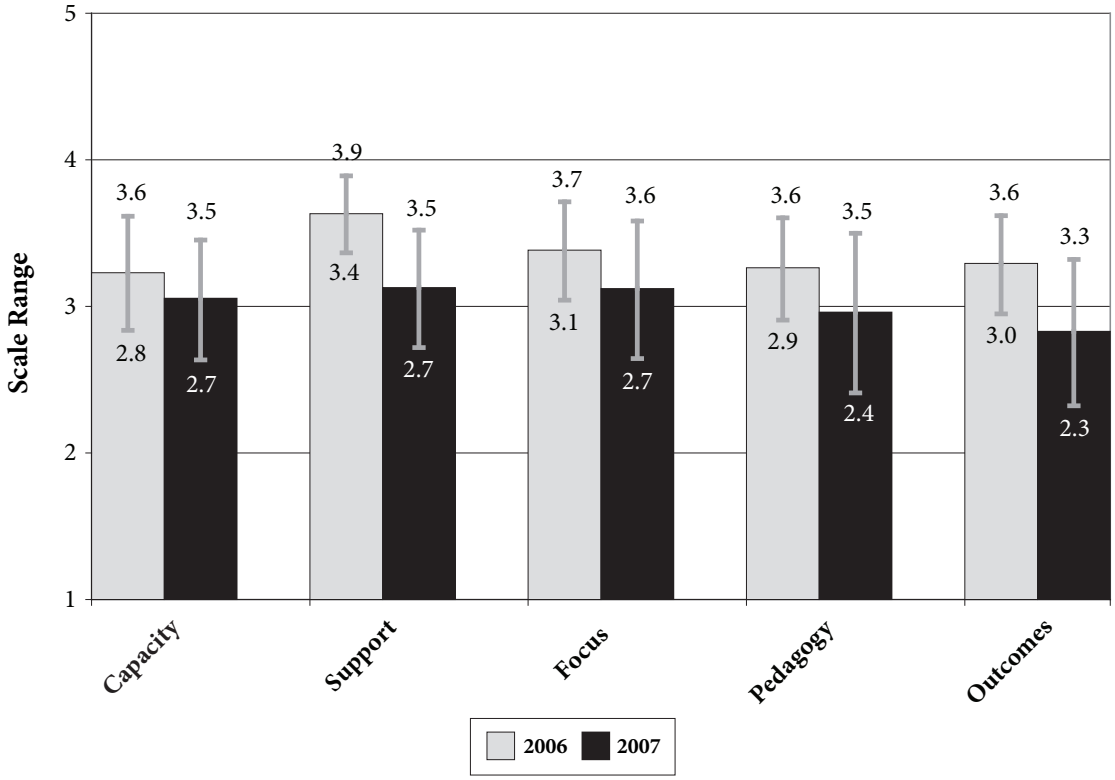
### Fiscal Resources to Support Staff, Materials, and Technical Assistance

By spring 2006, fiscal resources to support the program were a point of concern for staff. They cited the need for supplemental support for project-based learning such as field trips or summer stipends for teachers to develop projects before the school year began.

By 2007, because of the reduction in CSR funding, the TAP was only contracted for six days of support during the 2006–07 school year. Due to the focus on science, the district provided funding to support a new laboratory and lab assistants. The district also provided Campus Online, software that compiles results of benchmark assessments by scanning answer documents into a database, though teachers indicated limited use.

Considering spring 2006 survey results, the overall Capacity mean rating for School 2 was 3.23 (standard error [SE] = .19) on a 5-point scale compared to the spring 2007

**Figure 3.1. Change in Construct Means 2006 to 2007**




*Source.* 2006 and 2007 Comprehensive School Reform Teacher Questionnaire

overall Capacity mean rating of 3.06 (SE = .20). Both means were lower than the national average for elementary schools of 3.50. (See Figure 3.1 for means of all survey constructs.)

## External Support

### External Professional Development

By spring 2006, data indicated the following services from the Co-nect TAP:

- Whole-school overview of the program
- Smaller content-focused sessions
- Curriculum alignment with TEKS
- Feedback on project-based learning unit development during 2005–06

By spring 2007, information from the 2006–07 site visit suggested that the staff needed less training. The TAP's role was one of support, providing assistance as the staff focused on collaboration and continued curriculum alignment.

Over the course of grant implementation, the TAP reported being the original TAP and providing 364 hours of technical assistance.

### Integrated District Assistance

By spring 2006, staff reported that district assistance for CSR was limited to paperwork, grant applications, and submissions of required progress reports.

***By spring 2007, information from the 2006–07 site visit suggested that the staff needed less training. The TAP's role was one of support, providing assistance as the staff focused on collaboration and continued curriculum alignment.***

By spring 2007, the district provided additional support for science. The district also implemented a district-wide curriculum alignment Internet tool; though due to previous work with the TAP, School 2 was "ahead of the curve" on curriculum alignment according to the principal.

Results from the spring 2006 survey administration show an overall Support mean rating of 3.63 (SE = .13) compared to the spring 2007 overall Support mean rating of 3.13 (SE = .19). Both means were lower than the national average for elementary schools of 3.81. (See Figure 3.1 for means of all survey constructs.)

## Internal Focus

### *Staff Buy-In and Support*

Over the course of the grant, staff believed it had widespread buy-in. Co-nect had been in operation on the campus for many years, and the vision of the principal and staff in the past led to conducting project-based learning school-wide and seeking funding to continue those efforts. Project-based learning was described as a part of the school culture. New teachers were screened on their familiarity with project-based learning during the hiring process.

While support varied by grade level, every teacher in every grade level participated. Generally, support for the program was strongest in the lower grades because teachers in the upper grades balanced implementing project-based learning with "pressure" for more traditional TAKS preparation. However, progress reports to TEA from both the principal and TAP indicated staff support to be an area needing improvement.

### *Alignment and Integration With Existing Programs*

Over the course of the grant, staff did not indicate having or needing an intentional process for aligning the different programs they implemented. They also did not express confusion or frustration about having multiple programs operating at one time and were very conversant about project-based learning as the primary instructional strategy at the school.

### *Monitoring*

By spring 2006, staff viewed the principal and CSR coordinator as primarily responsible for monitoring the overall program. Staff reported systematic review of data, identified areas of need, targeted objectives, and monitored student progress. Teachers described these activities as "very time intensive but worth the effort." Teachers also used a variety of strategies for monitoring projects:

- Completion of project-based learning worksheets demonstrating the TEKS met
- Teacher peer review of major projects using the Evidence of Quality Teaching tool
- Student "Demonstration of Learning" presentations for parents
- Teacher review of projects completed with the TAP

By spring 2007, because of the 2006 Unacceptable accountability rating, all projects were science focused. District monitoring to

ensure that "specific objectives are taught at specific times" had impacted project-based learning implementation.

Survey data from spring 2006 indicated an overall Focus mean rating of 3.38 (SE = .16) compared to the spring 2007 overall Focus mean rating of 3.12 (SE = .23). Both means were lower than the national average for elementary schools of 3.76. (See Figure 3.1 for means of all survey constructs.)

### Pedagogical Change

By spring 2006, School 2 had made a focused effort to align teaching strategies with the Co-nect model specifications and increased the required number of projects per grade level. Lower-grade teachers implemented one project a month while upper-grade teachers implemented one per semester. Other changes cited by the principal included the following:

- Varied student seating arrangements
- Teachers moving around the classroom
- Varied instructional strategies
- More collaboration among teachers to plan and assess instructional practices

By spring 2007, staff reported the following changes in classroom instruction:

- Display of projects in classrooms
- Science emphasis across the curriculum

Over the course of grant implementation, the reported emphasis on project-based learning was not as evident during classroom observations conducted at either site visit. This could be due to the fact that site visits were conducted at a time when teachers reported shifting focus to TAKS preparation. Desks in all observed classrooms were arranged in groups. Generally, the instructional orientation consisted of direct instruction. Students worked independently doing seatwork. Use of technology was limited to instructional delivery. The level of academically focused time was high overall. Students in the lower grades demonstrated active engagement. Students in the upper grades were less engaged and mostly quiet.

The overall Pedagogy mean rating from spring 2006 was 3.26 (SE = .17), and the overall Pedagogy mean rating from spring 2007 was 2.96 (SE = .26). Both means were lower than the national average for elementary schools of 3.54. (See Figure 3.1 for means of all survey constructs.)

### Restructuring Outcomes

#### *Student Impacts*

*Achievement.* By spring 2006, TAKS results indicated the school had improved in all areas except writing, even though some student groups missed meeting the state's passing standard in science.

By spring 2007, staff were somewhat reluctant to attribute achievement changes to CSR efforts. Some felt that while project-based learning supported enhanced performance, emphasis on TAKS did not.

*Academic engagement.* Over the course of the grant, teachers cited a great deal of anecdotal evidence of increased student focus, enthusiasm, motivation, and retention of information. Teachers almost unanimously described improved engagement and interest in learning: "Students learn without realizing they are learning." Staff also credited fewer discipline issues and higher attendance to project-based learning.

*Affective impacts.* Again, over the course of the grant, data indicated that a number of affective outcomes were achieved through the school's reform efforts:

- Improved student relationships
- Improved compromising skills
- Growth in positive peer pressure
- Increased sense of pride

A staff member stated, "When students display their projects to their parents, they have a lot of pride. It is very powerful."

### *Staff Impacts*

By spring 2006, as a result of the merging of the two elementary schools, staff at School 2 were still "getting used to [project-based learning]." However, the principal thought that team planning and project-development activities had reduced teacher isolation.

By spring 2007, the principal said the Co-nect program "has empowered the teachers so that now I am more of a facilitator. The teachers decide what projects to do, and I make sure that they are doing them and that all project components are aligned with the curriculum objectives." Teachers indicated more collaboration and teamwork due to implementing Co-nect and project-based learning.

Some staff also stated that because of the Unacceptable accountability rating received by the school in 2006, teacher morale was lower. Other staff explained that the new district incentive pay program, which was perceived as unfairly administered, also contributed to lower morale. No one at the school was eligible for the incentive pay this year because of the school rating.

### *Parental Involvement*

By spring 2006, staff said the school could be doing more in the area of parent involvement. Parents came to school for grade reporting meetings and for project (Demonstration of Learning) nights. A core group of parents came to the school every Friday.

By spring 2007, staff said parent involvement remained about the same. However, parents said there had been an increase in the level of communication between the school and parents and attributed this to the efforts of the current principal. Parents felt they could approach the principal and their students' teachers with any issues they might have and that school staff was receptive and helpful. Parents said they felt their students were safe at the school and that they were learning.

Survey data from spring 2006 indicated an overall Outcomes mean rating of 3.29 (SE = .16) compared to the spring 2007 overall Outcomes mean rating of 2.83 (SE = .24). Both means were lower than the national average for elementary schools of 3.53. (See Figure 3.1 for means of all survey constructs.)

## III. Implementation Summary

### *Key Points*

Because of a long history with the program that pre-dated the CSR grant, Co-nect was a well-embedded program at School 2 and its core instructional approach—project-based learning—had become part of the school's culture. By spring 2006, program activities were focused and frequent and included curriculum mapping, data analysis, and regular meetings with the Co-nect TAP. By spring 2007, project implementation continued, but training activities related to Co-nect decreased and were supplied on an as-needed basis.

During both site visits, a recurring theme especially in the upper grades, was the immense time required for project-based learn-

ing in the face of testing pressures. Teachers interviewed uniformly said they really like doing project-based learning and would do more of it at the upper grades if they could: "We love doing the projects. We would do them all day, every day. The primary grades do a great job because they don't have to shift their focus to the TAKS."

## *Implementation Indicators*

In order to accurately describe the overall level of implementation of CSR efforts, several indicators were considered, including a School Climate Inventory, progress reports from grantees, and TAP survey assessments of implementation. Information from each indicator is described below.

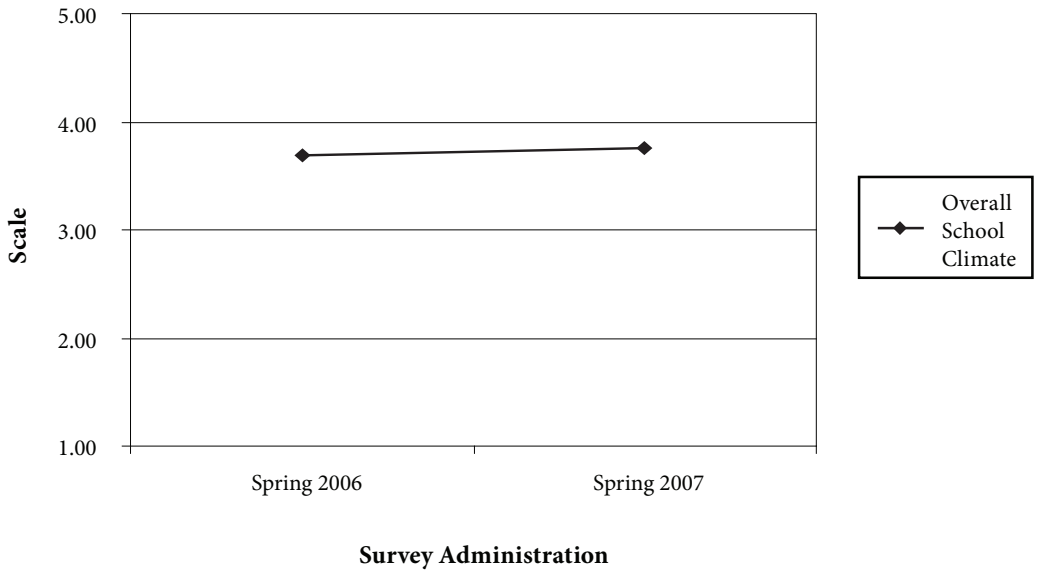
### *School Climate Inventory*

One way to tap the success of CSR implementation indirectly is to measure school climate. The School Climate Inventory (SCI), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school climate across seven dimensions logically and empirically associated with effective school climates. SCI data from spring 2006 indicated an overall mean rating of 3.69 on a 5-point scale compared to the spring 2007 overall mean rating of 3.75. (See Appendix B for scale description.) The spring 2007 mean of 3.75 was lower than the national average for elementary schools of 3.93. (See Figure 3.2 for more information on SCI data.)

### *Progress Reports*

Regular progress reports were required by TEA as part of grant compliance. Progress reports documented a variety of indicators aligned with the 11 CSR components. School 2 completed four out of four required progress reports. Progress report responses were averaged across all sections resulting in an average implementation score of 1–No Implementation, 2–Planning, 3–Piloting,

**Figure 3.2. Change in Overall School Climate Means 2006 to 2007**




*Source:* 2006 and 2007 Staff Survey Administration

***Because of a long history with the program that pre-dated the CSR grant, Co-nect was a well-embedded program at School 2 and its core instructional approach—project-based learning—had become part of the school's culture.***

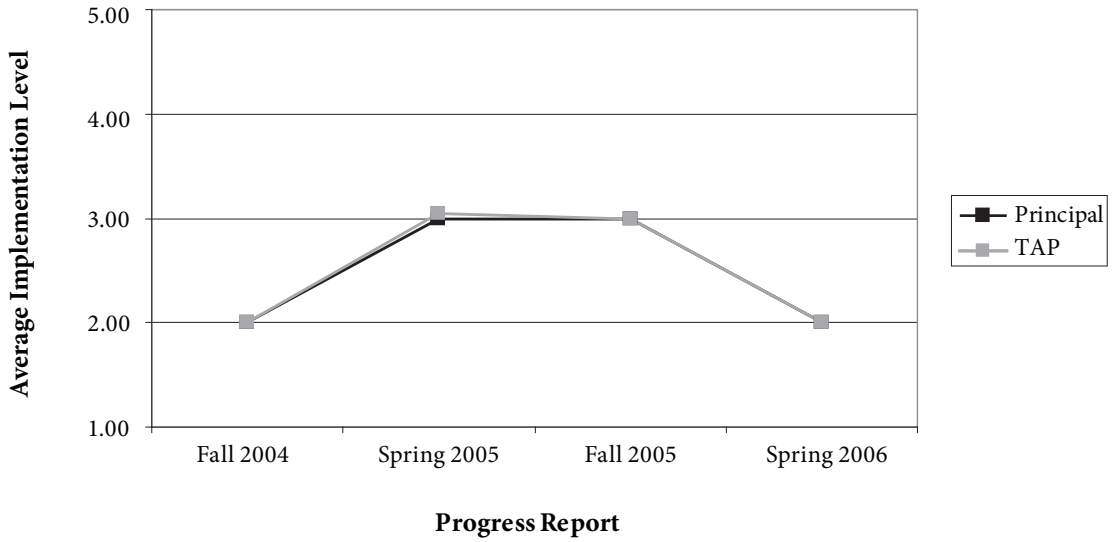
4–Implementing, or 5–Fulfilling. School 2 self-reported an initial average implementation score of 2.00, spring 2005 and fall 2005 scores of approximately 3.0, and then a decline in final average implementation score to 2.00. This pattern may be associated with the grant funding cycle where early in the process staff were excited and focused on the new efforts. This excitement and momentum may have waned as the grant cycle ended and funding was reduced. (See Figure 3.3 for more information on school-reported implementation level.)

For ITL grants, TAPs were also asked to complete implementation assessments for sites at intervals during the grant period in grantee progress reports. The TAP, like the school, reported an increase in grant activity in the earlier stages of the grant that then waned. The TAP's assessment of School 2 provided an average score of a 2.00 for the initial period evaluated and for the final period evaluated. The close alignment between the TAP and principal may also be an indication of a high level of communication and coordination between the TAP and principal.

### *TAP Survey*

All TAPs were asked to provide an overall assessment of grantee implementation level in TAP surveys, which were administered in spring 2006 and spring 2007. Survey responses were based on a 5-point scale: 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. The first TAP assessment of School 2's implementation level was 3.91 on a 5-point scale, suggesting a high level of implementation and that the school was close to "Implementing." The spring 2007 TAP assessment of imple-

**Figure 3.3. School-Reported Implementation Level**




*Source.* CSR grantee progress reports

mentation level was 4.00 on a 5-point scale, indicating the TAP viewed the school as in the "Implementing" stage.

The scores across the progress report indicators suggested a high level of agreement between the school and TAP, and that, after a period of early momentum, implementation activity slowed down as funding was reduced. The TAP survey, however, indicated a higher overall level of implementation than the progress report. One explanation of this inconsistency could be that surveys were completed later and were designed as an overall assessment of implementation.

## Assessment of Implementation Level

With an instrument designed to assess the strength of CSR implementation based on the 11 CSR components, the evaluators used all data points to assess implementation level at two different times in the grant period—in spring 2006 and in spring 2007. In the first assessment, School 2 received a score of 41 out of a possible 51 points, reflecting a high level of implementation. In the second assessment, the school again received a score of 41, indicating the campus had maintained a high level of CSR implementation. These scores suggest that the school chose a model formally aligned with the 11 CSR components and then provided the necessary support to ensure model implementation. However, it should be noted that across constructs measured by the survey, School 2 was below the national average in spring 2006 and spring 2007.

***With an instrument designed to assess the strength of CSR implementation based on the 11 CSR components, the evaluators used all data points to assess implementation level at two different times in the grant period—in spring 2006 and in spring 2007.***

## Sustainability

### Barriers

Data collected over the two site visits indicated several barriers that could jeopardize the sustainability of CSR efforts at School 2:

- Maintaining project-based learning in the face of pressure to implement traditional TAKS preparation methods
- Time required for project planning including TEKS alignment
- Loss of TAP support and advocacy for the program
- District monitoring associated with 2006 accountability ratings

Additionally, the district has a policy of replacing the principal if the school is low-performing for two years in a row, which staff viewed as an additional pressure.

### Facilitators

Across data collection periods, staff recognized several facilitators that could promote progress:

- Co-nect framework facilitates a systematic process for improving student learning
- Staff collaboration
- TAP support and program advocacy
- Student support of project-based learning
- Staff support of project-based learning

Across data collection times and events, School 2 was consistently rated as high implementing. Between the spring 2006 and spring 2007 site visits, the school continued

**Table 3.4. Implementation and Sustainability Assessment**

| Mid-Term Implementation Level | Final Implementation Level | Progress Assessment | Sustainability Assessment |
|---|---|---|---|
| High | High | Progressed | Likely to maintain formal TAP & formal strategies |

to make progress with CSR implementation. While survey data appeared to indicate a decline in means between years, consideration of the confidence intervals indicated there was no meaningful decline. This school is likely to maintain contact with their model TAP due largely to the fact that the TAP previously taught at the campus. Additionally, there was no indication the school would stop implementing project-based learning. Staff and administration did acknowledge their challenge was to act on their belief that project-based learning could prepare students to take the TAKS and to maintain the strong leadership and program advocacy for continued focus on project-based learning at School 2. One staff member stated, "I feel like we are going in a good direction. The teachers are trying to create a balance…There are a lot of other priorities along with the projects currently at our school." (See Table 3.4 for more information on implementation and sustainability assessments.)

# Chapter 4

## School 3

### High-Level Implementation

*Grade Level: High School*
*CSR Model: International Center for Leadership in Education (ICLE)*
*Grant Type: Texas High School Initiative (THSI)*
*Award Date: January 2005*

***Evaluators visited the school in spring 2006 during the second year of grant implementation and again in spring 2007, the third and final year of grant implementation.***

## I. Local Context

School 3, located in a large metropolitan area, served 1,401 students in Grades 9–12 in the 2005–06 school year. The two largest ethnic student groups were Hispanic (69%) and African American (19%). Sixty-two percent of the student population was economically disadvantaged. (See Table 4.1 for more demographic information.)

According to staff reports, among the initial challenges this relatively new school faced were the following:

- Safety concerns exacerbated by negative media attention
- Lack of focus on postsecondary education
- Staff turnover
- Lack of student motivation

School 3 received Acceptable accountability ratings for the school years 2003–04 through 2005–06. Performance for all students for all grades tested improved from 2003–04 to 2004–05 then leveled off in 2005–06. Performance for all students for reading improved across all three years. Mathematics performance increased in 2004–05 and stayed roughly the same in 2005–06. Social studies performance remained fairly stable across the three years, and science performance improved across the three years. (See Table 4.2 for more accountability information.)

Additional programs at the school included the following:

- Sheltered Instruction Observation Protocol (SIOP) Model, a program for English language learners that spans all grade levels and content areas
- Project GRAD, a program designed to increase the graduation rate of

**Table 4.1. Demographic Profile, 2005–06**

| Total Students | African American | Hispanic | White | Other | Economically Disadvantaged | Mobility (2004–05) | Limited English Proficient |
|---|---|---|---|---|---|---|---|
| 1,401 | 19% | 69% | 10% | 2% | 62% | 25% | 18% |

*Source*. Texas Education Agency, Academic Excellence Indicator System (AEIS)

**Table 4.2. Accountability and TAKS Performance History**

| Year | Campus Rating | TAKS Met Standard All Grades Tested (All Tests) | Reading | Math | Science | Social Studies |
|---|---|---|---|---|---|---|
| 2003–04 | Academically Acceptable | 27% | 61% | 40% | 38% | 78% |
| 2004–05 | Academically Acceptable | 32% | 63% | 45% | 42% | 76% |
| 2005–06 | Academically Acceptable | 31% | 72% | 43% | 44% | 77% |

*Source.* Texas Education Agency, AEIS
TAKS = Texas Assessment of Knowledge and Skills

traditionally underrepresented student populations

- Questioning and Understanding To Improve Learning and Thinking (QUILT), a district-wide staff development requirement that is part of the district's literacy plan

## II. Model Adoption And Implementation

### *Selection Process*

School 3 was awarded a Comprehensive School Reform/Texas High School Initiative (CSR/THSI) grant in January 2005 to implement a district initiative called Academically Intense Methods (AIM), which focuses on three programs:

- International Center for Leadership in Education (ICLE)—primary CSR model (See Table 4.3 for more information about ICLE.)
- Advancement Via Individual Determination (AVID)—secondary CSR model
- Cooperative Discipline—tertiary CSR model

School 3 was one of three district high schools participating in the AIM initiative.

### *Implementation*

By spring 2006, the following implementation efforts were reported:

- Review of student data and a curriculum and needs assessment by ICLE
- Pilot of a Ninth-Grade Initiative[12]
- ICLE training
- AVID training
- AVID elective implemented in Grades 9–11
- District training on Cooperative Discipline
- Monthly school and district team meetings to monitor CSR grant activities

By spring 2007, continued implementation efforts included the following:

- Continuation of the ICLE training, including new teacher training and training-of-trainer sessions

[12] The new ninth-grade structure clustered groups of students with the same core groups of teachers. Intensive interventions were implemented for all failing students.

**Table 4.3. ICLE Model Design**

***Background***
The International Center for Leadership in Education (ICLE) approaches school reform through creating a shared vision, building leadership, making data-driven decisions, and supporting change through professional development. The model addresses curriculum and instruction through the Rigor/Relevance Framework. The framework is a way to look at curriculum, instruction, and assessment in order to foster higher standards for students and, thus, increase student achievement. The ICLE model is designed for use across all grade levels. ICLE's philosophy is that students retain knowledge when they apply it in a relevant setting.

***Key Strategies and Features***
A focus on the application of knowledge in relevant contexts
Four quadrants to categorize the level of rigor and relevance of teacher instruction and student work
- Quadrant A—Acquisition: Students gather facts and recall the knowledge.
- Quadrant B—Application: Students solve problems and develop solutions with acquired knowledge.
- Quadrant C—Assimilation: Students refine knowledge through analysis to solve problems.
- Quadrant D—Adaptation: Students manipulate knowledge in complex ways to create solutions and take further actions.

***Key Components***
Teachers implement rigorous standards and hold students to high expectations.
Teachers choose instructional strategies to meet student needs and achieve goals.
Teachers examine curriculum, instruction, and assessment.
Students analyze, synthesize, and evaluate knowledge in relevant ways.
Students solve complex, real-world problems.
A guidebook includes information on using the framework, planning instruction, assessment, interdisciplinary instruction, suggestions for administrators, and professional development activities.

*Source.* International Center for Leadership in Education website, http://www.daggett.com/

- Development of ICLE-approved "Gold Seal" lessons to be eligible for membership in the ICLE national network to share lesson plans
- Creation of a common lesson framework based on ICLE principles of rigor and relevance
- Expansion of the Ninth-Grade Initiative from one pilot group to the entire ninth grade with plans to possibly extend concept to the 10th grade in 2007–08
- Expansion of the AVID elective into Grade 12 with plans to continue to train more teachers and offer more AVID elective courses
- Continued training of staff in AVID strategies (such as the Cornell Note-Taking system)
- Designation of the school as an AVID Demonstration Site
- Focused effort on increasing parental involvement
- Development and dissemination of an alignment map showing how all the school's programs were integrated as "best practices" aligned with campus and district goals

- Consolidation of program management of all campus grants under one district/campus team to further align efforts

Additionally, the school's 2006–07 Campus Improvement Plan specifically linked CSR-related funding, training, and strategies to improving specific student achievement deficiencies. For example, one identified deficiency was African American and Hispanic performance in Grade 9 on recognizing literary elements. The associated action plan required ICLE Rigor/Relevance training to increase relevance in instruction through the use of ICLE Quadrant D lessons and rubrics for assessment.

## *Factors Impacting CSR Implementation*

The Comprehensive School Reform Teacher Questionnaire (CSRTQ), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school change across five constructs. The results from the survey are examined to determine factors impacting CSR implementation. In 2006, 32 out of 108 professional staff members responded to the survey for a response rate of 30%. In 2007, 53 out of 111 professional staff members responded to the survey for a response rate of 48%. (Spring 2006 and spring 2007 school-level responses to individual items making up each construct can be found in Appendix C.) Figure 4.1 reports means with confidence intervals to show the range of values within which the true mean is likely to fall. Survey results for all five constructs are discussed in turn in the coming sections.

### *School Capacity*

#### *Materials*

By spring 2006, grant funds supported the purchase of the following:

- ICLE handbooks for teachers
- AVID materials and equipment for the AVID coordinator
- Evaluation and project development materials
- ICLE and AVID instructional materials

In the final year of the grant, the following materials were purchased through the grant:

- AVID implementation materials (e.g., binders, calendars)
- ICLE training materials
- Communications expenses related to parent involvement activities
- Evaluation and project development materials

#### *Staffing and Planning Time*

By spring 2006, in addition to ICLE and AVID professional development costs, CSR funds were used to partially support several activities:

- Ninth-Grade Initiative academies (one team of core teachers was initially supported)
- AVID (coaches, tutors)
- Evaluation and project administration

By spring 2007, staffing costs associated with the grant included the following:

- Extra duty pay for training/coaching
- Planning time for the Ninth-Grade Initiative
- AVID tutors
- Coordinator's stipend

By spring 2007, three ninth-grade teams (serving all non-repeating ninth graders) were fully implemented. Team teachers

shared a daily planning time, which was described as a way of "preventing [students] from falling through the cracks." Planning for a similar initiative in Grade 10 had begun with hopes for implementation in fall 2008. However, staffing teams required more personnel. Staff viewed securing funding for this effort as critical.

Some staff also indicated needing more time to plan with teachers who were more experienced applying rigor and relevance strategies in the classroom. One teacher commented, "I tried the strategy, but it didn't work so well, and no one really had time to help me improve it." While the school designated lead content teachers for this support, some viewed them as overburdened with other responsibilities.

### *Fiscal Resources to Support Staff, Materials, and Technical Assistance*

By spring 2006, the school depended on the CSR grant for funding for ICLE and AVID professional development and technical assistance, travel, tutors, materials, and extra-duty pay for teachers.

By spring 2007, with the federal decrease in funding during the third year of the grant, the school was already accessing other school and district resources to support CSR activities:

- The district's Advanced Academics office was supporting a number of AVID components:
  - AVID training-of-trainer sessions
  - AVID tutors
  - Expansion of the AVID elective to Grade 12
- The principal continued an adult education program begun under CSR to increase parent involvement through use of Title XII funding.
- Broadly, the district indicated it would provide continued support for the CSR program with district-wide adoption of the programs successfully implemented at School 3.

Grant funding in the final year of the grant was largely used to support continued training:

- Attendance at the ICLE model schools conference by select staff
- ICLE training for the new principal to begin in the 2007–08 school year
- Visits to an ICLE model school by select staff
- AVID summer institute

Survey data from spring 2006 indicated an overall Capacity mean rating of 2.63 (standard error [SE] = .12) on a 5-point scale compared to the spring 2007 overall Capacity mean rating of 2.07 (SE = .24). Both means were lower than the national average for secondary schools of 3.17. (See Figure 4.1 for means of all survey constructs.)

## *External Support*

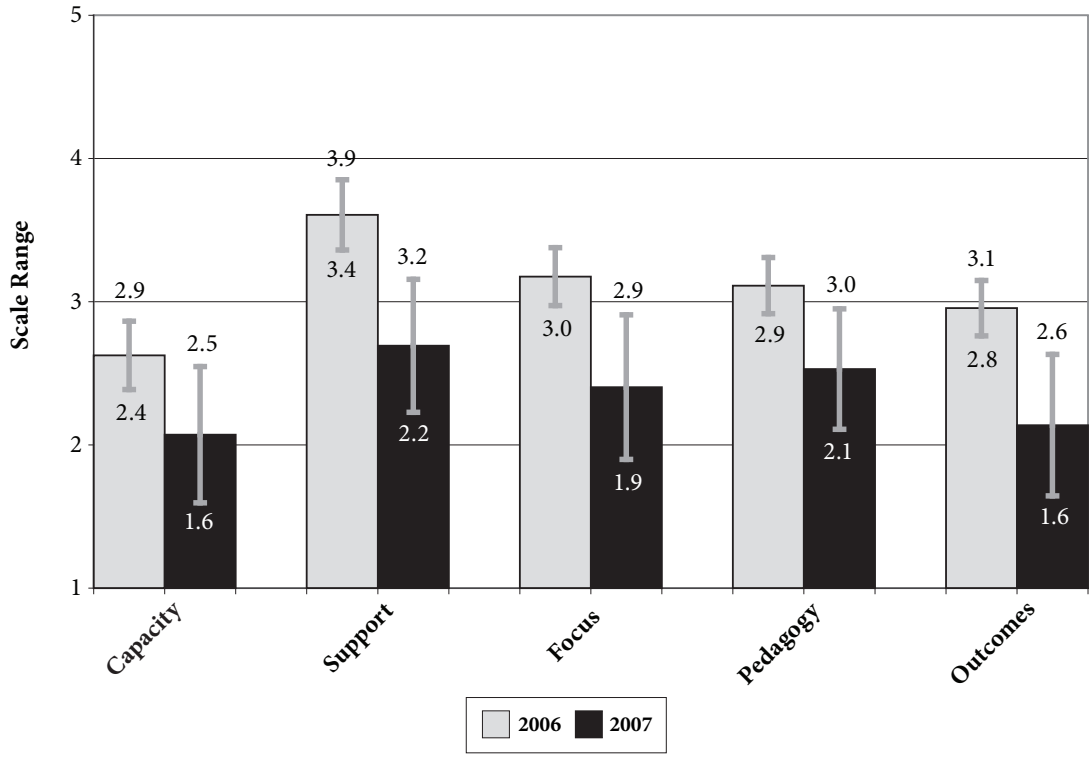
### *External Professional Development*

By spring 2006, the ICLE Technical Assistance Provider (TAP) provided training and consultation with at least two annual visits to the campus. Staff indicated regular and valued assistance from the ICLE TAP through visits and regular correspondence.

By spring 2007, all staff had participated in at least the introductory training provided by the ICLE TAP. Each year, teachers new to the campus received the TAP-provided ICLE introduction. The same TAP was also working on district-wide expansion of the program.

Also in 2007, the TAP delivered a more intensive training-of trainer session to a leadership team that was responsible for training other

**Figure 4.1. Change in Construct Means 2006 to 2007**




*Source.* 2006 and 2007 Comprehensive School Reform Teacher Questionnaire

teachers. This leadership team was designed to provide the school with the internal capacity to continue to implement ICLE principles. Training was designed to help a core group of teachers build expertise in developing and executing Quadrant D lessons with high rigor and relevance. Redelivery strategies involved teachers observing an ICLE mentor teacher executing a Quadrant D lesson and then discussing how instructional decisions were made. These teachers then taught the same lesson with their students while their mentor observed and coached them after the lesson. The goal was for the trainee teachers to develop their own Quadrant D lessons and eventually to mentor other teachers.

***Staff indicated regular and valued assistance from the ICLE TAP through visits and regular correspondence.***

Further, staff trainers, with supervision from the TAP, were developing Gold Seal lesson plans for ICLE review, which would allow the school to become part of ICLE's national network of schools that would be sharing lesson plans across the country.

Over the course of grant implementation, the TAP reported being the original TAP and providing 160 hours of technical assistance.

Additionally, by spring 2007, the school had refined its AVID program through work with the AVID TAP. Specifically, the AVID TAP had conducted observations and made recommendations about student selection procedures. While staff indicated that exter-

nal AVID TAP support would not continue, the district had trained a person to become an internal AVID coordinator charged with providing technical assistance in the future.

### *Integrated District Assistance*

By spring 2006, the district had provided significant coordination and support for School 3's CSR effort:

- Whole-school staff development opportunities related to AIM/CSR initiatives
- Observations of similar schools implementing the ICLE Rigor/ Relevance Framework
- Monthly district-wide AVID site team meetings and AVID council meetings
- Extensive monitoring through student data reports
- Participation on a CSR-grant management support from a joint campus/district team that monitored grant activities

By spring 2007, the district increased support of AIM/CSR programs in response to School 3's success with the programs, as well as the decreased grant funding. Most notably, this support included the following:

- Expansion of ICLE and AVID district wide
- Development of an internal (district) AVID coordinator position
- Commitment to continue funding school CSR activities
- Reconfiguration of the district's grant management support to ensure alignment and coherence in school-wide programming

The district grants office was also actively seeking additional grant funding from state, federal, corporate, and foundation funding sources to sustain program activities.
The overall Support mean rating from spring 2006 was 3.61 (SE = .12), in relation to the spring 2007 overall Support mean rating of 2.69 (SE = .23). The spring 2006 mean (3.61) was higher and the spring 2007 mean (2.69) was lower than the national average for secondary schools of 3.40. (See Figure 4.1 for means of all survey constructs.)

## *Internal Focus*

### *Staff Buy-In and Support*

By spring 2006, data indicated staff concerns about the longevity of the AIM initiative. Staff feared that the programs would not continue beyond grant funding, and then a new program would be implemented requiring teachers to change direction and focus. One staff member said, "Federal grants are frustrating. You work your tail off, and when the money is gone, it's over."

By spring 2007, the staff demonstrated remarkable support and trust that the efforts begun under AIM/CSR would be continued, mainly due to the district's commitment to expand the programs into all high schools. One teacher estimated staff support of CSR efforts to be "60% in favor, 30% who need more help implementing it in the classroom, and 10% that resist change." During the second site visit, many staff members characterized program principles as tenets of "good teaching," reflecting a level of ownership lacking at the first site visit. Progress report data corroborated the reported increase in teacher support.

### *Alignment and Integration With Existing Programs*

By spring 2006, School 3 staff described the challenge of aligning and integrating all of

the programs implemented at the school. Aside from the programs under AIM, the school also implemented SIOP, Project GRAD, and QUILT. Teachers also spoke about other content-specific initiatives.

By spring 2007, school and district personnel had made a concerted effort to align programs and strategies more clearly:

- The grant management team added unity of purpose as a specific goal.
- Staff created and distributed a web-map showing the alignment of the school's different programs that promoted teaching strategies under the umbrella of "best practices."
- Staff developed a lesson plan frame work based on ICLE principles that helped teachers focus and emphasize rigor and relevance.
- The district expanded the AIM grant management team to include all school initiatives so that monitoring and alignment of different program activities became a focus and priority.

While staff were initially skeptical about program sustainability, the efforts to align programs, as well as the concrete steps taken to continue funding, convinced many that programming would continue, and therefore they could safely invest in learning how to implement the strategies.

***While staff were initially skeptical about program sustainability, the efforts to align programs, as well as the concrete steps taken to continue funding, convinced many that programming would continue, and therefore they could safely invest in learning how to implement the strategies.***

## *Monitoring*

Over the course of grant implementation, the school and district worked together to monitor progress. The central office evaluation department provided the school with a variety of outcomes data, such as retention rates, attendance rates, discipline incidents, grade-point average (GPA), percentage of students passing all four core courses (particularly in Grade 9), and AEIS indicators. This information was disseminated to the campus management team on a 6-week or semester basis. Further, monitoring efforts were linked to the campus improvement plan. The school and district conducted internal evaluation activities, such as staff focus groups, and produced an evaluation report.

Considering spring 2006 survey results, the overall Focus mean rating was 3.18 (SE = .10) compared to the spring 2007 overall Focus mean rating of 2.40 (SE = .25). Both means were lower than the national average for secondary schools of 3.36. (See Figure 4.1 for means of all survey constructs.)

### *Pedagogical Change*

By spring 2006, teachers discussed aligning their lessons with the ICLE framework and emphasizing the most rigorous quadrant. The principal and staff noted an increased use of strategies aligned with the grant initiatives, such as using the Cornell Note-Taking system promoted by the AVID program and increasing rigor in classes. Posters of the four ICLE quadrants, evidence of the new lesson framework, as well as reminders stating, "Ask me how you will use what you are learning today," were seen uniformly across classrooms.

Classroom observations in 2006 indicated that direct instruction was the primary mode of instruction with independent seatwork and higher level of instructional feedback frequently observed. Class time was highly

academically focused and students demonstrated a high level of engagement.

By spring 2007, teachers shared a common language for discussing instruction, especially focusing on relevance. For example, one teacher described how he related balancing chemistry equations to having to create a budget and balance a checkbook once students graduated. Staff were also conversant about the new lesson framework.

However, based on spring 2007 interviews, staff also expressed a need for more hands-on practice implementing the strategies. Content lead teachers were designated to help with implementation but were perceived as having many other responsibilities.

Classroom observations in 2007 indicated that direct instruction was the most prevalent instructional orientation. Teachers controlled and directed the class through lecturing or guided questions. The most common instructional strategy was the teacher monitoring independent seatwork. Typical examples included teachers walking around the room monitoring worksheet completion, often providing individual help. Additionally, teachers would direct the flow of the class by asking questions that typically required factual recall. Ninth-grade classes were relatively small (1:15), and teachers provided more individual attention.

Overall, class time was highly academically focused in that most, if not all, of the time was used to complete an academic activity. The level of academic intensity appeared more driven by the level of the class, such as mathematics models versus pre-calculus. While almost all students were very well behaved and orderly, some demonstrated minimal active engagement in class activities. Students listened and complied with teacher directives.

Combining information collected across site visits to School 3, implementation of ICLE and AVID strategies emerged as strongest in either the classes of those teachers who participated in ICLE training-of-trainer session or teachers of AVID elective classes. Use of strategies in other classes seemed less embedded.

Results from the spring 2006 survey administration show an overall Pedagogy mean rating of 3.11 (SE = .10) compared to the spring 2007 overall Pedagogy mean rating of 2.53 (SE = .21). The spring 2006 mean (3.11) was higher than the national average for secondary schools (3.07), though the spring 2007 mean of 2.53 was lower. (See Figure 4.1 for means of all survey constructs.)

## Restructuring Outcomes

### Student Impacts

*Achievement.* By spring 2006, with district support, the school was able to monitor student progress closely. The district central office provided the school with detailed data reports each 6 weeks and semester. Teachers felt that the impact on student achievement could not really be measured until TAKS tests were taken.

By spring 2007, based on the 2006 TAKS results, the school showed improvement in all test areas except ninth-grade mathematics. Overall, on the sum of all grades tested standard accountability indicator, the school showed improvements in each area. While the school met all state accountability indicators, it missed meeting the federal Adequate Yearly Progress (AYP) mathematics indicators by 2% for the African American subgroup. Additionally, district-provided data suggested that the school had higher promotion rates for ninth-graders who participated in the pilot of the Ninth-Grade Initiative (78%) than for those who did not (63%). Staff and parents were excited with the school's progress, and

no parents in the focus group expressed concern about missing AYP.

*Academic engagement.* Over the course of grant implementation, staff reported enhanced academic interest and engagement related to the ICLE program. They attributed this increase to the relevance promoted by ICLE. Staff commented that they anticipated engagement to increase as they became more adept with the Quadrant D lessons. Teachers were also excited about the opportunity to access Quadrant D lessons developed by other schools through the ICLE network.

*Affective impacts.* One component of the ICLE program is to foster relationships between adults and students. By spring 2006, the most impact in this area was attributed to the Ninth-Grade Initiative, which included the establishment of an advisory period, as well as mandatory tutoring for struggling students.

By spring 2007, staff associated with the initiative indicated that building relationships with the students was a priority. Beyond the Ninth-Grade Initiative, staff generally commented that making the school setting more relevant to students' lives provided better opportunities to get to know students. Students also stated that each of them had an adult on campus they could talk with about a personal problem or go to for academic support.

## *Staff Impacts*

By spring 2006, data indicated that teachers interacted around instructionally driven topics, such as how to increase the rigor of specific lessons. They said staff development opportunities had led teachers to collaborate more: "I talk to teachers I have never talked to before about how the model is working."
By spring 2007, staff collaboration continued, especially for those teachers joining the cadre of ICLE Rigor/Relevance teacher trainers. Through this training, mentors and mentees engaged in intense and ongoing collaboration around increasing the rigor and relevance of specific lessons.

Shared leadership also increased since the first site visit. Evidence of this included the following:

- Teachers volunteered to join the Rigor/Relevance trainer cadre. (Several were turned away due to limited capacity.)
- Teachers developed the new lesson framework plans based on rigor and relevance principles.
- Staff volunteered to work on conceptual alignment of the different programs at the school. This effort resulted in the best practices map, which the district central office planned to use as ICLE and AVID were implemented throughout the district in 2007–08.

## *Parental Involvement*

By spring 2006, data indicated School 3 struggled to improve parental involvement.

By spring 2007, information from the second site visit indicated that the school had made progress in this area:

- Parents reported more mailings and notification about school events.
- Parents reported immediate notification of student absences or tardies through a computerized calling system.
- Staff and parents described new parent education classes, including conversational English and computer literacy.
- Staff and parents reported the start of a Parent Teacher Association.

- Staff and parents reported a very active AVID parent group.
- Parents indicated an increase in community involvement through AVID tutors and local business donations.

Survey data from spring 2006 indicated an overall Outcomes mean rating of 2.95 (SE = .10) compared to the spring 2007 overall Outcomes mean rating of 2.14 (SE = .25). Both means were lower than the national average for secondary schools of 3.10. (See Figure 4.1 for means of all survey constructs.)

## III. Implementation Summary

### *Key Points*

School 3 received strong support from the district central office in implementing a trio of reform programs primarily designed to increase academic focus. Additionally, the school added a Ninth-Grade Initiative as part of its CSR efforts, through which clusters of students were put with the same group of teachers to personalize the educational environment. The district played a strong role in the model selection process, and information from the first site visit indicated that school staff members expressed little program ownership. Data from the second site visit, however, indicated substantial progress towards increasing staff buy-in and support. Staff were very familiar with the programs, especially the rigor and relevance emphasis of ICLE, and many teachers used this language in discussing their instructional practices and goals. Further, all programming was expanded over the course of grant implementation. For example, the AVID elective was offered in all four grades by the end of the grant, and the Ninth-Grade Initiative, which was piloted with one group of students early in the grant period, was expanded to include the entire ninth grade. Staff also described future plans to implement a similar structure in Grade 10. Finally, based on School 3's success, the district was adopting (and continuing to support) the programs implemented at School 3 through the CSR grant. Survey data indicated that the school mean for the Support, Focus, and Outcomes constructs decreased between spring 2006 and 2007. It was a slight decrease and may be explained by the fact that many of the efforts at the school involve targeted groups of staff, such as Grade 9 teachers or those teachers involved with designing rigorous lessons through coaching. It may take a few more years for these initiatives to have a substantial staff-wide impact.

***The district played a strong role in the model selection process, and information from the first site visit indicated that school staff members expressed little program ownership. Data from the second site visit, however, indicated substantial progress towards increasing staff buy-in and support.***

### *Implementation Indicators*

In order to describe the overall level of implementation of CSR efforts accurately, several indicators were considered, including a School Climate Inventory, progress reports from grantees, and TAP survey assessments of implementation. Information from each indicator is described below.

#### *School Climate Inventory*

One way to tap the success of CSR implementation indirectly is to measure school climate. The School Climate Inventory (SCI), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school climate across seven dimensions logically and empirically associated with effective school climates. (See Appendix B for scale description.) SCI data from spring 2006 indicated an

overall mean rating of 3.27 on a 5-point scale compared to the spring 2007 overall mean rating of 3.27. The School 3 mean of 3.27 was lower than the national average for secondary schools of 3.73. (See Figure 4.2 for more information on SCI data.)

### *Progress Reports*

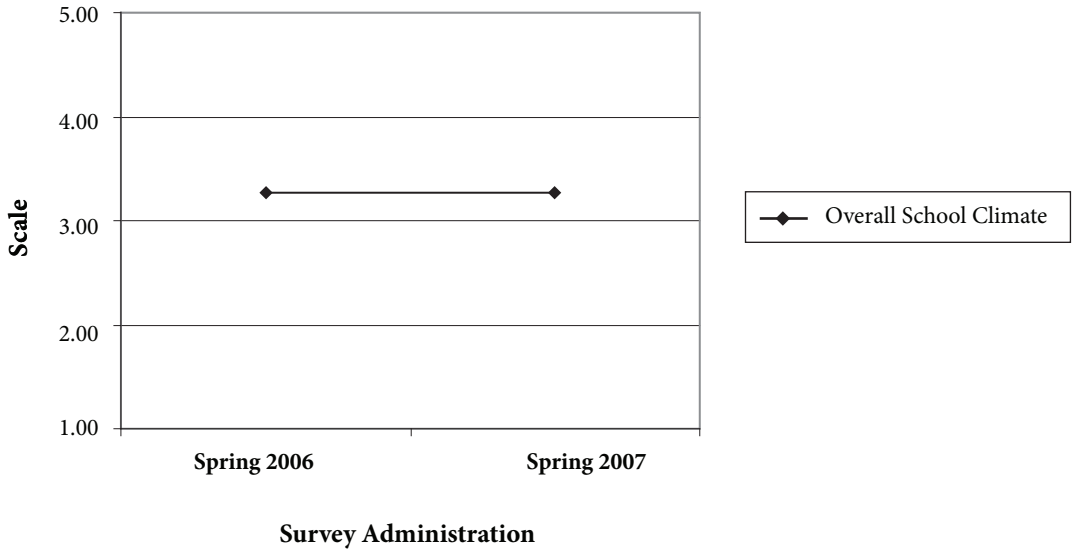
Regular progress reports were required by TEA as part of grant compliance. Progress reports documented a variety of indicators aligned with the 11 CSR components. School 3 completed four out of four required progress reports. Progress report responses were averaged across all sections resulting in an average implementation score of 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. School 3 self-reported an initial average implementation score of 3.80 and a final average implementation score of 3.64. The overall pattern shows a slight increase in implementation level followed by a decline that may be consistent with the grant funding cycle. (See Figure 4.3 for more information on the school-reported implementation level.)

### *TAP Survey*

All TAPs were asked to provide an assessment of grantee implementation level in TAP surveys, which were administered in spring 2006 and spring 2007. Survey responses were based on a 5-point scale: 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. The first TAP assessment of School 3's implementation level was a 4.00, suggesting the school was Implementing. The TAP assessment of School 3's implementation level at the time of the second survey was 3.73, suggesting that implementation had slowed slightly.

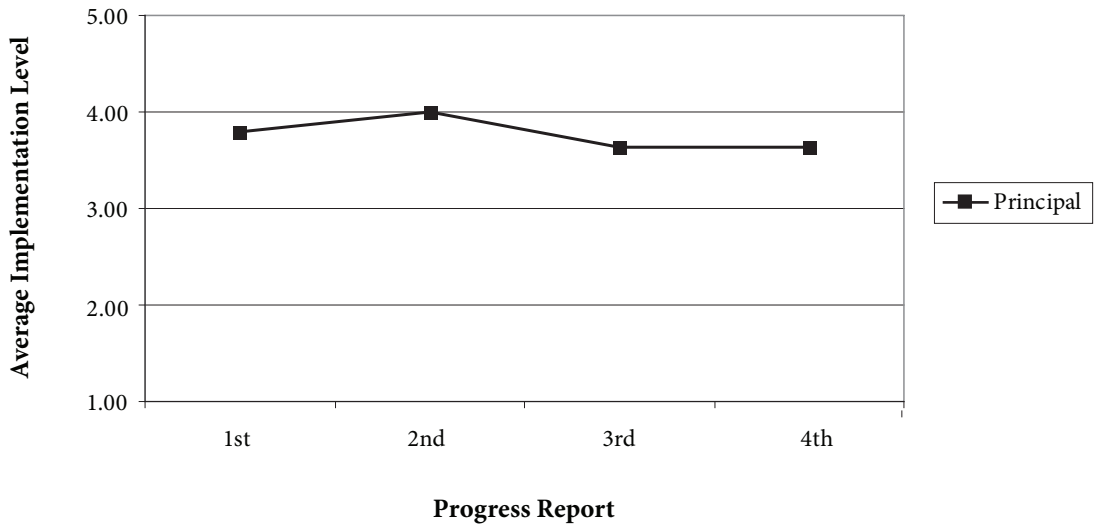
School reports and TAP assessments were relatively aligned in assessing school implementation level.

**Figure 4.2. Change in Overall School Climate Means 2006 to 2007**




*Source.* 2006 and 2007 Staff Survey Administration

**Figure 4.3. School-Reported Implementation Level**




*Source.* CSR grantee progress reports

## *Assessment of Implementation Level*

With an instrument designed to assess the strength of CSR implementation based on the 11 CSR components, the evaluators used all data points to assess implementation level at two different points in the grant period—in spring 2006 and in spring 2007. In the first assessment, School 3 received a score of 31 out of a possible 51 points, reflecting a middle level of implementation. In the second assessment, School 3 received a score of 40, indicating a high level of implementation and that the campus had made substantial progress in its CSR efforts. Much of the growth was a result of the work that teachers were doing to train and mentor other teachers, campus and district efforts to demonstrate the integration and alignment of programs, the expansion of the Ninth-Grade Initiative, and the expansion of the programs district wide.

## *Sustainability*

### *Barriers*

By spring 2006, several barriers to successful implementation were identified, most of which were addressed by the time of the second site visit. Initial barriers included the following:

- Lack of alignment across school programs
- Lack of staff buy-in due to implementation of multiple programs
- Fear of program discontinuation due to funding constraints
- Lack of time to implement multiple program principles effectively

### *Facilitators*

These barriers were balanced with what staff identified as facilitators of full implementation of CSR efforts:

- District attention to the perception of competing interests or programs
- Longer-term funding commitment by the district
- Principal and administrator advocacy
- Expansion of ICLE and AVID across the district

**Table 4.4. Implementation and Sustainability Assessment**

| Mid-Term Implementation Level | Final Implementation Level | Progress Assessment | Sustainability Assessment |
|---|---|---|---|
| Middle | High | Progressed | Likely to maintain formal TAP & formal strategies |

- Cadre of trainers to deliver training internally
- Common lesson framework and a common language
- Success of the Ninth-Grade Initiative
- Increased parental involvement through the Ninth-Grade Initiative and AVID
- Consolidation of all grant program management under one district/campus team ensuring program alignment

School 3 was rated as a middle-level implementing school in spring 2006. In spring 2007, the school was rated as high-level implementing. Between the spring 2006 and spring 2007 site visits, the school made significant progress with CSR implementation and developed concrete plans for supporting the sustainability of CSR efforts. Though the principal who had overseen CSR implementation was retiring at the end of the grant period, the school had taken steps to ensure continuity. The external ICLE TAP was to be included on the principal selection committee, and funds were dedicated for the new principal to attend ICLE training. Data also indicated this school would maintain contact with the model TAP due largely to the district-wide expansion and support of the model. The school further developed and implemented strategies for extending progress by continuing and expanding the Ninth-Grade Initiative and expanding AVID elective courses. In addition, the school developed a training-of-trainers model and mentor observation structure to provide more intensive rigor and relevance training to a smaller group of teachers and build a deep level of internal expertise. This was designed to increase the likelihood that more teachers would eventually apply and embed program strategies in instruction. One teacher said that the ICLE Rigor/Relevance Framework had been "presented to teachers in a long-range plan" and that teachers were receiving trained, learning strategies, and being prepared. This may help explain why the survey data indicated a decrease in means for several constructs between spring 2006 and spring 2007. The targeted and intense efforts may take more time to spread to the entire staff. Based on campus and district efforts, School 3 was well positioned to sustain programs begun under the CSR grant program. (See Table 4.4 for more information on the implementation and sustainability assessment.)

# Chapter 5

## School 4

### High-Level Implementation

*Grade Level: Elementary School*
*CSR Model: Accelerated Learning (AL)*
*Grant Type: Improving Teaching and Learning (ITL)*
*Award Date: August 2004*

***Evaluators visited the school in spring 2006 during the second year of grant implementation and again in spring 2007, the third and final year of grant implementation.***

## I. Local Context

School 4 is an elementary school located in a small town in a consolidated district that has been the third fastest growing district in Texas in recent years. The K–5 school opened in August 2003 and was in its beginning years of operation during the grant period. Four years after opening, School 4 had reached maximum capacity and had already installed portable buildings to accommodate growth in enrollment. In 2005–06, School 4 served approximately 878 students in Grades K–5. The majority of students were Hispanic (65%) with White students composing the second largest ethnic group (29%). Fifty-five percent of the students were economically disadvantaged. (See Table 5.1 more for demographic information.)

School 4 offers a dual-language immersion program and attracts many bilingual children in the district. According to the school's CSR grant application, the School 4 attendance zone included "many unincorporated tracts of mobile homes in areas that are much like the 'colonias' near the border. Often these homes have no running water, electricity, or sewer services …" (p. 15).

As a new school, School 4 was not burdened with some of the common CSR implementation challenges, such as a history of low expectations and/or performance, staff resistance to change, and run-down or inadequate facilities. Rather, School 4 faced a different set of challenges:

- Fragmented academic program
- Need for instructional resources
- New, and largely inexperienced, group of teachers on staff
- High-needs student population, including a large number of Limited English Proficient (LEP) students[13]

**Table 5.1. Demographic Profile, 2005–06**

| Total Students | African American | Hispanic | White | Other | Economically Disadvantaged | Mobility (2004–05) | Limited English Proficient |
|---|---|---|---|---|---|---|---|
| 878 | 6% | 65% | 29% | 0% | 55% | 21% | 25% |

*Source*. Texas Education Agency, Academic Excellence Indicator System (AEIS)

[13] Statewide, 16% of students in Texas public schools were identified as LEP in 2005–06. In the district, only 11% of students were LEP, while 25% of students at School 4 were LEP (Texas Education Agency, AEIS).

**Table 5.2. Accountability and TAKS Performance History**

| Year | Campus Rating | Student Group | TAKS Met Standard All Grades Tested (All Tests) | Reading | Mathematics | Writing | Science |
|---|---|---|---|---|---|---|---|
| 2003–04 | Academically Acceptable | All students | 53% | 74% | 76% | 75% | 43% |
| | | LEP* | 34% | 44% | 62% | 64% | 8% |
| 2004–05 | Academically Acceptable | All students | 68% | 83% | 79% | 97% | 67% |
| | | LEP* | 57% | 74% | 62% | 92% | 25% |
| 2005–06 | Academically Acceptable | All students | 72% | 85% | 85% | 82% | 75% |
| | | LEP* | 47% | 72% | 68% | 71% | 33% |

*LEP students were specifically targeted in the grantee's reform efforts.
*Source.* Texas Education Agency, AEIS
TAKS = Texas Assessment of Knowledge and Skills

- Rapidly growing district and changing student body
- Low parental involvement

In the 2006–07 school year, with the redrawing of attendance boundaries, the principal said a group of 200 new students, 70% of whom were economically disadvantaged, had enrolled at the school.

School 4 received Acceptable accountability ratings for the school years 2003–04 and 2004–05 and a Recognized rating for the 2005–06 school year. Performance for all students for all grades tested, mathematics, and science improved across the years. Performance for all students for reading improved from 2003–04 to 2004–05 and showed a slight improvement in 2005–06. Performance for all students for writing increased from 2003–04 to 2004–05, then decreased in 2005–06. Limited English Proficient (LEP) student performance showed a net increase for all areas, but scores were significantly lower than campus scores, particularly in science. (See Table 5.2 for more accountability information.)

The school ran a variety of programs, which are described in the pages that follow, under the umbrella of its CSR program.

## II. Model Adoption and Implementation

### *Selection Process*

School 4 was awarded an Improving Teaching and Learning/Texas Title I Comprehensive School Reform grant (ITL/CSR) in August 2004 to implement the Accelerated Learning model. (See Table 5.3 for more information about Accelerated Learning.) The faculty did not have the opportunity to participate in the assessment, research, or acceptance phase of the CSR model adoption process.

### *Implementation*

According to its CSR grant application, School 4 intended to use Accelerated Learning as "a conceptual framework" for teach-

**Table 5.3. Accelerated Learning Model Design**

Accelerated Learning is not listed in the Catalogue of School Reform Models as an official CSR model (North West Regional Educational Laboratory).[14] According to the national CSR database operated by the Southwest Educational Development Laboratory, only one other school in the country listed Accelerated Learning as its official CSR model.

Though the term "accelerated learning" is used widely and loosely in K–12 education, as well as in the adult education and corporate training fields, accelerated learning is most often associated with a process derived from the work of Dr. Georgi Lozanov, a Bulgarian psychiatrist. Accelerated Learning emphasizes literacy and language acquisition through brain-based learning and attention to the "whole child", and is associated with an assortment of student-centered, language-learning, and memory-enhancement techniques.

Unlike traditional CSR models, there is not one specific organization that provides Accelerated Learning technical assistance, and, in fact, a wide variety of organizations offer training based in "accelerated learning." Accelerated Learning does not address the 11 components of CSR.

*Source.* Resources for Learning independent research

ing and learning around which the school integrated and piloted a range of programs for addressing the 11 CSR components. Some of these programs were piloted initially on a small scale prior to campus-wide adoption, and several were piloted with district support. Major components included the following:

- ***School-Wide Community Building.*** Tribes Learning Community is a program designed to build a trusting learning environment through key strategies.
- ***English/Language Arts.*** Guided Reading is an approach to help students become independent readers with strong comprehension skills through the use of leveled books.
- ***Science.*** Focus on Science Systems (FOSS) is an inquiry-based program used to increase scientific literacy for students, the instructional effectiveness of teachers, and systemic reform in the school.
- ***Social Studies.*** Social Studies Alive is an inquiry-based program that focuses on multiple intelligences and cooperative interaction among students.
- ***Mathematics.*** Math Investigations is an inquiry-based approach that makes math concepts concrete for students.
- ***Parental Involvement.*** A bilingual parent liaison was hired to recruit parent volunteers and help parents be better able to help their children with homework.
- ***Community Involvement.*** Each grade level was also expected to make a contribution to the community, such as raising money for the animal shelter.

By spring 2006, teachers were required to participate in "climate" cadres as well as subject-area cadres, and peer coaching was implemented to encourage collaboration on content-focused and school-wide activities within departments as well as redelivery of training. Cadres met each week. The school

[14] http://www.nwrel.org/scpd/catalog/modellist.asp

***The principal said some services for English language learners, such as the newcomer center for immigrants which had received some support from CSR in previous years, were eliminated because of funding cuts.***

also purchased resources associated with the program components of their CSR plan. In addition, CSR training activities included the following:

- Two-week training on Accelerated Learning for dual-language campuses (principal and teacher)
- Principal conference on developing learning communities
- Principal redelivery of one-day school-wide overview training
- Monthly Accelerated Learning and brain-based training
- Regular peer-coaching observations
- New teacher Accelerated Learning orientation provided by the principal

By spring 2007, implementation had been impacted by the rapid growth in the district, the opening of new schools in the area, the identification of new attendance zones, and consequent staffing changes. The principal indicated that the progress made during the first two years of the grant was impacted: "The school was on such a high last year. All of the programs were going like clockwork. Now it is like we are starting all over again." Additional implementation activities included the following:

- Continuation of Accelerated Learning and brain-based learning training as part of routine staff development at faculty meetings to address staff turnover
- Formal district adoption of many of the programs piloted at School 4 to maintain continuity in programming for children transferring to new schools:
  - Guided Reading
  - FOSS
  - Social Studies Alive
  - Math Investigations
  - Dual-language Immersion

The principal said some services for English language learners, such as the newcomer center for immigrants which had received some support from CSR in previous years, were eliminated because of funding cuts.

## *Factors Impacting CSR Implementation*

The Comprehensive School Reform Teacher Questionnaire (CSRTQ), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school change across five constructs. The results from the survey are examined to determine factors impacting CSR implementation. In 2006, 57 out of 79 professional staff members responded to the survey for a response rate of 72%. In 2007, 57 out of 72 professional staff members responded to the survey for a response rate of 79%. (Spring 2006 and spring 2007 school-level responses to individual items making up each construct can be found in Appendix C.) In Figure 5.1 means are reported with confidence intervals to show the range of values within which the true mean is likely to fall. Survey results for all five constructs are discussed in turn in the coming sections.

### *School Capacity*

#### *Materials*

By spring 2006, School 4 used CSR funds to support the following purchases:

- English as a Second Language/Limited English Proficient instructional materials
- Parental involvement materials
- Guided Reading (Spanish and English) book collections
- Books for the Tribes program
- Math Investigations manipulatives and teaching books
- FOSS science kits
- General resources and supplies

By spring 2007, while the decrease in the third year of CSR funding meant fewer resources for the school, the district-wide adoption of the school's programs and other district support supplemented the purchase of additional materials:

- Math Investigations manipulatives
- FOSS science kits
- Guided Reading books

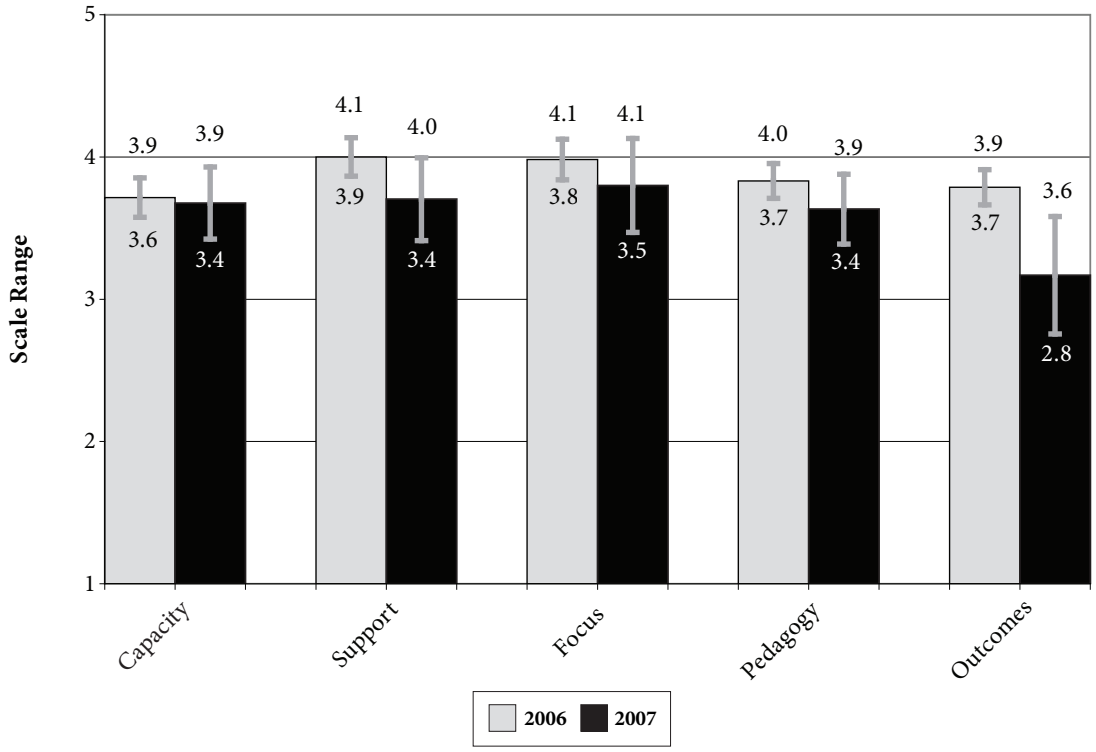
Several teachers described a need for more Spanish materials as well as access to more computers.

### *Staffing and Planning Time*

By spring 2006, documentation indicates that CSR funds were used to support the following positions:

- One full-time equivalent position split between the immigrant Newcomer

**Figure 5.1. Change in Construct Means 2006 to 2007**




*Source*. 2006 and 2007 Comprehensive School Reform Teacher Questionnaire

Center and school-wide science and mathematics enrichment programs

- Partial salary support for two school-wide instructional strategists

By spring 2007, site visit data indicated that the teacher turnover that accompanied the new campus openings caused challenging staffing issues for the school. All of the fifth-grade teachers were new, as were most of the first- and third-grade teachers. The principal said during the interview process she looked for individuals who were supportive of the Accelerated Learning philosophy and instructional programs that were being implemented and who were open to assuming the leadership responsibilities that accompany this approach. All new hires were expected to implement all of the programs from day one. Staff reported that finding time to meet the demands of all the programs was challenging.

The school used grant funds to partially support the bilingual parent liaison position as it was considered essential, and the district provided no other funding for the position.

### *Fiscal Resources to Support Staff, Materials, and Technical Assistance*

By spring 2006, the principal had demonstrated a concentrated effort to bring together various funding sources, including Title I, Title III, and state and local funds to help support CSR activities. Considerable district support was part of an integrated implementation plan.

***The district had assumed part of the cost of training and materials associated with CSR efforts with the district-wide adoption of the programs piloted by School 4.***

By spring 2007, CSR funding was reduced to $39,000 for the third year of the grant. The district had assumed part of the cost of training and materials associated with CSR efforts with the district-wide adoption of the programs piloted by School 4. The principal felt confident that such support would continue in the future.

Considering spring 2006 survey results, the overall Capacity mean rating was 3.71 (standard error [SE] = .07) on a 5-point scale in relation to the spring 2007 overall Capacity mean rating of 3.68 (SE = .13). The spring 2006 mean (3.71) and the spring 2007 mean of 3.68 were higher than the national average for elementary schools of 3.50. (See Figure 5.1 for means of all survey constructs.)

## *External Support*

### *External Professional Development*

Though there was no formal Technical Assistance Provider (TAP) associated with the school's model, in its grant application School 4 identified a Regional Education Service Center (ESC) as its TAP. The ESC completed the TAP survey and indicated providing the school with 20 hours of technical assistance. By spring 2006, professional development associated with several of the programs implemented through CSR had been provided by the ESC as well as other providers. School staff participated in training on the following topics/programs:

- ESC English as a Second Language (ESL) and Sheltered Instruction Observation Protocol (SIOP) model training
- Accelerated Learning
- Tribes and brain-based learning
- Cognitive Academic Language Learning Approach

***By spring 2006, the principal, assistant principal, and instructional specialist collaborated to monitor the implementation of CSR via walkthroughs, faculty meetings, and review of lesson plans and test results.***

By spring 2007, staff consulted with ESC personnel to some extent, but were relatively "self-sufficient," relying primarily on instructional strategists and other district personnel when CSR resources became limited. In addition, staff attended some National Association of Bilingual Education events.

Over the course of grant implementation, the TAP reported being the original TAP and providing 40 hours of technical assistance.

### *Integrated District Assistance*

By spring 2006, a high level of district assistance was indicated with supplemental district support for several key components of School 4's CSR program. For example, School 4 piloted the Social Studies Alive instructional program, which the district funded. The principal also cited extensive support from the bilingual coordinator for the district.

By spring 2007, in addition to district adoption and support of many of School 4's CSR-related programs, the district provided additional training and support, including the following:

- Classroom management training
- School climate training
- Services of a newly-hired district data analyst

Survey data from spring 2006 indicated an overall Support mean rating of 4.00 (SE = .07) compared to the spring 2007 overall Support mean rating of 3.70 (SE = .14). Though the spring 2006 mean (4.00) was higher than the national average for elementary schools of 3.81, the spring 2007 mean of 3.70 was lower than the national average. (See Figure 5.1 for means of all survey constructs.)

## *Internal Focus*

### *Staff Buy-In and Support*

By spring 2006, staff support for the school's CSR program was high for two primary reasons cited by staff:

- Teachers saw direct evidence of its success, particularly in reading scores.
- Teachers appreciated the wide variety of resources that had been made available.

In spring 2007, Accelerated Learning remained "a way of life" at School 4, and staff buy-in was still high. However, some staff were said to be less enthusiastic due to decreased professional development opportunities since spring 2006.

### *Alignment and Integration With Existing Programs*

Over the course of the grant period, largely because of the newness of the school, School 4 was able to implement an integrated and aligned school-wide plan rather than having to make model strategies work with other already imbedded programs. Throughout the CSR grant period, the school did not implement additional programs or grants.

### *Monitoring*

By spring 2006, School 4 had introduced the following monitoring activities:

- Subject area and ESL technical assistance through an ESC

- Use of the ESC's Guided Reading matrix
- Plans for Math Investigations and FOSS program monitoring
- Principal walkthroughs, meetings, and lesson plan evaluation
- Campus Leadership Team reports

By spring 2006, the principal, assistant principal, and instructional specialist collaborated to monitor the implementation of CSR via walkthroughs, faculty meetings, and review of lesson plans and test results. The Guided Reading Matrix was completed at the beginning and end of each year. Plans for Math Investigations and FOSS monitoring were being "tweaked" for district-wide use. School 4 no longer utilized the ESC TAP for data disaggregation since the district data analyst had been hired.

The overall Focus mean rating from spring 2006 was 3.97 (SE = .07) compared to the spring 2007 overall Focus mean rating of 3.80 (SE = .16). The spring 2006 mean (3.97) and the spring 2007 mean of 3.80 was higher than the national average for elementary schools of 3.76. (See Figure 5.1 for means of all survey constructs.)

### Pedagogical Change

By spring 2006, the principal said classrooms reflected a "family-like environment" due to the Tribes program and that students were set up in "learning communities." Classroom observations during the first site visit indicated the following:

- Direct instruction was the most common instructional orientation used by teachers.
- Teachers controlled and directed the class through lecturing or guided questions.

By spring 2007, direct instruction remained the most prevalent instructional orientation during the observations. Teachers controlled and directed classes. There were no ability groups or multi-age groupings observed. Work centers were used primarily in the kindergarten and first grades. The most utilized instructional strategy utilized was higher level questioning. In the higher grades, the most common student activity was independent seatwork. Computers were not used for instructional delivery in any of the classes observed, although most classrooms had computers on the teachers' desks, as well as several computers for student use.

In general, class time was highly academically focused. Students consistently and enthusiastically responded to teachers' high-level questioning. Lower-grade students spent the majority of the time during observations in work centers and seemed to enjoy the activities very much. In the upper grades, the level of engagement was mixed.

It should be noted that five observed classrooms had substitute teachers.

Survey data from spring 2006 indicated an overall Pedagogy mean rating of 3.83 (SE = .06) compared to the spring 2007 overall Pedagogy mean rating of 3.63 (SE = .12). The spring 2006 mean (3.83) and the spring 2007 mean of 3.63 were higher than the national average for elementary schools of 3.54. (See Figure 5.1 for means of all survey constructs.)

## Restructuring Outcomes

### Student Impacts

*Achievement.* By spring 2006, the principal and staff credited early rises in TAKS scores to implementation of Accelerated Learning strategies and the Guided Reading program. The school's accountability rating rose from

Academically Acceptable to Recognized for the 2005–06 school year. Scores were also commended on reading/English language arts (ELA), mathematics, and science with comparable improvement in reading/ELA. Scores increased for almost all subgroups in every subject, except writing, in which there were percentage decreases for all subgroups. Teachers reported that they had conducted diagnostic reading assessments in the fall and spring in Grades K–5 and achieved the school goal of having 80% of the students reading when they exited kindergarten.

By spring 2007, the principal was unsure what impacts changes at the school and new enrollment would have on TAKS performance.

*Academic engagement.* By spring 2006, staff and students reported enhanced student academic engagement and motivation associated with the individual subject-area programs implemented through CSR. The principal reported that students appeared to be more motivated. Reports on improved attendance and conduct were mixed. Teachers and parents thought that attendance had improved because "the kids love school." The principal, however, said that attendance might have improved slightly, but the change for the better could not necessarily be attributed to Accelerated Learning. Students were still being sent to the office for discipline problems, although teachers tried to handle discipline issues in their classrooms.

By spring 2007, site visit data indicated that behavioral problems had become more commonplace with the new group of students at the school.

*Affective impacts.* By spring 2006, staff members attributed improved student-teacher and student-student relationships to the implementation of the Tribes program. Through Tribes, students had learned the importance of "mutual respect" in relationships. Students were assigned "bilingual buddies" in their K–3 dual-language classes, which helped them build relationships with other students.

By spring 2007, staff reiterated that the Tribes program had helped to create positive relationships between students and teachers. They also said the parent liaison was very important because it made a tremendous difference when students understood that teachers knew their parents.

### *Staff Impacts*

By spring 2006, the principal described major staff impacts as improved teacher motivation and enthusiasm. Teachers also reported a variety of factors positively impacting staff:

- Good working relationships with the principal
- Shared leadership and responsibility for instructional change
- Adequate resources provided for their classrooms
- Funding to pay for substitute teachers
- More opportunities to plan together through the cadres
- Fewer student discipline problems

In addition, staff specifically mentioned the Tribes program as impacting school climate in a positive way.

By spring 2007, teachers who were new to the campus said they felt supported because they had the necessary resources and peer coaching. The instructional specialist has made a point to help teachers with their concerns. Some training sessions on campus were routine, such as the training for balanced literacy

and Guided Reading. Feedback from these training sessions was 90% positive.

### *Parental Involvement*

By spring 2006, the following parental involvement projects had been implemented at School 4:

- ***Project Families as Readers (Project FAR).*** Project FAR is a student- and parent-focused program to improve literacy in English. The principal reported improved English reading and writing skills of participating parents and also an increased number of parent volunteers, especially from parents who had not previously volunteered at the school.
- ***Parent Involvement Center (PIC).*** Parents check out computers, books, books on tape, and other learning activities that they can use at home with their children.
- ***Math Night.*** Math Night was designed to introduce parents to the Math Investigations program and show them how they can assist their children with school work.
- ***Read With Me Night.*** This event provided parents with different ways in which they can read with their children and other activities they can do at home to assist in literacy development.
- ***Noche de Familia.*** School 4 also hosted a Noche de Familia potluck dinner, an annual event in the district for Hispanic families.

Parental involvement was described as low compared to other schools in the district. Teachers attributed this difference to social issues related to language and economic barriers. Many working parents had no opportunity to take advantage of the PIC because it is only open during regular school hours.

By spring 2007, parents in the focus group indicated the following:

- Improved communication from school to parents including an informal monthly newsletter via mail and e-mails and phone calls from teachers
- Weekly report sheets or agenda books to inform parents of student work
- Progress reports

Survey data from spring 2006 indicated an overall Outcomes mean rating of 3.79 (SE = .06), and results from the spring 2007 survey administration show an overall Outcomes mean rating of 3.17 (SE = .21). Though the spring 2006 mean (3.79) was higher, the spring 2007 mean of 3.17 was lower than the national average for elementary schools of 3.54. (See Figure 5.1 for means of all survey constructs.)

## III. Implementation Summary

### *Key Points*

CSR at School 4 did not technically comprise a "reform" effort because of the newness of the school. Starting almost with a blank slate, staff at School 4 embraced the basic philosophy associated with Accelerated Learning techniques, focused on building staff leadership capacity, initiating academic support for LEP and new immigrant students, and increasing parental involvement. The school also employed several strategies that have been shown to be successful when implementing new initiatives:

- Piloting programs before implementing school-wide

- Providing a wide range of resources for every program
- Establishing teacher cadres to ensure vertical alignment of the curriculum and providing teachers with a sense of ownership and peer support
- Providing an organizing structure and promoting full staff understanding of an integrated academics program

Widespread support for the program was obvious from the enthusiasm of teachers, parents, and students interviewed during the spring 2006 visit. Further, CSR efforts were credited with the school's achievement gains that changed the school's ranking from Acceptable to Recognized status in 2006. In 2006–07, there was less emphasis on special services for the ESL/LEP population and more attention on accommodating the 200 new students enrolled at the school and resulting staffing issues due to district growth. Additionally, staff expressed concern that student achievement as measured by the TAKS may decrease in 2006–07 from 2005-06. This concern was mirrored by survey responses in which the school mean for the Outcomes construct decreased between spring 2006 and 2007. However, district-wide adoption of most of the programming implemented by School 4 allowed for relatively seamless implementation.

## *Implementation Indicators*

In order to accurately describe the overall level of implementation of CSR efforts, several indicators were considered, including a School Climate Inventory, progress reports from grantees, and TAP survey assessments of implementation. Information from each indicator is described below.

***Some training sessions on campus were routine, such as the training for balanced literacy and Guided Reading.***

### *School Climate Inventory*

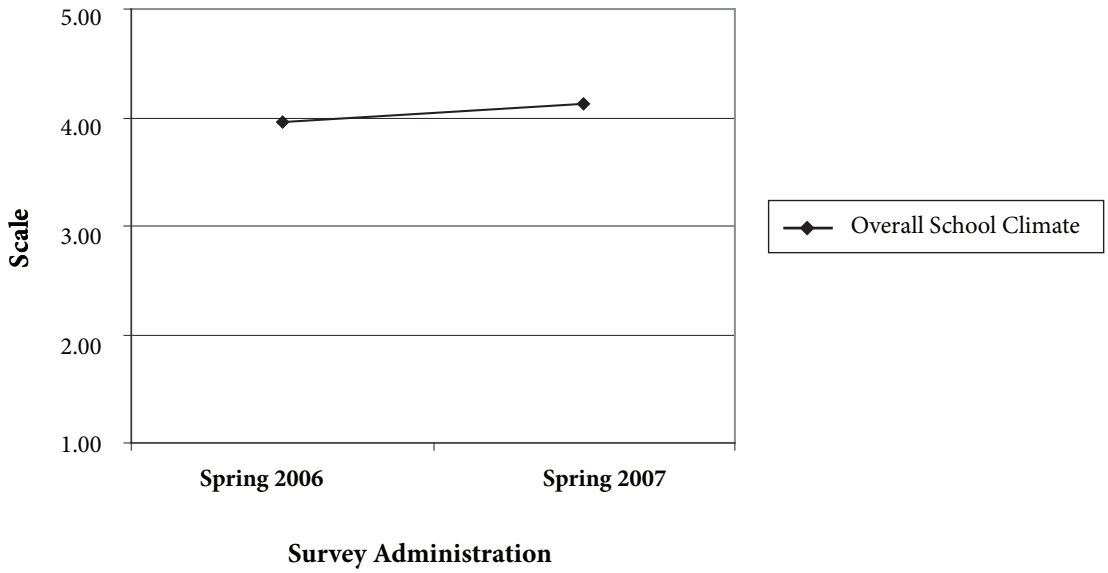
One way to assess the success of CSR implementation indirectly is to measure school climate. The School Climate Inventory (SCI), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school climate across seven dimensions logically and empirically associated with effective school climates. (See Appendix B for scale description.) SCI data from spring 2006 indicated an overall mean rating of 3.95 on a 5-point scale compared to the spring 2007 overall mean rating of 4.12. The spring 2007 mean of 4.12 is higher the national average for elementary schools of 3.93. (See Figure 5.2 for more information on SCI data.)

### *Progress Reports*

Regular progress reports were required by TEA as part of grant compliance. Progress reports documented a variety of indicators aligned with the 11 CSR components. School 4 completed four out of four required progress reports. Progress report responses were averaged across all sections resulting in an average implementation score of 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. School 4 self-reported an initial average implementation score of 3.45. The principal then assessed the school to have an average implementation score of approximately 4.2 for spring 2005 and fall 2005 and a final average implementation score of 3.45. This pattern is consistent with grant funding cycles where early momentum builds with the prospects of new funding and activities and then decreases as the grant cycle ends. (See Figure 5.3 for more information on the school-reported implementation level.)

For ITL grants, TAPs were also asked to complete implementation assessments for sites at

**Figure 5.2. Change in Overall School Climate Means 2006 to 2007**




*Source.* 2006 and 2007 Staff Survey Administration

intervals during the grant period in grantee progress reports. The TAP's assessment of School 4 provided an average score of 3.36 for the initial period evaluated and an average score of 3.36 for the final period evaluated. The level of consistency between the principal and TAP ratings may also be an indication of a high level of communication and coordination between the principal and the TAP.

### *TAP Survey*

All TAPs were asked to provide an overall assessment of grantee implementation level in TAP surveys, which were administered in spring 2006 and spring 2007. Survey responses were based on a 5-point scale: 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. Though School 4 did not have a traditional TAP, a provider of some external technical assistance completed the TAP survey in spring 2006 and assessed School 4's implementation level as a 4.00 on a 5–point scale. This rating suggested that the school was "Implementing" and was similar to the rating provided by the TAP in the progress report for the same time period although higher. The TAP assessment of School 4's implementation level at the time of the second survey was 4.82, suggesting that the school had accelerated implementation and was close to institutionalization.

***CSR at School 4 did not technically comprise a "reform" effort because of the newness of the school.***

Though not involved in the overall CSR project design and all school-wide activities, the external provider who completed the TAP progress reports and survey rated the school's level of implementation as high, in alignment with the school's assessment. However the TAP's overall implementation assessment from the survey was higher than the school's assessment. This could be due to the fact

that the TAP was not regularly on campus and perhaps did not know the extent of the rebuilding effort undertaken at the school in the final year of the grant.

## Assessment of Implementation Level

With an instrument designed to assess the strength of CSR implementation based on the 11 CSR components, the evaluators used all data points to assess implementation level at two different points in the grant period—in spring 2006 and in spring 2007. In the first assessment, School 4 received a score of 40 out of a possible 51 points, reflecting a high level of implementation. In the second assessment, School 4 again received a score of 40, reflecting a high level of implementation but also indicating that the school had not progressed in its CSR efforts. Rather, due to the loss of key trained personnel and the hiring of new teachers to the campus, the school spent the year rebuilding and redelivering much of the training conducted in the early years of implementation.

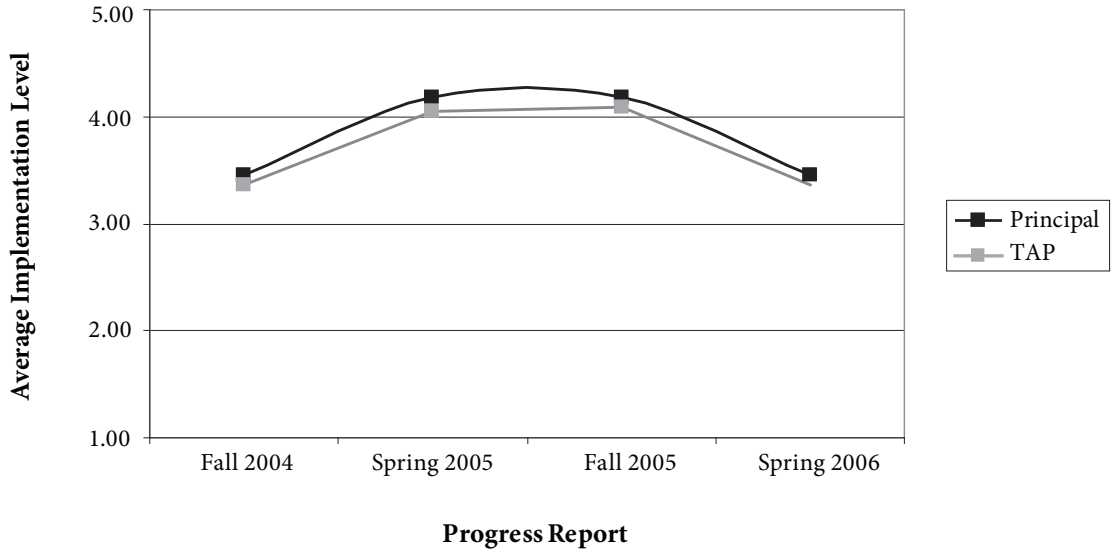
## Sustainability

### Barriers

Several barriers to successful implementation were identified at the school across the site visits:

- Lack of formal technical assistance
- Fear of sustainability when grant funding ceases
- Elimination of the Newcomer Center for recent immigrants and the position of immigrant student specialist
- Loss of the science enrichment specialist
- District growth and a changing student population requiring the need to train new staff and accommodate a substantial influx of new students

**Figure 5.3. School-Reported Implementation Level**




*Source.* CSR grantee progress reports

**Table 5.4. Implementation and Sustainability Assessment**

| Mid-Term Implementation Level | Final Implementation Level | Progress Assessment | Sustainability Assessment |
|---|---|---|---|
| High | High | Rebuilding | Likely to maintain formal strategies |

### *Facilitators*

However, many facilitators existed to counterbalance the barriers:

- A strong principal provided clear and consistent leadership to the effort.
- Hiring interviews included explanations of expectations related to CSR efforts.
- District adopted programming provided additional fiscal support for the initiative.

Across data collection times and events, School 4 was consistently rated as high implementing. However, between the spring 2006 site visit and spring 2007 site visit, the school spent resources rebuilding due to the number of new staff hired at the school and the number of trained staff who left to take other positions in the district. The principal said that school "was on such a high last year. All of the programs were going like clockwork. Now, with so many new teachers, we have to implement all of the programs at one time, not one a year. No matter how much training you give, they are not going to be able to implement programs to the fullest, automatically. It is like starting all over again." However, despite this need to rebuild, all data indicated that the` school would continue implementing the formal strategies associated with Accelerated Learning, especially since much of the programming included under the Accelerated Learning umbrella was adopted by the district. The extent to which some of the other activities funded by CSR would be institutionalized, however, such as the Newcomer Center and the enrichment specialist for new immigrants, was still unclear. The overall success of the CSR effort at School 4 was attributable in large part to the guidance of a dynamic principal who remained committed to the Accelerated Learning philosophy and created a cohesive staff community with a shared educational mission. (See Table 5.4 for more information on the implementation and sustainability assessments.)

# Chapter 6

## School 5

### Middle-Level Implementation

*Grade Level: High School*
*CSR Model: Accelerated Schools*
*Grant Type: Improving Teaching and Learning (ITL)*
*Award Date: August 2004*

***Evaluators visited the school in spring 2006 during the second year of grant implementation and again in spring 2007, the third and final year of grant implementation.***

## I. Local Context

Located in a major urban area in Central Texas, School 5 is a charter school that targets at-risk, disadvantaged, and "troubled" youth in Grades 9–12.[15] The school serves approximately 260 students, the majority of whom are African American (54%) and Hispanic (37%). A majority of the students are economically disadvantaged (92%). (See Table 6.1 for more demographic information.)

Major challenges faced by School 5 included the following:

- Teacher qualifications and staff turn over as the school recruited from local alternative certification programs
- Student discipline and behavioral issues
- Tension between keeping enrollment figures up and the need to enforce discipline policies, which led to inconsistency in disciplinary action, according to some staff and students
- Fluctuating enrollment and poor attendance
- Lack of parent involvement

To address some of these issues, in 2006–07, School 5 implemented a discipline committee with inconsistent effectiveness according to most staff and students. Increased parent outreach efforts implemented by the school's

**Table 6.1. Demographic Profile, 2005–06[16]**

| Total Students | African American | Hispanic | White | Other | Economically Disadvantaged | Mobility (2004–05) | Limited English Proficient |
|---|---|---|---|---|---|---|---|
| 260 | 54% | 37% | 8% | 2% | 92% | 78% | 4% |

*Source.* Texas Education Agency, Academic Excellence Indicator System (AEIS)

[15] School 5 also runs a pre-kindergarten program and is building a K–8 program and childcare program; these programs were not included in the school's CSR grant application. Grades 1–2 were added in 2005–06, and Grade 3 was added in 2006–07. Another campus associated with School 5 primarily offers credit recovery options for students in Grades 9–12 with alternative schedules; this campus received a CSR grant through the Texas High School Initiative (THSI). Some staff from this campus participated in some grant activities initiated by School 5, though it is unclear if funds from both grants were integrated for joint activities.

[16] Demographic data include 118 students enrolled in pre-kindergarten, kindergarten, and Grade 1.

**Table 6.2. Alternative Education Accountability and TAKS Performance History**

| Year | Campus Rating | TAKS Met Standard All Grades Tested (All Tests) | Reading | Math | Science | Social Studies |
|---|---|---|---|---|---|---|
| 2003–04 | Not rated: Alt Ed* | 21% | 54% | 9% | 21% | 57% |
| 2004–05 | AEA: Academically Acceptable | 15% | 55% | 11% | 34% | 74% |
| 2005–06 | AEA: Academically Acceptable | 17% | 74% | 19% | 24% | 52% |

*Source.* Texas Education Agency, AEIS
TAKS = Texas Assessment of Knowledge and Skills
*School 5 is classified as an alternative education school by TEA and therefore was not rated in the AEIS accountability system in 2004.

new principal (formerly the assistant principal) had some impact on parent involvement. Other attempts to improve the general school environment in 2006–07 included the creation of a school library, addition of extracurricular activities (sports teams, cheerleaders, clubs, and school dances). In addition, school administrators mentioned a plan for a capital campaign to fund the creation of a community wellness center on the campus, which would include a gymnasium for school sports.[17]

***Although a staff vote was not conducted in selecting the model, the superintendent cited the model's emphasis on staff involvement in assessing the needs of the school as an important element in selection.***

The school received Acceptable accountability ratings in the Alternative Education Accountability (AEA) system for the school years 2004–05 and 2005–06. Performance for all students for all grades tested fluctuated across the three years resulting in a net decrease from 2003–04 to 2005–06. Performance for all students in reading and mathematics was stable between 2003–04 and 2004–05 but increased in 2005–06. Both science and social studies performance increased in 2004–05 and then decreased in 2005–06. (See Table 6.2 for more accountability information.)

School 5 offered a cosmetology program and TAKS preparation/credit-recovery options. School 5 also was associated with several non-profit, vocationally focused programs: a Comprehensive Youth Development Program (CYDP) provided academic and workforce training and opportunities for at-risk and economically disadvantaged youth with Title I funds, and Youth Build was an on-campus vocational program.

## II. Model Adoption And Implementation

### *Selection Process*

School 5 was awarded an Improving Teaching and Learning/Texas Title I Comprehensive School Reform (ITL) grant in August 2004

[17] Though there were many active sports teams on campus, and the campus was founded by a former San Antonio Spurs basketball player, sports teams practiced and played at a variety of rented facilities around the city, causing problems with transportation and attendance at sporting events.

**Table 6.3. Accelerated Schools Model Design**

***Background***
Established in 1986, Accelerated Schools serves around 1,300 schools across all grade levels. Accelerated Schools is designed to provide gifted and talented instruction for all students through "powerful learning." The program is guided by three principles: unity of purpose, empowerment plus responsibility, and building on strengths. The primary goal of the Accelerated Schools program is to provide all students with enriched instruction based on the school community's vision of learning.

***Key Strategies and Features***
- High standards for at-risk students
- A gifted and talented curriculum to stimulate academic growth
- Focus on students' strengths
- A unified, school-wide sense of purpose
- Staff participation in governance and decision-making process

***Key Components***
- Full staff must participate in a 1–3 month exploration of the Accelerated Schools philosophy.
- Members of the school community take a formal vote or agree (90%) upon the adoption of the program.
- The Technical Assistance Provider supports local needs assessment, strategic planning, and continuous assessment.
- State education department and universities provide training and follow-up sessions.

*Source.* Accelerated Schools website, http://www.swacceleratedschools.net/

to implement the Accelerated Schools model. (See Table 6.3 for more information on Accelerated Schools.) Although a staff vote was not conducted in selecting the model, the superintendent cited the model's emphasis on staff involvement in assessing the needs of the school as an important element in selection.

## *Implementation*

By spring 2006, all staff members who were at the school at the time (including teaching, administrative, and facilities staff) were involved in initial planning and implementation of the following activities:

- Formation of a CSR Leadership team that included the principal/superintendent, vice principal/CSR coordinator, and two internal teacher/facilitators
- School-wide Accelerated Schools trainings in summer and fall 2005
- Implementation of the Taking Stock needs assessment process and publication of report
- Identification of three cadres focused on curriculum, instruction, and organization to research and review priority areas of need
- Additional staff development focused on general pedagogical strategies, content-based training, and TAKS preparation

By spring 2007, implementation activities included the following:

- Appointment of a new CSR coordinator (a social studies teacher at the school)

to serve as the school's "Instructional Guide" and internal coach for Accelerated Schools implementation

- Development of strategic action plans in priority areas identified in Taking Stock report
- Assignment of staff to campus teams to implement action plans
- Development of a school vision statement
- Participation by all staff in an Accelerated Schools Powerful Learning workshop and other workshops
- Establishment of a Leaders in Training structure with supervisory responsibilities defined for all school staff
- Development of an efficiency work plan to drive school improvement efforts
- Changes to after-school tutoring and Saturday School services (extended hours, transportation)
- Focused work with a Regional Education Service Center (ESC) to enhance special education program and services
- Provision of TAKS preparation training in English/language arts (ELA) and mathematics by an external consultant
- Augmentation of the core curriculum with curriculum and training developed by an ESC
- Development of individual student assessment portfolios

## *Factors Impacting CSR Implementation*

The Comprehensive School Reform Teacher Questionnaire (CSRTQ), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school change across five constructs. The results from the survey are examined to determine factors impacting CSR implementation. In 2006, 20 out of 23 professional staff members responded to the survey for a response rate of 87%. In 2007, 13 out of 21 professional staff members responded to the survey for a response rate of 62%. (Spring 2006 and spring 2007 school-level responses to individual items making up each construct can be found in Appendix C.) In Figure 6.1, means are reported with confidence intervals to show the range of values within which the true mean is likely to fall. Survey results for all five constructs are discussed in turn in the coming sections.

***By spring 2007, according to the superintendent, CSR funds had been used to support supplies and materials purchases, and subscription to an online assessment program.***

### *School Capacity*

#### *Materials*

By spring 2006, site visit data indicated that CSR funds had been used to purchase consumable classroom supplies and materials for science, art, and drama.

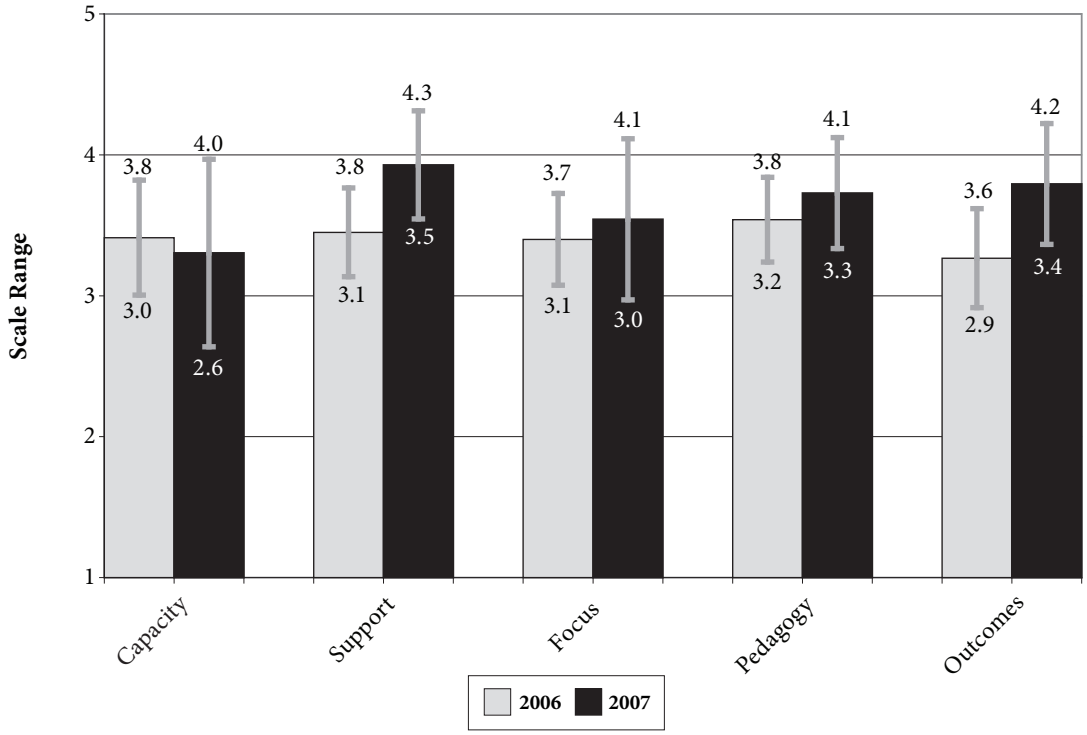
By spring 2007, according to the superintendent, CSR funds had been used to support supplies and materials purchases, and subscription to an online assessment program.

#### *Staffing and Planning Time*

By spring 2006, School 5 had instituted a school-wide planning and training period every Thursday afternoon. Extra time was also designated for cadre meetings.

By spring 2007, the Thursday afternoon planning time was still in place, and the CSR coordinator had developed a master schedule that allowed the two core teachers in each subject area to plan together.

**Figure 6.1. Change in Construct Means 2006 to 2007**




*Source.* 2006 and 2007 Comprehensive School Reform Teacher Questionnaire

## *Fiscal Resources to Support Staff, Materials, and Technical Assistance*

By spring 2006, the superintendent reported that grant expenditures included Accelerated Schools technical assistance and training, substitute pay for teacher professional development, supplies and materials, and consultant costs.

By spring 2007, site visit data indicated that resources were used to support the following:

- Additional consultants to support CSR efforts including assistance in TAKS preparation
- An external evaluator to conduct classroom observations and assist with data analysis
- Curriculum alignment and training from an ESC
- Partial support for a reading teacher

The superintendent indicated that funds from the various non-profit programs associated with the school were integrated to support some CSR efforts. For example, Comprehensive Youth Development Program funding supplemented transportation costs for students participating in tutoring as many students were dropped off directly at their jobs from school.

Results from the spring 2006 survey administration show an overall Capacity mean rating of 3.41 (standard error [SE] = .19) on a 5-point scale. In comparison, the spring 2007 overall

Capacity mean rating was 3.30 (SE = .31). Both means were higher than the national average for secondary schools of 3.17. (See Figure 6.1 for means of all survey constructs.)

## External Support

### External Professional Development

School 5 received external support from a Technical Assistance Provider (TAP) from the Southwest Center for Accelerated Schools at the University of Texas at Austin. By spring 2006, training provided by the TAP focused on leadership training and faculty training on the model's Powerful Learning approach and student learning styles. At the time of the first site visit, administrators felt that technical assistance had been very "hands-on." Staff indicated that the TAP regularly provided materials but had some mixed feelings about the individual consultant who visited School 5 weekly. The TAP survey indicated the Southwest Center had provided over 1,000 hours of technical assistance over the first two years of the grant.

By spring 2007, staff indicated that the Accelerated Schools consultant provided by the Southwest Center had changed twice during the school year (and four times over the course of the grant). A new consultant was assigned at the beginning of the 2006–07 school year but was abruptly changed in the fall of 2006. During the transition, the school's CSR coordinator said that he guided the development of action plans using the Accelerated Schools field manual and that he later brought the new Accelerated Schools consultant up to speed. The new consultant provided the following services in 2006–07:

***Over the course of grant implementation, 1560 hours of technical assistance were provided.***

- Bi-monthly visits
- Recommendations for training
- Informal classroom observations
- Program implementation feedback
- Additional staff training

Generally, data indicated that some staff were not receptive to the new TAP's involvement, and staff characterized his role as less hands-on as previous TAPs and "available to answer questions."

Site visit data indicated numerous TAP changes as new consultants were assigned to the school. Over the course of grant implementation, 1560 hours of technical assistance were provided.

### Integrated District Assistance

As a charter school, School 5 received no district assistance.

The overall Support mean rating from spring 2006 was 3.45 (SE = .15), while the spring 2007 survey administration showed an overall Support mean rating of 3.93 (SE = .18). The spring 2006 mean (3.45) and spring 2007 mean of 3.93 were higher than the national average for secondary schools of 3.40. (See Figure 6.1 for means of all survey constructs.)

## Internal Focus

### Staff Buy-In and Support

By spring 2006, some staff members said they initially had mixed feelings about the whole-staff approach to implementing the Accelerated Schools model and questioned the inclusion of business and management staff. By the second year of grant implementation, collaboration staff buy-in and support improved. There was, however, evidence of

***While some teachers reported more interactive, hands-on, and technology-based teaching as a result of Accelerated Schools training, others said that many teachers were not engaging in project-based learning.***

growing frustration with the slowness of the Accelerated Schools process, which was exacerbated by continuing staff turnover.

By spring 2007, the principal said staff were "self-motivated" to make changes because the Accelerated Schools process helped staff identify "where the leaks are." Most staff interviewed, including teachers new to the school this year, seemed satisfied with Accelerated Schools Powerful Learning concepts, especially as they concerned individual student learning styles. Staff also valued the collaborative work promoted by the model and the support from the school's CSR coordinator. Staff especially valued that, as an experienced teacher from an inner-city school, the coordinator understood the student body and provided classroom management and curricular support.

## *Alignment and Integration With Existing Programs*

Over the course of the grant period, administrators noted some level of integration of CSR efforts with the Comprehensive Youth Development Program and the Youth Build programs, primarily through integrated funding to support transportation and tutoring services and participation policies linked to student grade requirements.

## *Monitoring*

By spring 2006, reported monitoring activities included the following:

- Reflection activities built into the Accelerated Schools process including Taking Stock, committee reports, and staff meetings
- Site visits and classroom observations from Accelerated Schools consultants

By spring 2007, additional monitoring activities were in place:

- A consultant was hired to assist the school in reviewing data.
- The CSR Coordinator conducted classroom observations.
- Staff submitted lesson plans to the CSR coordinator.

Survey data from spring 2006 indicated an overall Focus mean rating of 3.40 (SE = .15) compared to the spring 2007 overall Focus mean rating of 3.54 (SE = .26). Both means were higher than the national average for secondary schools of 3.36. (See Figure 6.1 for means of all survey constructs.)

### *Pedagogical Change*

By spring 2006, the principal felt that the program had made significant impacts on instruction, specifically in terms of increased teacher understanding of TEKS and TAKS objectives and a focus on student learning. Though primarily a function of the small size of the school, evaluators frequently observed the following in the classrooms.

- Cooperative/collaborative learning
- Personalized instruction
- Grouping of students of varying ability, knowledge, and grade levels

While some teachers reported more interactive, hands-on, and technology-based teaching as a result of Accelerated Schools training, others said that many teachers were

not engaging in project-based learning. They cited teacher inexperience as a contributing factor: "For some of the things that Accelerated Schools advocates, you need a little experience."

By spring 2007, evaluators observed the following in classrooms:

- Direct instruction was the predominant instructional orientation.
- Higher-level questioning and instructional feedback were rarely observed.
- Computers were only used for instructional delivery in the A+ Credit Recovery program.
- While most students were well-behaved, they were not actively engaged in classes.

It should be noted that during the second site visit, the instructional schedule had been altered due to inclement weather the previous week; so many teachers were reviewing for tests that had been postponed.

All staff interviewed mentioned targeting individual student learning styles as a key strategy being implemented at the school, usually describing approaches that incorporated visual approaches in instructional delivery. These techniques were observed in a variety of classrooms with a varying level of skill and effectiveness. Overall, however, staff reported that the learning environment was disrupted by other factors at the school. For example, the inconsistent attendance of many students meant teachers spent much time reintroducing material. One staff member described an attempt to offer project-based instruction in a new video technology elective class that was abandoned half way through the semester due to the theft of the video cameras.

***By spring 2007, staff and students said teachers had improved academic instruction, and students took their teachers more seriously.***

Considering spring 2006 survey results, the overall Pedagogy mean rating for School 5 was 3.54 (SE = .14), and the spring 2007 results showed an overall Pedagogy mean rating of 3.73 (SE = .18). The spring 2006 mean (3.54) and the spring 2007 mean of 3.73 was higher than the national average for secondary schools of 3.07. (See Figure 6.1 for means of all survey constructs.)

## Restructuring Outcomes

### Student Impacts

*Achievement.* By spring 2006, student achievement attributable to CSR efforts was not reported.

By spring 2007, the CSR coordinator said TAKS scores had increased in some subject areas, but he did not know if gains were attributable to CSR efforts.[18]

*Academic engagement.* By spring 2006, staff reported evidence of increased student engagement, especially in terms of improved attendance. Students indicated that they were more interested in classes with projects, such as hands-on science classes and classes that related to the real world. However, some students indicated frustration with teacher approaches to instruction or lack of content knowledge.

By spring 2007, staff and students said teachers had improved academic instruction, and students took their teachers more seriously. One student said, "All the teachers are really stepping up to the plate." Students valued the extra tutoring and academic help that was

[18] With over 75% student mobility, assessment of impacts on achievement based on annual change in TAKS scores would not be appropriate.

available: "Last year was like 'you are on your own, we don't really care,' and it was up to the student to take the initiative."

*Affective impacts.* By spring 2006, site visit data indicated limited impacts on students.

By spring 2007, the principal cited improved discipline as a student outcome. Staff and students said there was a difference at the school, a tighter structure. Students said that the school was more organized, that progress reports were on time, and that the "chain of command" was more clearly defined than it had been in previous years. The observers also noted that the level of noise and disruption in the halls and in classrooms was less than during the previous site visit.

Students alluded to past adversarial relationships with staff that had improved as those teachers were no longer there. In all but one case, the evaluators observed that teachers were polite and respectful of students. The coordinator also said teachers were taking more time with students. However, many staff indicated that building more supportive relationships with students was difficult because of the discipline problems—teachers were hesitant to "cross the line" and develop closer relationships with students.

### *Staff Impacts*

By spring 2006, staff reported the following impacts as a result of CSR:

- Collaborative data gathering and data-driven decision making
- Stronger collegial relationships and reduced teacher isolation
- Increased focus on students and priority needs

By spring 2007, the CSR coordinator and teaching staff emphasized the group ethic that had been built resulting in a shared common vision and team work. Some staff indicated that they had stayed at the school longer than they had intended to because of the enthusiasm of the group.[19] Parents indicated that they had noticed teachers this year "wanted to be [here]." However, data also indicated that these gains were temporary as salary issues and continued discipline problems had eroded the commitment of some staff to return to the school next year. Recognizing that some of School 5's student population had extreme needs, one teacher said, "there's no reason we can't be more one-on-one…give more encouragement." She understood, however, that many teachers felt a line had to be drawn, "otherwise they [the students] will eat you alive."

***Many staff indicated that building more supportive relationships with students was difficult because of the discipline problems—teachers were hesitant to "cross the line" and develop closer relationships with students.***

### *Parental Involvement*

By spring 2006, some staff said there had been little change in parental involvement, but there was some increased effort to engage parents.

By spring 2007, substantial outreach activities were implemented by the school and staff, and parents indicated some increase in parent contact and involvement. Efforts included the following:

- Daily monitoring of student attendance and follow-up phone calls

[19] In 2006–07, the two mathematics and the two ELA teachers were new. Staff reported that more teachers returned in 2006–07 than in previous years.

- Frequent calls and visits to students' homes
- Teacher requirements to turn in weekly phone logs of parent contacts
- Encouragement to contact parents about positive student performance and behavior
- Documentation of discipline issues
- Formal parent involvement activities, including the institution of one parent night each semester, a senior night at which students honored their parents, and plans to enhance and upgrade graduation activities

Difficulties in involving parents included the need to notify them well in advance of activities because of their work commitments and inaccurate contact information.

Parents in the focus group acknowledged and appreciated staff efforts to communicate with them about their children's progress, especially those of the principal and coaches, as well as the enhancement of extracurricular activities. Most had heard about the parent nights instituted in 2006–07. They stressed the need for better communication from the school, especially regarding frequent variations in the school schedule, which one parent described as complex. Parents said they were not informed when there was a schedule change, though many attributed this to students' failure to let parents know. The transportation provided to and from school and for tutoring was also appreciated by parents.

***Gains were seriously threatened by continuing patterns of extreme annual teacher turnover related to the school's teacher recruitment strategies and ongoing discipline, mobility, and attendance problems.***

Survey data from spring 2006 indicated an overall Outcomes mean rating of 3.27 (SE = .16) compared to the spring 2007 overall Outcomes mean rating of 3.79 (SE = .20). Both means were higher than the national average for secondary schools of 3.10. (See Figure 6.1 for means of all survey constructs.)

## III. Implementation Summary

### *Key Points*

Over the course of the grant, the administration at School 5 supported the Accelerated Schools process and adhered to basic model procedures. Provision of the curriculum supplement from the ESC was seen by all as positive and much needed given the inexperience of the teaching staff. A group ethic was developed among staff, and data indicated improvements in organization and administrative support. Further, additional extracurricular activities had contributed to the feeling that the school was becoming "a real high school." However, these gains were seriously threatened by continuing patterns of extreme annual teacher turnover related to the school's teacher recruitment strategies and ongoing discipline, mobility, and attendance problems. While some efforts had been made to address chronic attendance and discipline problems, these issues still had considerable impact on the teaching and learning environment.

### *Implementation Indicators*

In order to accurately describe the overall level of implementation of CSR efforts, several indicators were considered, including a School Climate Inventory, progress reports from grantees, and TAP survey assessments of implementation. Information from each indicator is described below.

### School Climate Inventory

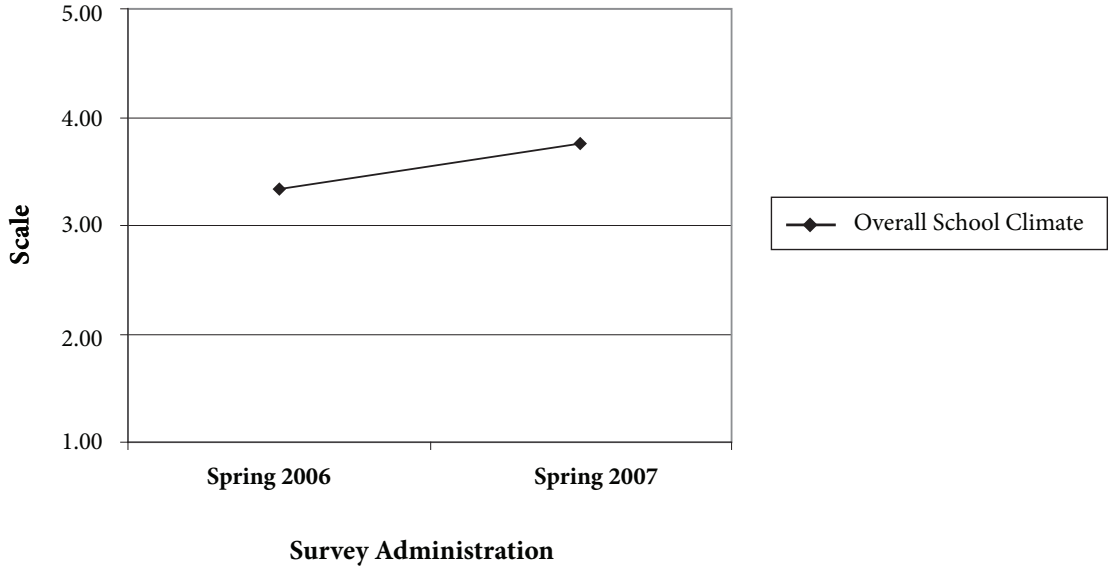
One way to tap the success of CSR implementation indirectly is to measure school climate. The School Climate Inventory (SCI), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school climate across seven dimensions logically and empirically associated with effective school climates. (See Appendix B for scale description.) SCI data from spring 2006 indicated an overall mean rating of 3.34 on a 5-point scale compared to the spring 2007 overall mean rating of 3.76. The spring 2007 mean of 3.76 was higher than the national average for secondary schools of 3.73. (See Figure 6.2 for more information on SCI data.)

### Progress Reports

Regular progress reports were required by TEA as part of grant compliance. Progress reports documented a variety of indicators aligned with the 11 CSR components. School 5 completed four out of four required progress reports. Progress report responses were averaged across all sections resulting in an average implementation score of 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. School 5 self-reported an initial average implementation score of 2.45, spring 2005 and fall 2005 average implementations of approximately 3.8, and a final average implementation score of 2.45. This pattern may be associated with the grant funding cycle where momentum builds around early grant activities and then faded as the grant cycle ends and funding was reduced. (See Figure 6.3 for more information on the school-reported implementation level.)

For ITL grants, TAPs were asked to complete implementation assessments for sites in the grantee progress reports. The TAP's assessment of School 5 provided an initial average score of 2.45 and a final average score of 2.45. While the TAP's initial and final assessments of implementation at School 5 were in agree-

**Figure 6.2. Change in Overall School Climate Means 2006 to 2007**




*Source.* 2006 and 2007 Staff Survey Administration

ment with the school's, the principal assessed implementation at a higher level than the TAP over the middle of the grant period.

### *TAP Survey*

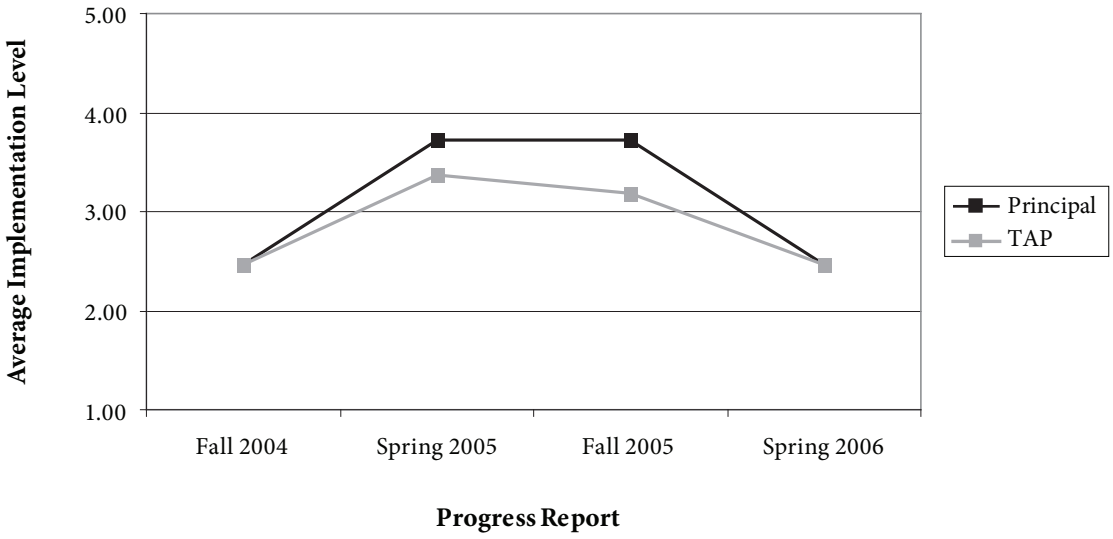
All TAPs were asked to provide an overall assessment of grantee implementation level in TAP surveys, which were administered in spring 2006 and spring 2007. Survey responses were based on a 5-point scale: 1–No implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. The first TAP assessment of School 5's implementation level was a 4.18 suggesting the school was "Implementing" by spring 2006, however, this is significantly higher than the rating reported by the TAP for the same time period. The TAP assessment of School 5's implementation level at the time of the second survey in spring 2007 was 4.91 indicating School 5 was near "Fulfilling." This rating is inconsistent with other data collected for the school which indicates a much lower level of implementation.

The school's self-reported implementation rating and the TAP progress report ratings reflect a pattern that mirrors the grant funding cycle. School 5 evidenced a high level of fidelity in implementing the recommended steps of the Accelerated School's model as reflected by the TAP survey data. Fidelity to the model process was enabled by the school's small size and the ability to easily include the whole staff in implementation activities, however; the process had yet to lead to substantive changes.

## *Assessment of Implementation Level*

With an instrument designed to assess the strength of CSR implementation based on the 11 CSR components, the evaluators used all data points to assess implementation level at two different points in the grant period—in spring 2006 and in spring 2007. In the first assessment, School 5 received a score of 25 out of a possible 51 points, reflecting a middle level of implementation. In the second assessment, School 5 received a score of 32, again indicating a middle level of implementation but reflecting significant progress in model implementation, primarily due to the development of action plans.

**Figure 6.3. School-Reported Implementation Level**




*Source.* CSR grantee progress reports

**Table 6.4. Implementation and Sustainability Assessment**

| Mid-Term Implementation Level | Final Implementation Level | Progress Assessment | Sustainability Assessment |
|---|---|---|---|
| Middle | Middle | Progressed | Unlikely to maintain formal strategies |

## *Sustainability*

### *Barriers*

Several tensions at School 5 remain barriers to CSR sustainability, and many of these barriers are interrelated:

- High teacher turnover
- Discipline and behavioral issues
- High student mobility and sporadic attendance

### *Facilitators*

Facilitators reported by staff included the following:

- Small size of school and staff facilitating collaborative work
- Enhanced school organization and management processes
- Increased efforts to offer traditional high school extracurricular opportunities

School 5 was rated as a middle-level implementing school in spring 2006 and again in spring 2007 with some evidence of progress, primarily due to their adherence to the implementation of Accelerated Schools recommended processes. Survey data indicated no meaningful increase in construct means between spring 2006 and spring 2007. While there were some fundamental improvements at School 5 over the grant period, some chronic challenges threatened sustainability of the school's CSR efforts. Investment in professional development was regularly lost with large numbers of newly-certified teachers not returning to the school. No staff interviewed appeared hopeful that the retention situation would change. The needs of the student population combined with inexperienced teachers led to consistent discipline issues fueling teacher turnover. Model alignment with student needs was another issue affecting sustainability. The Accelerated Schools focus on the provision of "accelerated not remedial" academics did not seem feasible given the inexperience of the school's teaching staff, the high turnover, and the level of need of the student body. The superintendent indicated there might be some changes to address these issues such as a change in teacher recruitment strategies. She also indicated a future plan to pursue career and technology funding,[20] indicating a shift in focus in reform efforts back to vocationally focused programming. While School 5 benefited from implementation of the Accelerated Schools model, given the ongoing challenges of turnover and discipline at the school and the planned shift in focus to vocational programs, sustainability of CSR efforts does not seem likely. (See Table 6.4 for more information on the implementation and sustainability assessments.)

[20] Previously in 1998, School 5 had implemented the High Schools That Work (HSTW) program, a commonly used model for CSR, which was developed by the Southern Regional Education Board. According to the principal, HSTW focused on vocational programming. In adopting Accelerated Schools as its CSR model, she said the school shifted focus to concentrate on "academic strengthening as well as rethinking and reorganizing [the] school [and] including all stakeholders."

# Chapter 7

## School 6

### Middle-Level Implementation

*Grade Level: Middle School*
*CSR Model: Advancement Via Individual Determination (AVID)*
*Grant Type: Improving Teaching and Learning (ITL)*
*Award Date: August 2004*

***Evaluators visited the school in spring 2006 during the second year of grant implementation and again in spring 2007, the third and final year of grant implementation.***

***Due to extenuating circumstances, the parent and student focus groups did not occur during the 2007 spring site visits. Additionally, 2007 classroom observations took place during school days that were "atypical" due to activities associated with a science fair and a Black History Month program.***

## I. Local Context

School 6 is a middle school located in the southeast corner of a large metropolitan area. It serves 1,390 students in Grades 7 and 8. The two largest ethnic student groups are Hispanic (72%) and African American (26%). Eighty-six percent of the students are economically disadvantaged. (See Table 7.1 for more demographic information.)

Interviewees reported that safety was a pressing concern at School 6. The current principal, who had been at the school for two years, viewed safety as his "first charge." Parents and students credited him with making the school a safe place by increasing the presence of and monitoring by adults, enforcing the dress code, and decreasing loitering.

Other ongoing efforts to improve the school included the following:

- Creating academic clusters of students sharing the same core content teachers
- Reaching out to parents and community through principal coffees and an open door policy
- Hiring a bilingual community liaison through Communities in Schools to increase parental engagement
- Providing an adult GED program with childcare

**Table 7.1. Demographic Profile, 2005–06**

| Total Students | African American | Hispanic | White | Other | Economically Disadvantaged | Mobility (2004–05) | Limited English Proficient |
|---|---|---|---|---|---|---|---|
| 1,390 | 26% | 72% | 1% | 1% | 86% | 24% | 24% |

*Source.* Texas Education Agency, Academic Excellence Indicator System (AEIS)

- Offering Saturday TAKS tutoring
- Hiring responsive, Spanish-speaking office staff
- Providing timely communications with parents
- Increasing volunteer opportunities

School 6 received an Acceptable accountability rating for the 2003–04 school year and an Unacceptable rating for the 2004–05 school year. The school received an Acceptable rating for the 2005–06 school year. Performance for all students for all grades tested and mathematics improved across the three years. Performance for all students in reading improved between 2003-04 and 2004-05 then remained stable in 2005–06. Performance for writing fluctuated across the years resulting in a net increase. (See Table 7.2 for more accountability information.)

***The current principal, who had been at the school for two years, viewed safety as his "first charge."***

Staff interviewed during the site visits indicated that School 6 was an "AYP school," meaning that supplemental education services were provided to the school because it had not met the Adequate Yearly Progress standards under the federal *No Child Left Behind* accountability system.

Concurrent programs at the school during the period of the CSR grant included Title I School Improvement, 21st Century Community Learning Center, and Communities in Schools.

## II. Model Adoption and Implementation

### *Selection Process*

School 6 was awarded an Improving Teaching and Learning/Texas Title I Comprehensive School Reform grant (ITL) in August 2004 to implement the Advancement Via Individual Determination (AVID) program. (See Table 7.3 for more information on AVID.) The former principal initiated the grant process with the district, and the district recommended the AVID model because it had been successful at the high school that School 6 students would likely attend. Data indicated the faculty did not have the opportunity to participate in the assessment, research, or acceptance phase of the CSR-model adoption process. Most teachers interviewed could not identify AVID as the school's CSR model though they were aware of the CSR grant.

**Table 7.2. Accountability and TAKS Performance History**

| Year | Campus Rating | TAKS Met Standard All Grades Tested (All Tests) | Reading | Mathematics | Writing (Grade 7) |
|---|---|---|---|---|---|
| 2003–04 | Academically Acceptable | 22% | 53% | 25% | 70% |
| 2004–05 | Academically Unacceptable | 30% | 67% | 34% | 68% |
| 2005–06 | Academically Acceptable | 39% | 66% | 44% | 72% |

*Source.* Texas Education Agency, AEIS
TAKS = Texas Assessment of Knowledge and Skills

**Table 7.3. AVID Model Design**

***Background***
Since 1980, the Advancement Via Individual Determination (AVID) program has been implemented in more than 2,200 middle schools and high schools in 36 states and 15 countries worldwide serving an estimated 30,000 students. AVID is aimed at those students who attend school regularly but get "C" grades in courses that are not rigorous.

***Key Strategies and Features***
- Rigorous and relevant curriculum
- Socratic method
- Note-taking skills
- Subject-specific study groups
- Writing to learn
- Test-taking skills

***Key Components***
- An AVID academic elective class is offered for one period per day.
- An AVID teacher or "coach" helps students organize their time in school, provides tutoring for in-class assignments, and monitors student progress and school activity.
- An AVID site team is composed of teachers in academic departments, counselors, and administrators. The team visits "demonstration schools" to see programs in operation and extend the model throughout the school.
- Extracurricular activities, such as cultural and career events, are available.
- College awareness and orientation with financial planning activities are offered to parents and students.

*Source.* AVID website, http://www.avidonline.org/

## *Implementation*

By spring 2006, the following implementation efforts were conducted:

- Identification of an AVID elective teacher
- Attendance by eight staff members at AVID training
- Redelivery of AVID training to entire staff, including an AVID video
- Development of a student selection process for participation in the AVID elective:
    - Seventh graders who wanted to participate in the Grade 8 program requested letters of recommendation from their language arts teachers.
    - The CSR Coordinator identified eligible students through a review of student data using AVID criteria.
    - The Dean of Students and the CSR coordinator then chose the final participants.
- Delivery of the AVID elective and services to a group of 30 students:
    - Three sections of the AVID elective class serving 10 students per section
    - Tutoring from teachers and college students for AVID students
    - Formal and informal mentoring by teachers for AVID students
    - Guest speakers and extracurricular activities

By spring 2007, AVID implementation efforts including the following:

- Eight additional staff attended AVID training.
- The program was expanded to serve approximately 60 seventh graders and 60 eighth graders.
- Student selection processes were refined.
    - Students were recommended by a teacher, but students could also self-nominate.
    - Students filled out an application near the end of the school year for the following school year.
    - All applicants were interviewed by a team consisting of the AVID elective teacher, a counselor, and "four to five teachers who went through the AVID training."

As evidence of program expansion, over 300 students applied for the AVID elective for the 2006–07 school year.

## Factors Impacting CSR Implementation

The Comprehensive School Reform Teacher Questionnaire (CSRTQ), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school change across five constructs. The results from the survey are examined to determine factors impacting CSR implementation. In 2006, 45 out of 104 professional staff members responded to the survey for a response rate of 43%. In 2007, 31 out of 110 professional staff members responded to the survey for a response rate of 28%. (Spring 2006 and spring 2007 school-level responses to individual items making up each construct can be found in Appendix C.) In Figure 7.1, means are reported with confidence intervals to show the range of values within which the true mean is likely to fall. Survey results for all five constructs are discussed in turn in the coming sections.

***Over the course of grant implementation, site visit data indicated that CSR efforts had made little impact on overall school staffing and planning due to the structure of the class as an elective taught by one individual.***

### *School Capacity*

When teachers were asked to discuss the school's capacity for supporting CSR, most responded that the students and teacher participating in the program had adequate support for implementation.

### *Materials*

Over the course of grant implementation, the school used CSR funds to purchase the following materials:

- AVID DVD and curriculum guide
- Mathematics software program for AVID students
- Laptops
- Document imagers
- Digital projectors
- SMART Boards

Staff indicated that the school had adequate support for AVID.

### *Staffing and Planning Time*

Over the course of grant implementation, site visit data indicated that CSR efforts had made little impact on overall school staffing and planning due to the structure of the class as an elective taught by one individual.

Staff reported that the AVID teacher provided regular staff training on note-taking and other AVID elements, in addition to providing an overview of the program at the beginning of the school year.

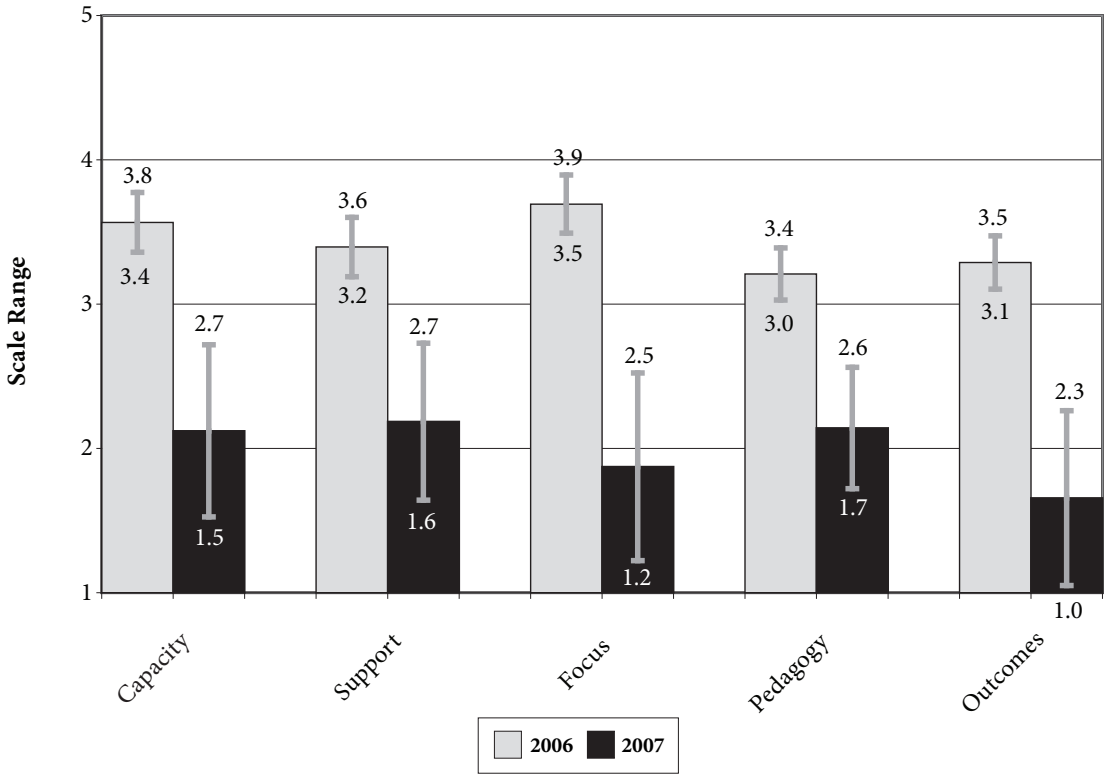
### *Fiscal Resources to Support Staff, Materials, and Technical Assistance*

CSR funds were used to support the purchase of materials and technology described previously.

By spring 2006, data indicated that CSR funds allowed AVID students to engage in extracurricular activities like those available in more affluent areas of the district. Funds were also used to bring in motivational speakers and to create opportunities for AVID students to meet AVID students from other campuses. By spring 2007, documentation indicated that funds would be used to pay for additional tutoring services for low-performing students and Saturday school, as well as the purchase of other instructional materials, including manipulatives, calculators, and an additional SMART Board.

Considering spring 2006 survey results, the overall Capacity mean rating for School 6 was 3.57 (standard error [SE] = .10) on a 5-point scale, and the spring 2007 survey results showed an overall Capacity mean rating of 2.12 (SE = .29). Though the spring 2006 mean (3.57) was higher than the national average for secondary schools of 3.17, the spring 2007

**Figure 7.1. Change in Construct Means 2006 to 2007**




*Source*. 2006 and 2007 Comprehensive School Reform Teacher Questionnaire

mean of 2.12 was lower. (See Figure 7.1 for means of all survey constructs.)

### External Support

Unlike traditional CSR models, the AVID model recommends that a district-level staff member be trained in AVID methodologies to serve as a local coach and provide site-based technical assistance. Consequently, some schools do not contract with the AVID organization for technical assistance. The AVID model suggests implementing additional on-site training from an external technical assistance provider. There was no record of site-based AVID training from an external TAP taking place at School 6. No TAP survey was completed during either the spring 2006 or spring 2007 administrations.

#### *External Professional Development*

CSR-related professional development included the following:

- By spring 2006, eight staff attended formal AVID-provided training.
- By spring 2007, eight additional staff attended formal AVID-provided training.

Attending teachers then redelivered the training locally.

#### *Integrated District Assistance*

Data indicated that the district-level staff member trained in providing AVID technical assistance had limited contact with the campus. The district supported CSR efforts by assigning a person from the Grants and Programs Office to oversee spending decisions.

Survey data from spring 2006 indicated an overall Support mean rating of 3.40 (SE = .10) compared to the spring 2007 overall Support mean rating of 2.19 (SE = .27). Though the spring 2006 mean was the same the national average for secondary schools of 3.40, the spring 2007 mean of 2.19 was lower than the national average for secondary schools. (See Figure 7.1 for means of all survey constructs.)

### Internal Focus

#### *Staff Buy-In and Support*

By spring 2006, the AVID program at this school was viewed as an elective class, and there appeared to be no intention to implement AVID strategies school wide. Although teachers were not involved in the model selection process and were, in many cases, not aware that AVID was the CSR model adopted at the school, they did support the AVID program in theory and viewed it as affirming for the students who participated.

By spring 2007, staff awareness and support of the program had increased with the training of additional staff and the expansion of the elective class to the seventh grade.

#### *Alignment and Integration With Existing Programs*

Over the course of grant implementation, there appeared to be no attempt to integrate the AVID elective class with existing programs at the campus. Staff understanding of how AVID aligned with existing programs, such as the 21st Century Community Learning Center and Communities in Schools, was limited.

#### *Monitoring*

By spring 2006, academic achievement of AVID students was being monitored.

By spring 2007, data indicated that group monitoring of AVID student progress had decreased. The principal said he tracked AVID expenses and AVID due dates with the help of a notebook provided by the district that contained all the budget management reports and budget transfer fund forms for the school.

***By spring 2007, data indicated that group monitoring of AVID student progress had decreased.***

The overall Focus mean rating from the spring 2006 survey administration was 3.69 (SE = .10), while results from the spring 2007 administration showed a Focus mean rating of 1.87 (SE = .32). The spring 2006 mean of 3.69 was higher than the national average for secondary schools of 3.36, while the spring 2007 mean of 1.87 was lower than the national average for secondary schools. (See Figure 7.1 for means of all survey constructs.)

### Pedagogical Change

Over the course of grant implementation, school-wide professional development in AVID strategies was limited to a yearly general overview with some strategy specific follow-up sessions. While staff stated they were trained in some AVID techniques, they reported minimal implementation of AVID strategies. Teachers said they occasionally used the note-taking strategy and rephrasing questions.

During both site visits, observations were characterized by the following:

- Direct instruction
- Independent seat work
- Classes arranged in rows
- Little use of technology
- Low to moderate student engagement
- Moderate academic focus

Classes were randomly selected for observation by the evaluators, and no AVID elective class was selected for observation during the spring 2006 site visit. In spring 2007, an AVID elective class was randomly selected. The evaluators observed that this class differed markedly in terms of student engagement and intensity of academic focus. Students were enthusiastically engaged in a structured discussion.

Results from the spring 2006 survey administration show an overall Pedagogy mean rating of 3.20 (SE = .09) compared to the spring 2007 overall Pedagogy mean rating of 2.14 (SE = .21). While the spring 2006 mean (3.20) was higher than the national average for secondary schools of 3.07, the spring 2007 mean of 2.14 was lower than the national average for secondary schools. (See Figure 7.1 for means of all survey constructs.)

### Restructuring Outcomes

#### *Student Impacts*

*Achievement.* By spring 2006, staff reported that the assessment process was just beginning since AVID was first implemented in fall 2005.

By spring 2007, while there was anecdotal evidence of AVID student achievement improving, there did not appear to be any formal monitoring. Teachers provided descriptive evidence that AVID students performed better in other classes since participating in AVID.

*Academic engagement.* By spring 2006, students acknowledged the positive impact AVID had on their academic skills, including study habits that emphasized organization and structure. For example, students transferred the Cornell Note-Taking system to all classes and used it to prepare for tests. Teachers repeatedly described AVID students as more motivated, disciplined, and organized than other students. Staff also indicated AVID students applied AVID strategies to other courses and benefited from increased self-confidence and self-direction as a result of participation.

By spring 2007, the CSR coordinator said that students were interested in participating in

AVID because they had the opportunity "to do things they wouldn't get to do otherwise." This created an incentive to stay in the program. Further, students interested in applying to participate in the AVID elective were more likely to engage in school work to meet the academic requirements of the program.

*Affective impacts.* Over the course of grant implementation, affective impacts on AVID students were described as follows:

- AVID students had a unique identity because of AVID participation.
- Students demonstrated pride in being nominated and chosen to participate.
- AVID students immediately and unanimously identified the AVID teacher as an important adult in their lives.

*Future orientation.* Over the course of grant implementation, staff indicated that AVID had created a college-bound environment and described it as a leadership program. Students understood that they had been identified as individuals with potential. Staff praised the program for bringing college students in to speak to the AVID students about their experiences so that the AVID students could understand what it might be like to go to college. Students saw AVID as "prepar[ing] me for the future."

***Staff indicated that parental involvement related to AVID was higher than for the school in general.***

*Impact on non-AVID students.* Evidence of the positive impacts of the program over the course of grant implementation was most strongly demonstrated by the number of students applying for the program in its second year. Students knew they had to maintain a strong grade-point average (GPA) so that they could have the opportunity to be considered for participation in the AVID program. With over 300 students applying for 2006–07, student awareness and interest in the program was strong.

### *Staff Impacts*

Over the course of grant implementation, staff reported a limited impact on teachers. A few mentioned trying to implement AVID strategies in their classes. Other staff discussed increased communication with the AVID teacher about AVID participants. Most expressed a desire to see the program formally implemented school-wide.

### *Parental Involvement*

Over the course of grant implementation, staff reported the community liaison worked to increase parental involvement; however, it was still considered low. Staff indicated that parental involvement related to AVID was higher than for the school in general. AVID parents participated in specific activities in addition to the general parent activities offered by the school.

Survey data from spring 2006 indicated an overall Outcomes mean rating of 3.29 (SE = .09) compared to the spring 2007 overall Outcomes mean rating of 1.66 (SE = .30). Though the spring 2006 mean (3.29) was higher, the spring 2007 mean of 1.66 was lower than the national average for secondary schools of 3.10. (See Figure 7.1 for means of all survey constructs.)

## III. Implementation Summary

### *Key Points*

Though School 6 implemented AVID according to the model specifications, its impact as a comprehensive school reform initiative was extremely limited. The program was first piloted at one grade level with a group of 30

students and one teacher and expanded to include both grade levels at the school. However, even with the expansion, AVID was an isolated elective directly impacting a small number of students and teachers. By the end of the grant, the program was offered to 120 students—or less than 10% of the student body. Student awareness and interest in the class was high, with over 300 applicants for the 2006–07 electives. The success of the AVID program at this school was closely tied to the very dedicated AVID elective teacher. Based on data collected during both site visits, staff did not indicate using AVID strategies in their individual classrooms for all students. Survey data corroborates that support for AVID as a school-wide model declined from the first site visit. This decrease may be linked to less of a focus on CSR due to the end of the grant and funding. Teachers did, however, anecdotally report wishing the model was formally implemented school wide.

## *Implementation Indicators*

In order to accurately describe the overall level of implementation of CSR efforts, several indicators were considered, including a School Climate Inventory, progress reports from grantees, and TAP survey assessments of implementation. Information from each indicator is described below.

### *School Climate Inventory*

One way to tap the success of CSR implementation indirectly is to measure school climate. The School Climate Inventory (SCI), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school climate across seven dimensions logically and empirically associated with effective school climates. (See Appendix B for scale description.) SCI data from spring 2006 indicated an overall mean rating of 3.52 on a 5-point scale compared to the spring 2007 overall mean rating of 3.08. The spring 2007 mean of 3.08 was lower than the national average for secondary schools of 3.73. (See Figure 7.2 for more information on SCI data.)

### *Progress Reports*

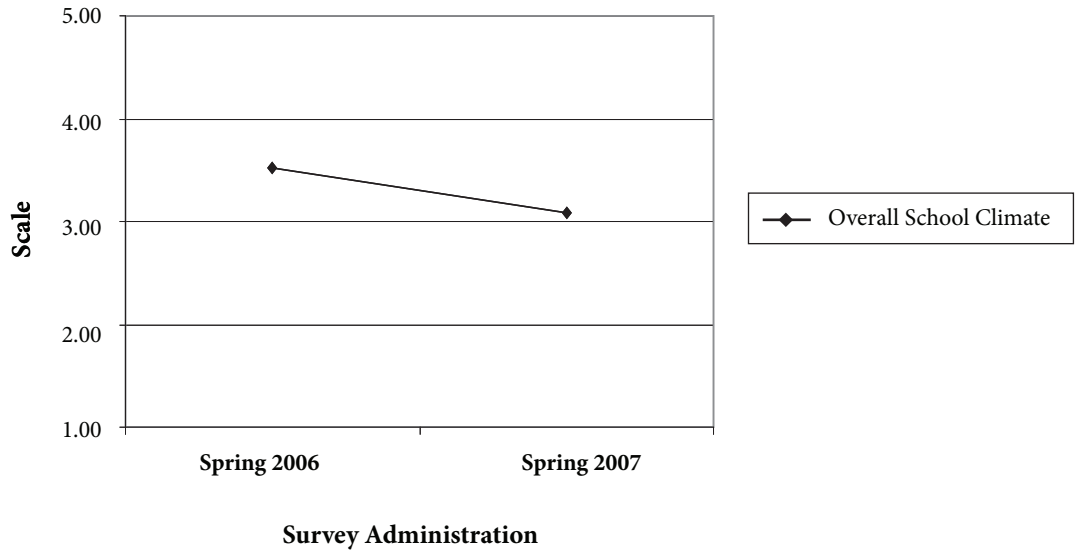
Regular progress reports were required by TEA as part of grant compliance. Progress reports documented a variety of indicators aligned with the 11 CSR components. School 6 completed four out of four required progress reports. Progress report responses were averaged across all sections resulting in an average implementation score of 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. School 6 self-reported an initial average implementation score of 2.00, spring 2005 and fall 2005 average implementation scores of approximately 3.8, and a final average implementation score of 2.00. (See Figure 7.3 for more information on the school-reported implementation level.)

For ITL grants, TAPs were also asked to complete implementation assessments for sites at intervals during the grant period in grantee progress reports. The TAP's assessment of School 6 provided an average score of 2.82 for the initial period evaluated and an average score of 2.82 for the final period evaluated. The TAP ratings demonstrated a similar pattern to the principal's rating, though more modest, of increase in implementation level consistent with an increase in activities and focus around grant activities followed by a plateau and then decline in implementation ratings as funding decreases and the grant cycle ends.

### *TAP Survey*

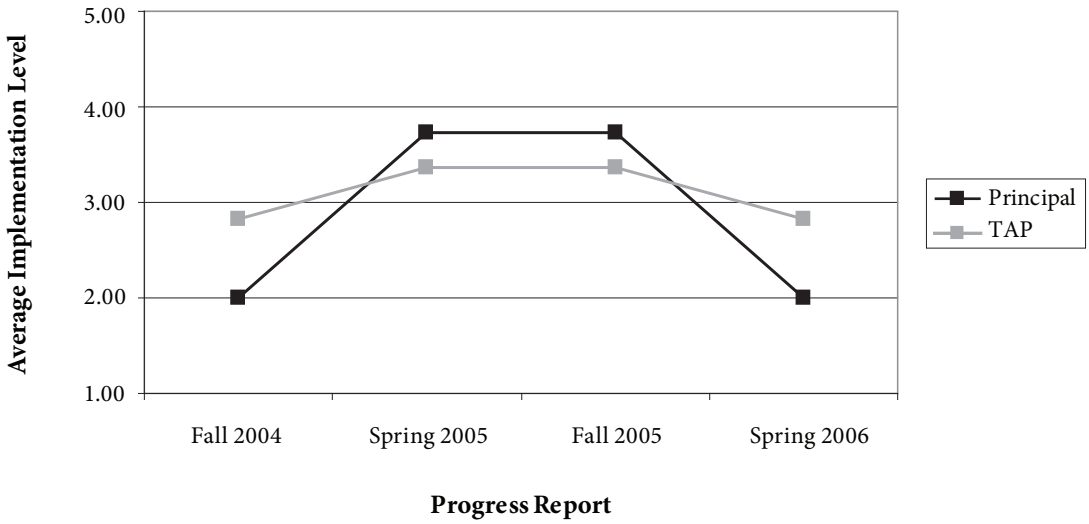
All TAPs were asked to provide an overall assessment of grantee implementation level in TAP surveys, which were administered in spring 2006 and spring 2007. No TAP survey for School 6 was completed during either the spring 2006 or spring 2007 administrations.

**Figure 7.2. Change in Overall School Climate Means 2006 to 2007**




*Source.* 2006 and 2007 Staff Survey Administration

**Figure 7.3. School-Reported Implementation Level**




*Source.* CSR grantee progress reports

## Assessment of Implementation Level

With an instrument designed to assess the strength of CSR implementation based on the 11 CSR components, the evaluators used all data points to assess the implementation level at two different points in the grant period—in spring 2006 and in spring 2007. In the first assessment, School 6 received a score of 21 out of a possible 51 points, reflecting a moderate level of implementation. In the second assessment, the school received a score of 23, again indicating a moderate level of implementation and that the campus had made progress in its CSR efforts. Progress was demonstrated by the expansion of the elective course, the evidence of student interest in the program, and informal plans to expand AVID strategies campus wide.

***Progress reports documented a variety of indicators aligned with the 11 CSR components.***

## Sustainability

### Barriers

Barriers to implementation of AVID as a school-wide reform at School 6 included the following:

- Because AVID was designed as an elective course (instead of a school reform model), school-wide implementation would require extensive additional resources and support generated at the local level.
- No district commitment or additional resources supported continued expansion.
- Little formal external technical assistance was provided from either a formal external AVID TAP or AVID-trained district-level staff.

### Facilitators

Based on information collected from the spring 2006 and spring 2007 site visit, several factors facilitated the early enthusiasm of the program at School 6:

- Attention to creating a safe learning environment
- Successful piloting of AVID with a small group of students
- Staff and student enthusiasm for the program
- Dedicated AVID teacher
- Supportive administration
- Informal plans to expand AVID

School 6 was rated as a middle-level implementing school in spring 2006. In spring 2007, the school was also rated middle-level implementing and had demonstrated progress in expanding the program to include more students in both grade levels at the school. However, the AVID program at School 6 was still seen largely as an isolated program, which survey data reinforces. Broadly, teachers viewed the program as providing tutoring and monitoring to ensure that participating students' school work was organized and completed, as well as providing an environment in which college aspirations were encouraged. As described in its model specifications, AVID can serve as a catalyst for school-wide change. However, substantial supplements are required to meet the goals of CSR as AVID was not intentionally designed to impact school-wide ongoing professional development, pedagogy, or school management. Adapting AVID to a school-wide model would place extensive demands on school resources. While the principal discussed hiring an additional AVID teacher, including Grade 6 in the program, and embedding AVID methods into daily teaching throughout the

**Table 7.4. Implementation and Sustainability Assessment**

| Mid-Term Implementation Level | Final Implementation Level | Progress Assessment | Sustainability Assessment |
|---|---|---|---|
| Middle | Middle | Progressed | Likely to maintain formal strategies |

school over the next two to three years, there was no evidence of formal plans for continued program expansion. It appeared likely, however, that the school would continue to offer AVID to a limited number of students on a formal basis through the structure established with the CSR grant. (See Table 7.4 for more information on the implementation and sustainability assessments.)

# Chapter 8

## School 7

### Middle-Level Implementation

*Grade Level: High School*
*CSR Model: Princeton Review Program*
*Grant Type: Texas High School Initiative (THSI)*
*Award Date: January 2005*

***Evaluators visited the school in spring 2006 during the second year of grant implementation and again in spring 2007, the third and final year of grant implementation.***

## I. Local Context

School 7 is located on the south side of a large urban city. In the 2005–06 school year, School 7 served 2,403 students in Grades 9–12. The two largest ethnic student groups were African American (61%) and Hispanic (38%). The majority of students were economically disadvantaged (80%). (See Table 8.1 for more demographic information.)

School 7 had been experiencing demographic shifts with a steep increase in low-income students. Test scores were declining, and parent involvement at the school was low. In 2005–06, there was also an increase in enrollment due to an influx of students impacted by Hurricane Katrina as well as students from new housing developments in the area. As a result, the school was experiencing overcrowding and staffing and resource shortages. To address these concerns, the school had brought on more teachers, added portable buildings, implemented more tutoring, and added an additional period to the day.

In 2005–06, 91% of seniors at School 7 graduated under the Recommended High School or Distinguished Achievement programs, a rate significantly above the state average of 72%. However, AP test performance and the school's mean SAT and ACT scores were lower than state and district averages. Staff said college was not a real consideration for a large portion of the student population.

School 7 received Acceptable accountability ratings for the school years 2003–04 through 2005–06. Performance for all students for all grades tested remained fairly stable across the three years. Performance for reading and mathematics improved across the three years. Performance for science and social studies varied over the same three-year period. (See Table 8.2 for more accountability information.)

**Table 8.1. Demographic Profile, 2005–06**

| Total Students | African American | Hispanic | White | Other | Economically Disadvantaged | Mobility (2004–05) | Limited English Proficiency |
|---|---|---|---|---|---|---|---|
| 2,403 | 61% | 38% | 1% | 1% | 80% | 24% | 7% |

*Source.* Texas Education Agency, Academic Excellence Indicator System (AEIS)

**Table 8.2. Accountability and TAKS Performance History**

| Year | Campus Rating | TAKS Met Standard All Grades Tested (All Tests) | Reading | Math | Science | Social Studies |
|---|---|---|---|---|---|---|
| 2003–04 | Academically Acceptable | 33% | 69% | 41% | 50% | 82% |
| 2004–05 | Academically Acceptable | 33% | 70% | 45% | 44% | 78% |
| 2005–06 | Academically Acceptable | 35% | 78% | 48% | 50% | 82% |

*Source.* Texas Education Agency, AEIS
TAKS = Texas Assessment of Knowledge and Skills

Beginning in fall 2006, School 7 began implementing Professional Learning Communities (PLCs) school wide as part of a campus School Improvement Plan (SIP). This structure was designed to encourage collaboration among smaller groups of teachers. School administrators and teachers indicated that PLCs allowed department leaders to talk about school initiatives and provided a forum through which teachers who had received professional development could redeliver training to other teachers.

Additional ongoing initiatives at the school to enhance college awareness and access, some of which were part of the SIP, included the following:

- Smaller Learning Communities (SLC) effort begun in 2002–03 using High Schools That Work (HSTW)
- Texas High School Success and Completion program
- NASA Explore Schools
- ChemBridge Program, designed to provide teachers with higher-level teaching strategies for chemistry students (new during the 2006–07 school year)
- The SPURS program, an English language arts program offered through the University of Texas (new during the 2006–07 school year)

## II. Model Adoption and Implementation

### *Selection Process*

In January 2005, School 7 received a Texas High School Initiative/Comprehensive School Reform (THSI) grant to implement the Princeton Review Program. (See Table 8.3 for information about Princeton Review). The decision to use the Princeton Review program was based on the school's improvement focus of increasing performance on college admissions tests. A School 7 team made the decision to use the Princeton Review program. Other staff were not involved.

### *Implementation*

By spring 2006, implementation activities included the following:

- Thirty of the school's 115 teachers participated in the Princeton Review's Teacher-to-Teacher (T2T) training for PSAT/NMSQT and SAT strategies.
- School 7 offered a one-semester skill-building course for 30 selected students in Grade 10 called Smart Start, which focused on mathematics, reading,

**Table 8.3. Princeton Review Model Design**

The Princeton Review provides a variety of services for K–12 schools:

- Low-stakes formative assessment
- Extended day, summer school, and supplemental education services
- School-based coaching and mentoring
- Academic enrichment programs

The Princeton Review's online tool, called the Education Career and Opportunity System (ECOS), features the following:

- SAT preparation and registration
- Descriptions of colleges and technical schools
- Salary scales for various careers
- College admissions and financial aid information

*Source.* Princeton Review website, http://www.princetonreview.com/educators/guidance/prep.asp

grammar, vocabulary, and writing concepts tested on the PSAT and SAT.

- An additional one-semester course in SAT preparation was offered to 40 students.
- After-school and Saturday SAT classes were scheduled throughout the year.

By spring 2007, implementation activities included the following:

- An additional 15 teachers attended a one-week T2T training. (It should be noted that 17 of the teachers trained by spring 2006 had left the school by spring 2007.)
- An overview of Princeton Review was held as part of the school's staff orientation.
- School 7 offered one section of a PSAT course and one section of the SAT course during both the fall and spring semester to approximately 25 students per section.
- A full faculty meeting focused on Princeton Review was held.
- An optional literacy training was held.
- Princeton Review concepts were regularly included in the agendas of department/PLC meetings throughout the year.
- The science department published a monthly schedule of planned PSAT/SAT presentations by teachers who had attended the Princeton Review training.
- After-school and Saturday SAT classes continued to be scheduled throughout the year.
- An additional 15 teachers were scheduled to attend the one-week Princeton Review T2T in July 2007.

## *Factors Impacting CSR Implementation*

The Comprehensive School Reform Teacher Questionnaire (CSRTQ), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school change across five constructs. The results from the survey are examined to determine factors impacting CSR implementation. In 2006, 41 out of 154 professional staff members responded to the survey for a response rate of 27%. In 2007, 122 out of 153 professional staff members responded to the survey for a response rate of 80%. (Spring 2006 and spring 2007 school-level responses to individual items

making up each construct can be found in Appendix C.) In Figure 8.1, means are reported with confidence intervals to show the range of values within which the true mean is likely to fall. Survey results for all five constructs are discussed in turn in the coming sections.

## School Capacity

### Materials

By spring 2006, the following materials related to CSR implementation were purchased:

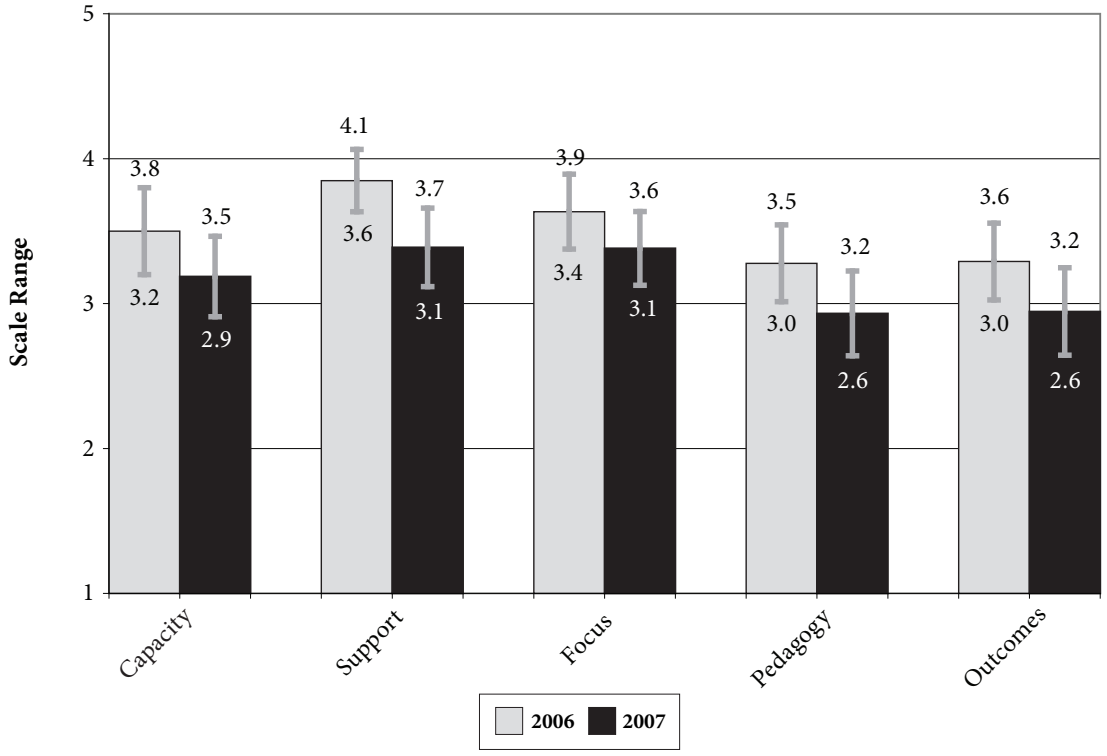
- Princeton Review materials, including study guides, practice tests, and instructional resources for teachers who were incorporating SAT test-taking skills into their lesson plans
- Exam-related publications and resources, such as "Cracking the SAT Chemistry Subject Exam"
- Online tools offered by the Princeton Review

By spring 2007, staff indicated that a wealth of additional materials had been provided to teachers, including both Princeton Review and supplemental materials.

### Staffing and Planning Time

By spring 2006, efforts to build staff capacity were characterized primarily as participation in training. According to the principal, teachers who received the Princeton Review training had collaborative planning time with one

**Figure 8.1. Change in Construct Means 2006 to 2007**




*Source.* 2006 and 2007 Comprehensive School Reform Teacher Questionnaire

***By spring 2007, data indicated that training related to the Princeton Review was being integrated through the newly implemented PLC structure at the school.***

another. Data also suggested there was ongoing contact with a Princeton Review consultant who provided professional development and onsite support for trained teachers.

By spring 2007, data indicated that training related to the Princeton Review was being integrated through the newly implemented PLC structure at the school. Some of these trainings were offered by Princeton Review trainers, while others were led by School 7 teachers who had participated in the Princeton Review summer training.

### *Fiscal Resources to Support Staff, Materials, and Technical Assistance*

Over the course of grant implementation, funding was used to support Princeton Review training for teachers, the provision of test-taking preparatory courses for increasing numbers of students, and student and teacher materials.

Results from the spring 2006 survey administration show an overall Capacity mean rating of 3.50 (standard error [SE] = .15) on a 5-point scale, while the spring 2007 survey results indicate an overall Capacity mean rating of 3.19 (SE = .14). Both means were higher than the national average for secondary schools of 3.17. (See Figure 8.1 for means of all survey constructs.)

## *External Support*

### *External Professional Development*

By spring 2006, data indicated substantial involvement of the external Princeton Review Technical Assistance Provider (TAP):

- A Princeton Review staff member taught the PSAT and SAT courses.
- A Princeton Review consultant was in frequent contact with trained teachers to provide support and materials and to report results from practice tests.
- A Princeton Review master trainer was also available via e-mail to help teachers.

By spring 2007, Princeton Review representatives periodically attended School 7 departmental/PLC meetings to provide professional development, including training on specific strategies for mathematics and reading to School 7 teachers for all students, not just those enrolled in the SAT or the PSAT class.

Across site visits, administrators and teachers commented positively about the Princeton Review representatives, noting that they were regularly present on campus to provide trainings or to share student data. In addition, the Princeton Review representatives sent extra books to support the science department in extending instruction to a higher level.

The TAP reported being the original TAP and providing 170 hours of technical assistance over the course of grant implementation.

### *Integrated District Assistance*

Throughout grant implementation, data did not indicate specific district support for School 7's CSR efforts beyond general ongoing support and professional development opportunities for teachers teaching advanced courses.

Considering spring 2006 survey results, the overall Support mean rating for School 7

was 3.85 (SE = .11), in relation to the spring 2007 overall Support mean rating of 3.39 (SE = .14). Though the spring 2006 mean (3.85) was higher, the spring 2007 mean of 3.39 was lower than the national average for secondary schools of 3.40. (See Figure 8.1 for means of all survey constructs.)

## Internal Focus

### Staff Buy-In and Support

By spring 2006, because few teachers were involved in model selection and/or trained in Princeton Review strategies, many staff members could not comment on the Princeton Review program or how the school was meeting the CSR requirements. Those teachers who were trained generally supported the program and said they tried to implement the Princeton Review strategies in their classrooms.

By spring 2007, all interviewed were supportive of Princeton Review, although some were more knowledgeable about the program than others. Many had learned more about the program through departmental PLCs and indicated that their colleagues were supportive.

### Alignment and Integration With Existing Programs

By spring 2006, data indicated that the School Improvement Plan was driving the implementation of programs and activities around the common goal of increasing the college preparatory focus at School 7. However, though aligned philosophically, the extent to which programs and activities were operationally aligned was not apparent. The only program with which staff indicated specific integrated activities with CSR was the Grade 9 Smaller Learning Communities (SLC) program in which a team of teachers moves with a group of students through high school. Staff members were very aware of the SLC program, and the principal made efforts to connect the teachers involved in the Princeton Review program and the SLC program.

***Throughout grant implementation, data did not indicate specific district support for School 7's CSR efforts beyond general ongoing support and professional development opportunities for teachers teaching advanced courses.***

By spring 2007, the principal and the program coordinator both indicated that all programs being implemented at the school were in alignment with the School Improvement Plan and the goal of increasing the school's college preparatory focus. Many of the teachers interviewed, however, were unaware of the other programs that were being implemented at the school and could not talk about the quality of alignment and integration between programs.

### Monitoring

By spring 2006, there were no data to suggest monitoring of teacher implementation of strategies received in training. Student progress in the PSAT and SAT classes was monitored through the practice tests built into the courses. The Princeton Review consultant provided each student with a multiple-page score report that highlighted strengths and weaknesses based on the practice test.

By spring 2007, staff said the school was working with the Princeton Review TAP to review performance based on the following:

- Pre-test and post-test results
- Incremental assessments
- Classroom discussions
- PSAT and SAT test results

Monitoring of teacher use of Princeton Review concepts was described as happening through the department, though no common format for school-wide monitoring was described.

The overall Focus mean rating from spring 2006 was 3.63 (SE = .13), and the overall Focus mean rating from spring 2007 was 3.38 (SE = .13). Both means were higher than the national average for secondary schools of 3.36. (See Figure 8.1 for means of all survey constructs.)

### Pedagogical Change

Over the course of grant implementation, observation data indicated that overall the level of academically focused time was moderate to low, direct instruction was typical, and higher-level instructional strategies were infrequently observed:

- Teachers were described as being moderately engaged with the students and stood at the front of the classroom giving instructions or asking questions.
- Performance assessment strategies and student self-assessment were not observed during the observations.
- In a few of the observed classes, teachers used higher-level questioning strategies. One classroom teacher implemented higher-level feedback. A few teachers acted as a coach/facilitator.

Students typically were involved in independent seatwork. Most classes were preparing for the TAKS and Stanford 10 through the use of worksheets or answering questions from the book. In some mathematics and science classes, the students were moderately engaged and some students also actively participated by asking questions. In all other classes, student engagement was low. Most students were quiet. Discipline issues distracted teachers; in several classes, students were walking in and out of the class without permission.

***Student progress in the PSAT and SAT classes was monitored through the practice tests built into the courses.***

By spring 2007, in many of the observed classes, teachers had written SAT strategies on the board. Two teachers implemented strategies during the observation.

Survey data from spring 2006 indicated an overall Pedagogy mean rating of 3.27 (SE = .14) compared to the spring 2007 overall Pedagogy mean rating of 2.93 (SE = .15). While the spring 2006 mean (3.27) was higher, the spring 2007 mean of 2.93 was lower than the national average for secondary schools of 3.07. (See Figure 8.1 for means of all survey constructs.)

### Restructuring Outcomes

#### *Student Impacts*

*Achievement.* By spring 2006, while there was concern about a decline in assessment scores, staff felt it was too early to determine CSR's impact on student achievement.

By spring 2007, no impacts on TAKS performance were cited, but the Princeton Review representative indicated that the average score on the SAT had increased slightly since the program was implemented.

*Academic engagement.* By spring 2006, staff said that participating students were "excited" about the program.

By spring 2007, some teachers indicated that students in the Princeton Review Program were more motivated and enthusiastic,

though the principal was not sure how much of the students' increased motivation could be attributed specifically to the program.

*Future orientation.* By spring 2006, for those in the SAT courses, the CSR program provided an opportunity to build the skills necessary for success on college entrance tests. However, it was not clear how many students were "exposed" to these skills beyond those who participated in one of the two classes offered each semester.

By spring 2007, the principal and several teachers felt that more students were thinking about taking the PSAT and SAT exams. The Princeton Review representative indicated that students at School 7 also were considering a variety of colleges instead of the usual choices of previous graduates.

## *Staff Impacts*

By spring 2006, the impact of CSR on the staff was limited primarily to those who received Princeton Review training.

By spring 2007, the principal indicated that Princeton Review training had helped some experienced teachers change practices and estimated that with the inclusion of additional teachers in the training, approximately 900 to 1,000 students at School 7 were being impacted. Administrators also said more teachers were receiving information about Princeton Review concepts through departmental/PLC activities. Teachers who were interviewed generally expressed support for the Princeton Review program and its impact on instruction. For instance, one teacher said that Princeton Review allowed her to provide a different approach to instruction using the required content that included enrichment activities. Teachers indicated, however, that Princeton Review concepts were not delivered consistently or regularly during PLC meetings.

***By spring 2006, for those in the SAT courses, the CSR program provided an opportunity to build the skills necessary for success on college entrance tests. However, it was not clear how many students were "exposed" to these skills beyond those who participated in one of the two classes offered each semester.***

## *Parental Involvement*

By spring 2006, teachers, administrators, students, and parents all noted that parental involvement at School 7 was low. The Princeton Review program's impact seemed limited to the parents whose sons or daughters were involved in the courses. Staff perceived that these parents were generally pleased with the CSR effort: "The parents are very excited about this program . . . especially that the test preparation is provided to their students on campus and at no additional cost." Parents who participated in the focus group were positive about the program's potential but expressed concerns that the program was very limited and should be open to all students.

By spring 2007, parent support had improved slightly, according to staff. However, the principal noted that this improvement was not necessarily linked to Princeton Review. A teacher noted that parents with high-achieving students were more aware of Princeton Review as a program, and that other parents were only aware of some of the methods.

Teachers commented that parents on the whole were supportive of the school. Generally, school efforts to reach out to parents included the following:

- Automated phone-call system
- Mail
- Health expo
- Web portal for parents

The overall Outcomes mean rating from spring 2006 was 3.28 (SE = .14), and the overall Outcomes mean rating from spring 2007 was 2.95 (SE = .15). The spring 2006 mean of 3.28 was higher than the national average for secondary schools of 3.10. The spring 2007 mean of 2.95 was lower than the national average. (See Figure 8.1 for means of all survey constructs.)

***The Princeton Review program's impact seemed limited to the parents whose sons or daughters were involved in the courses.***

## III. Implementation Summary

### *Key Points*

Though approved by TEA through its grant application, CSR implementation at School 7 was constrained by the inherent limitations of the chosen model. The Princeton Review program is not aligned with the 11 components of CSR, and thus, CSR at School 7 did not feature a comprehensive design. Further, the model choice did not adequately address the needs of the overall student population. Because the model was only designed to serve a small group of students, the school needed a supplemental plan. By spring 2007, the school had laid the foundations for expanding the program, increasing the course offerings linked to the program, and was developing a plan for expanding and disseminating training to provide enriched academic instruction to a broader group of students. During the 2005–06 academic year, approximately 24% of the school's 120 teachers were trained, and 3% of the student body directly participated in the CSR program at School 7. By the end of the grant period, with attrition of trained teachers over the course of the grant, 35% of teachers were trained. In addition to including more teachers directly in training, School 7 included more students—approximately 100 per year—in the PSAT and SAT courses. The school also implemented Professional Learning Communities at the department level, which provided a vehicle for dissemination of Princeton Review strategies, as well as other campus initiatives. The eventual goal was to have all teachers integrate Princeton Review strategies into their teaching.

***In addition to including more teachers directly in training, School 7 included more students—approximately 100 per year—in the PSAT and SAT courses.***

### *Implementation Indicators*

In order to accurately describe the overall level of implementation of CSR efforts, several indicators were considered, including a School Climate Inventory, progress reports from grantees, and TAP survey assessments of implementation. Information from each indicator is described below.

#### *School Climate Inventory*

One way to tap the success of CSR implementation indirectly is to measure school climate. The School Climate Inventory (SCI), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school climate across seven dimensions logically and empirically associated with effective school climates. (See Appendix B for scale description.) SCI data from spring 2006 indicated an overall mean rating of 3.67 on a 5-point scale compared to the spring 2007 overall

mean rating of 3.71. The spring 2007 mean of 3.71 was lower than the national average for secondary schools of 3.73. (See Figure 8.2 for more information on SCI data.)

### Progress Reports

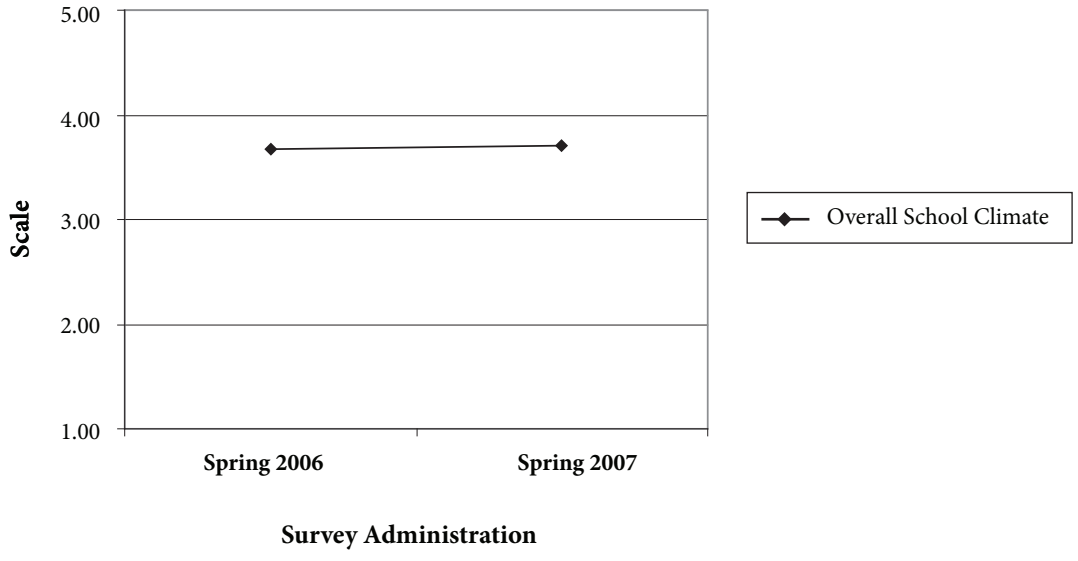
Regular progress reports were required by TEA as part of grant compliance. Progress reports documented a variety of indicators aligned with the 11 CSR components. School 7 completed three out of four required progress reports. Progress report responses were averaged across all sections resulting in an average implementation score of 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. School 7 self-reported a very high initial average implementation score of 4.00, an intermediate score of 5.00, and a final average implementation score of 4.80. These average ratings may reflect a belief by school personnel that the program was being implementing according to model specifications rather than according to the 11 CSR components. (See Figure 8.3 for more information on the school-reported implementation level.)

### TAP Survey

All TAPs were asked to provide an assessment of grantee implementation level in TAP surveys, which were administered in spring 2006 and spring 2007. Survey responses were based on a 5-point scale: 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. The first TAP assessment of School 7's implementation level was a 4.73, suggesting the school was near the "Fulfilling" level possibly indicating that the Princeton Review model was being implemented according to model specifications. The TAP assessment of School 7's implementation level at the time of the second survey was 3.82, indicating a drop in implementation level.

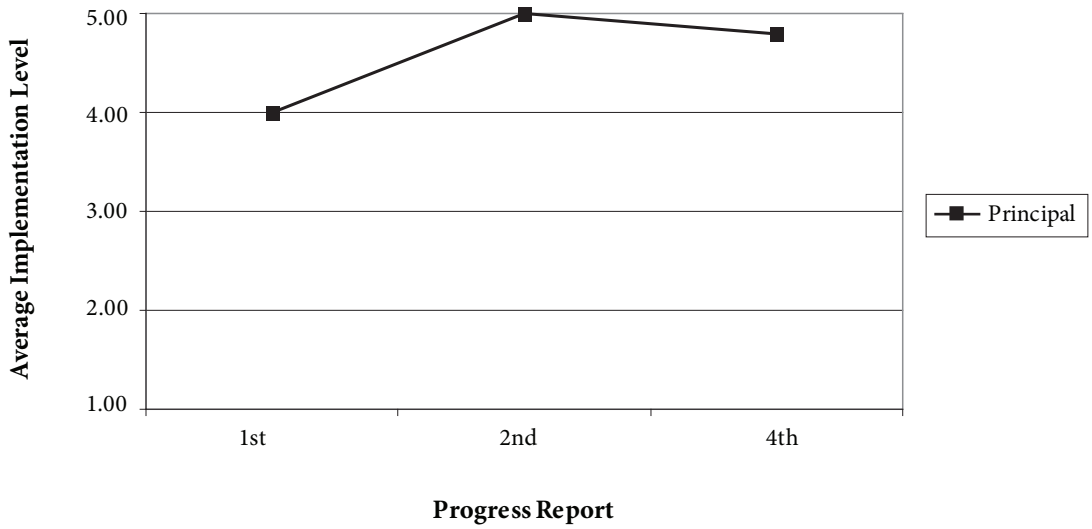
The school's assessment of implementation and the TAP's assessment of implementation,

**Figure 8.2. Change in Overall School Climate Means 2006 to 2007**




*Source.* 2006 and 2007 Staff Survey Administration

**Figure 8.3. School-Reported Implementation Level**




*Source.* CSR grantee progress reports

though indicating high levels of implementation (within the parameters of the design of the Princeton Review program), were not in agreement over the course of the grant nor do they reflect alignment with CSR goals. The school reported a steady increase in implementation with a slight drop off in the final year of the grant but still near the institutionalized level, while the TAP indicated that CSR efforts at the school had dropped to a lower level of implementation in the final year of the grant. No data collected during the site visits explained this discrepancy.

## *Assessment of Implementation Level*

With an instrument designed to assess the strength of CSR implementation based on the 11 CSR components, the evaluators used all data points to assess implementation level at two different points in the grant period—in spring 2006 and in spring 2007. In the first assessment, School 7 received a score of 24 out of a possible 51 points, reflecting a moderate level of implementation. In the second assessment, the school received a score of 26, again indicating a moderate level of implementation and that the campus had made some progress in its CSR efforts. The school showed progress due to the continued efforts to expand the number of trained staff, expand the elective courses, and have all staff adopt model strategies facilitated through the PLCs.

***Overall, school plans indicated a commitment by the school leadership to continue the programming begun under the CSR grant.***

## *Sustainability*

### *Barriers*

Barriers to full implementation of comprehensive reform included the following:

- Model choice
- Teacher turn-over and loss of investment in training
- Time and systematic implementation plan to expand strategies school wide

**Table 8.4. Implementation and Sustainability Assessment**

| Mid-Term Implementation Level | Final Implementation Level | Progress Assessment | Sustainability Assessment |
|---|---|---|---|
| Middle | Middle | Progressed | Likely to maintain formal TAP & formal strategies |

### *Facilitators*

Over the course of grant implementation, the following elements were identified as facilitating school improvement:

- Stability in leadership as well as the support provided by the principal and the CSR coordinator
- Professional development
- Support from teachers
- Professional Learning Communities

School 7 was rated as a middle-level implementing school in spring 2006. In spring 2007, the school was again rated as middle-level implementing. Between the spring 2006 and spring 2007 site visits, the school made progress with CSR implementation. Data indicated that this school would likely maintain contact with their model TAP due largely to the strength of the existing relationship and plans to expand training to more teachers. Additionally, the PSAT and SAT courses offered to students have grown in size and were likely to be continued. Overall, school plans indicated a commitment by the school leadership to continue the programming begun under the CSR grant. However, without continued grant support or district support, funding for training and expansion could be a yearly issue. (See Table 8.4 for more information on the implementation and sustainability assessments.)

# Chapter 9

## School 8

### Low-Level Implementation

*Grade Level: High School*
*CSR Model: High Schools That Work (HSTW)*
*Grant Type: Improving Teaching and Learning (ITL)*
*Award Date: August 2004*

***Evaluators visited the school in spring 2006 during the second year of grant implementation and again in spring 2007, the third and final year of grant implementation.***

***PLEASE NOTE: Due to extenuating circumstances, the principal was unavailable for interviews during both the 2006 and 2007 spring site visits.***

## I. Local Context

School 8 is a high school located near the downtown area of a large urban city. Staff reported that the attendance zone for the school was on the verge of gentrification. Older, single family homes were being replaced by condominiums, town homes, and apartments. There were numerous industrial and warehouse facilities in the vicinity. School 8 served 1,825 students in Grades 9–12 in the 2005–06 school year. A majority of students were Hispanic (95%) with African Americans comprising the second largest ethnic group (3%). The majority of students were economically disadvantaged (92%). (See Table 9.1 for more demographic information.)

During the spring 2006 site visit, staff and parents described several issues facing School 8:

- Security concerns
- Gang activities
- High student pregnancy rates

During the spring 2007 site visit, staff and parents said the school had taken several steps to address safety concerns:

- Installation of 98 security cameras
- Photo-identification badge requirements for campus visitors
- Gang awareness training for staff
- Additional staff and law enforcement supervision for activities held after hours

**Table 9.1. Demographic Profile, 2005–06**

| Total Students | African American | Hispanic | White | Other | Economically Disadvantaged | Mobility (2004–05) | Limited English Proficient |
|---|---|---|---|---|---|---|---|
| 1,825 | 3% | 95% | 1% | 1% | 92% | 28% | 17% |

*Source.* Texas Education Agency, Academic Excellence Indicator System (AEIS)

**Table 9.2. Accountability and TAKS Performance History**

| Year | Campus Rating | TAKS Met Standard All Grades Tested (All Tests) | Reading | Math | Science | Social Studies |
|---|---|---|---|---|---|---|
| 2003–04 | Academically Acceptable | 38% | 72% | 51% | 51% | 85% |
| 2004–05 | Academically Acceptable | 47% | 72% | 66% | 55% | 83% |
| 2005–06 | Academically Acceptable | 43% | 76% | 57% | 57% | 79% |

*Source.* Texas Education Agency, AEIS
TAKS = Texas Assessment of Knowledge and Skills

School 8 received Acceptable accountability ratings for the school years 2003–04 through 2005–06. Performance for all students for all grades tested and mathematics improved between 2003–04 and 2004–05 and then decreased in 2005–06. Performance for reading was stable between 2003–04 and 2004–05 then increased in 2005–06. Social studies performance showed a decrease across the three years. Science performance slightly increased over the same three-year period. (See Table 9.2 for more accountability information.)

While staff stated the school did not meet federal Adequate Yearly Progress (AYP) in 2006 due to graduation rates, the TEA AYP campus data table indicated the school met AYP based on an appeal. The school did not comment on the appeal during site visit data collection.

CSR at School 8 was implemented in the context of a district-wide initiative begun in 2000 that promoted a new model for comprehensive high schools. The district had been working with the Annenberg Foundation and Carnegie Corporation to redesign the district's 24 large high schools into small, theme-based academies, or smaller learning communities, focused on rigorous curriculum and high academic achievement for all students. This larger effort was called Schools for a New Society (SNS). School 8 implemented the academy structure under the SNS program with specialized instruction in science, mathematics, business, and education, as well as for Limited English Proficient (LEP) students. The education academy was also a magnet program for the teaching professions and included approximately 200 students.

Another concurrent district program implemented in the 2006–07 school year focused on provision of ongoing subject-specific training for small groups of teachers. This effort was known as Single Outcome Single Assessment (SOSA), and data indicated it was a priority activity for the campus beginning in 2006–07. All teachers at the second site visit were conversant about SOSA activities.

## II. Model Adoption And Implementation

### *Selection Process*

School 8 was awarded an Improving Teaching and Learning/Texas Title I Comprehensive School Reform grant (ITL) in August 2004 to implement the High Schools That Work (HSTW) program. (See Table 9.3 for more information about HSTW.) Prior to grant award, the school had engaged in a lengthy

**Table 9.3. High Schools That Work Model Design**

***Background***
HSTW began in 1987 as an initiative of the Southern Regional Education Board (SREB) State Vocational Education Consortium. HSTW is in operation in more than 1,200 sites in 32 states. The HSTW model focuses on the idea that students can master challenging academic and career/technical studies if school leaders and teachers encourage an environment that motivates students to make the effort to succeed. The program is centered on a challenging curriculum recommended by the program and literacy goals.

***Key Strategies***
- High expectations
- Program of study
- Academic studies
- Career/technical studies
- Work-based learning
- Teachers working together
- Students actively engaged
- Guidance
- Extra help
- Culture of continuous improvement

***Key Components***
- A clear, functional mission statement
- Strong leadership
- A plan for continuous improvement
- Qualified teachers
- Commitment to goals
- Flexible scheduling
- Support for professional development

*Source.* High Schools That Work website, http://www.sreb.org/programs/hstw/hstwindex.asp

process for selecting a curriculum that would compliment the goals of the SNS academy structure, including monthly site-based decision-making committee meetings, weekly departmental meetings, and a faculty survey. Faculty members expressed the need for a reform model that would integrate vocational technology and core academic curricula. Enhancing the use of technology was also highlighted. After a presentation on HSTW by the chairperson of the school's Career and Technology Department at an October 2003 faculty meeting, HSTW was chosen as the school's CSR model.

## *Implementation*

By spring 2006, after a significant delay in the release of CSR grant funds,[21] School 8 engaged in the following implementation activities beginning in summer 2005:

- Eight staff attended an HSTW conference in summer 2005.
- Two administrators attended an HSTW Leaders Retreat.
- Five teachers visited exemplary HSTW schools in Maryland.

[21] The district received the Notice of the Grant Award (NOGA) in December 2004. The Board approved the NOGA in March 2005. School 8 was authorized to use funds at the end of the 2004–05 school year.

Onsite professional development provided by the HSTW Technical Assistance Provider (TAP) included the following:

- Two-day school-wide HSTW training in August 2005
- Three workshops during November 2005
- Follow-up training conducted during conference periods throughout the year

Additional HSTW staff development had been planned but was cancelled due to school time missed during Hurricane Rita in fall 2005.

By spring 2007, implementation activities included the following:

- Ten staff attended an HSTW conference.
- Staff redelivered HSTW conference training at campus workshops.
- Faculty worked on a mission statement during a two-day training related to the HSTW program.
- The school established some dedicated planning time for instructional leaders to create an HSTW-related literacy plan.
- A system of observations and coaching teachers on instructional strategies was established.

Additional implementation-related issues in 2006–07 included the following:

- During summer 2006, the district mandated use of new student data management software with a scheduling feature. Nearly every person interviewed commented about the difficulties of accommodating the academy structure using the new program. As a result, the academy structure was less "pure," and teacher conference periods within an academy were less aligned than in prior years.
- Advocacy classes aligned with the academies were no longer offered as of January 2007. These classes were designed to provide interactions between a teacher and small group of students, to ensure each student was on track with credits and course selections. Staff reported that because a grade was not assigned for the advocacy classes, many students were not taking the activities seriously. This, in part, led to a decision by the administration to replace advocacy classes with instructional time.
- In August 2006, the school received a grant through the Texas High School Project (THSP) to continue HSTW. The THSP is a public-private initiative committed to increasing graduation and college enrollment rates. School 8's participation was part of a larger district effort. This multi-year grant would allow the school to maintain initiatives funded with CSR, including TAP support, though a new HSTW consultant associated with a grant-related Texas network was assigned to the school.

## *Factors Impacting CSR Implementation*

The Comprehensive School Reform Teacher Questionnaire (CSRTQ), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school change across five constructs. The results from the survey are examined to determine factors impacting CSR implementation. In 2006, 64 out of 136 professional staff members responded to the survey for a response rate of 47%. In 2007, 89 out of 138 professional staff members responded to the survey for a response rate of 64%. (Spring 2006 and spring 2007 school-level responses to individual items making up each construct can be found in Appendix C.) In Figure 9.1, means are reported with confidence intervals to show the range of values within which the true mean is likely to

fall. Survey results for all five constructs are discussed in turn in the coming sections.

## School Capacity

### Materials

In its CSR grant application, School 8 described the following planned materials purchases:

- Consumable teaching and office supplies for parental involvement activities, classroom activities, and HSTW supplies
- SREB/HSTW reading materials and reference books
- Testing materials and HSTW assessments

By spring 2006, staff reported receiving materials describing the HSTW 10 Key Practices. Additionally, because HSTW has a heavy emphasis on reading, additional books were purchased for individual classroom libraries and the academies.

By 2007, data indicated no additional materials were purchased with CSR grant funds.

### Staffing and Planning Time

According to the school's grant application, funds were designated to cover costs for substitute teachers so that staff could participate in HSTW professional development activities during the school day. They also were used for extra-duty pay for teachers and other personnel to plan, coordinate, and participate in after-school programs and weekend events that pertained to the CSR program. Over the course of grant implementation, teachers and HSTW TAP reports indicated limited planning opportunities related to HSTW, other than the initial planning time designated for instructional leaders to develop a literacy plan.

***Initially, all of the CSR funds for the 2006–07 school year were earmarked for the HSTW TAP. However, the school was able to support this expense with the THSP grant.***

### Fiscal Resources to Support Staff, Materials, and Technical Assistance

By spring 2006, documentation indicated use of funds for the following programs, though neither resource was mentioned by staff during the site visits:

- Read 180 reading intervention software program, including staff development and technical support
- TestU online college prep service and an online reference library

By spring 2007, the 2006–07 School Improvement Plan indicated use of CSR funds to support the following efforts:

- TAKS improvement
- Implementation of a school-wide college-bound culture

Initially, all of the CSR funds for the 2006–07 school year were earmarked for the HSTW TAP. However, the school was able to support this expense with the THSP grant. At the time of the 2007 site visit, the CSR coordinator was investigating how the CSR grant money could be reallocated; thus, no funds for the third year of the grant had yet been used for CSR purposes.

Staff mentioned that, due to the reduction in CSR funding in the third year of the grant, the school had already shifted some planned CSR activities to the Title I program.

Considering spring 2006 survey results, the overall Capacity mean rating was 3.42 (standard error [SE] = .10) on a 5-point

scale, where survey results from spring 2007 showed an overall Capacity mean rating of 2.95 (SE = .19). Though the spring 2006 mean (3.42) was higher, the spring 2007 mean of 2.95 was lower than the national average for secondary schools of 3.17. (See Figure 9.1 for means of all survey constructs.)

## External Support

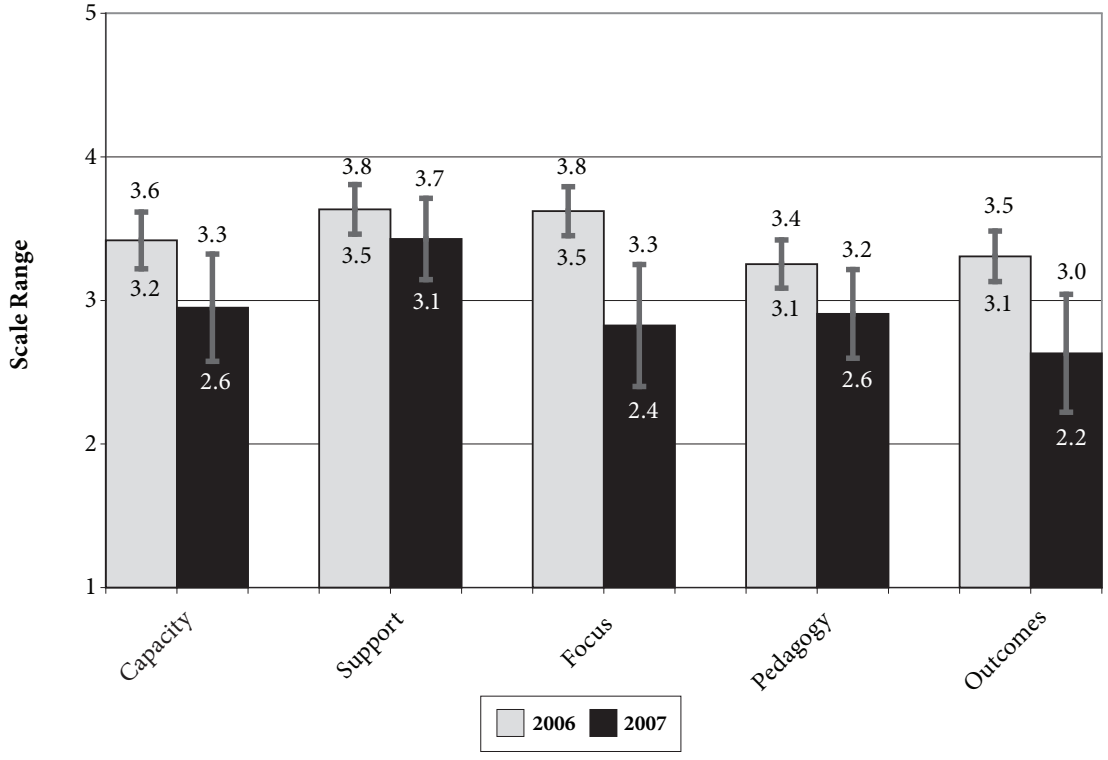
### External Professional Development

By spring 2006, the HSTW TAP had provided a range of training activities, but in a 2005–06 mid-term progress report to TEA, the TAP indicated that not all teachers had been participating: "ITL/CSR grant is allowing only a certain number of professionals from this [school] to receive professional development provided by the Technical Assistance Provider" (p. 11).

By spring 2007, with School 8's participation in the THSP, HSTW had assigned a new TAP associated with the Texas HSTW network. Though she only began work with the school in November 2006, staff reactions to the new TAP were very positive. Staff said she had been a principal in Texas and was familiar with the kind of student population at the school. Teachers indicated she was a good "fit" for their school. However, because she had started so recently, she had not had much direct interaction with the majority of the teaching staff.

The TAP did not fill out a survey for spring 2006. In spring 2007, the TAP reported not being the original TAP and providing 192 hours of technical assistance between January 1, 2007, and August 31, 2007.

**Figure 9.1. Change in Construct Means 2006 to 2007**




*Source.* 2006 and 2007 Comprehensive School Reform Teacher Questionnaire

### *Integrated District Assistance*

By spring 2006, district-level support included a workshop at which a representative from the district's grants department advised staff about spending limitations and implementation reports required by TEA.

By spring 2007, staff reported more district assistance, though not all support was directly related to CSR efforts. Examples included the following:

- District-facilitated Career and Technology Education (CTE) meetings to discuss how HSTW could be implemented
- SOSA professional development
- Ongoing character education training

Survey data from spring 2006 indicated an overall Support mean rating of 3.63 (SE = .09) compared to the spring 2007 overall Support mean rating of 3.43 (SE = .14). Both means were higher than the national average for secondary schools of 3.40. (See Figure 9.1 for means of all survey constructs.)

## *Internal Focus*

### *Staff Buy-In and Support*

By spring 2006, staff buy-in was characterized as moderate to low. For example, about half the staff participated in optional HSTW-related training.

By spring 2007, site visit data indicated that support for HSTW had decreased:

- Most teachers could not describe how the HSTW program was being implemented, and there was minimal evidence of staff knowledge of the program's tenets.
- Teachers reported less emphasis on HSTW since the 2006 visit and more on training related to AYP and character education provided through the district.
- One teacher described HSTW as "being pushed to the side" due to other programs.
- Though some staff described the strategy of having trained staff members redeliver HSTW training to other staff as helping to provide "home grown" program leadership, they still believed the school needed to provide more teachers with more exposure to the HSTW program.

The most recently available progress report from the principal and TAP (spring 2006) supported these conclusions. The principal rated staff support as a 3.00, indicating minimal support. The TAP rated staff support a 2.00 indicating knowledge of implementation.

### *Alignment and Integration With Existing Programs*

According to the school's grant application, the HSTW CSR model was chosen specifically for alignment with the smaller learning communities/academies and the integration of the academic and vocational curricula. While the academy structure was in place and established through a previous grant, progress on integration of curricula was minimal. Staff repeatedly expressed frustration with a diluted focus on any single effort due to the number of programs implemented at the school. The phrase "chasing the money" was used by several staff members.

### *Monitoring*

By spring 2006, staff generally stated that because most of the first year was lost due to the extended delays in receiving approval to spend CSR grant funds, it was too soon to see improvements that could be attributed to HSTW.

By spring 2007, staff did not indicate awareness of monitoring activities related to HSTW. Staff discussed classroom visits and peer coaching that began in 2006–07 but did not relate it to HSTW teaching strategies.

The overall Focus mean rating from spring 2006 was 3.62 (SE = .09), in relation to the spring 2007 overall Focus mean rating of 2.83 (SE = .21). The spring 2006 mean (3.62) was higher than the national average of 3.36, but the spring 2007 mean of 2.83 was lower than the national average for secondary schools of 3.36. (See Figure 9.1 for means of all survey constructs.)

### Pedagogical Change

Over the course of grant implementation, teacher comments and classroom observations did not reflect a strong focus on concrete HSTW strategies resulting in pedagogical change. A few teachers discussed sharing student work but were concerned about the amount of time it took. During spring 2007 data collection, staff comments indicated that some preliminary integration of principles between CTE and academic classes was taking place: "Academic classes are making things more practical, and CTE classes are pointing out the academic skills that are being used." An example of "cross-curriculum integration," a project on air quality in the city, was implemented in 2005–06 but was not replicated in 2006–07 due to the scheduling conflicts.

Observation data across the site visits indicated that these traditional pedagogical approaches were prevalent:

- Direct instruction
- Teacher-centered lecture formats
- Independent seatwork

Teachers used class time on academically focused activities. Compared to spring 2006 data, students demonstrated a moderate level of engagement during spring 2007 classroom observations.

Results from the spring 2006 survey administration show an overall Pedagogy mean rating of 3.25 (SE = .08), and spring 2007 survey administration results show an overall Pedagogy mean rating of 2.91 (SE = .16). The spring 2007 mean of 2.91 was lower than the national average for secondary schools of 3.07 while the 2006 mean (3.25) was higher. (See Figure 9.1 for means of all survey constructs.)

## Restructuring Outcomes

### Student Impacts

*Achievement.* Over the course of grant implementation, because of the delays in program implementation and the focus on AYP during the 2006–07 school year, the general attitude among staff was that improvements in student performance were not attributable to HSTW.

*Academic engagement.* By spring 2006, a low level of student engagement was reported and observed during the site visit.

By spring 2007, site visit data indicated that preliminary efforts to integrate CTE with academic instruction had increased the relevancy of what students were learning. Several staff also reported promoting higher expectations and more rigorous work, although no examples were provided.

*Affective impacts.* By spring 2006, staff reported more opportunities for students to develop relationships with each other. However, due to the scheduling issues, students

***The evaluators also judged that the school had stalled in its CSR implementation.***

spent less time with academy peers and the development of an academy identity was more difficult.

By spring 2007, the removal of the advocacy classes eliminated an opportunity for students and teachers to interact in non-academic settings, though the administration had judged the classes ineffective in accomplishing this objective.

### *Staff Impacts*

By spring 2006, teachers said HSTW provided them with a new framework for how to view their role—as going beyond teaching and needing to care about the students.

By spring 2007, staff comments related more to how the academy structure associated with efforts preceding CSR was facilitating more communication and planning between teachers. They noted setbacks to this progress with the elimination of shared planning times within academies.

### *Parental Involvement*

Over the course of grant implementation, parental involvement was a continuing challenge at School 8. Some recently implemented activities to improve communication between the school and families included the following:

- Automated calling system
- Monthly parent meetings
- Sessions involving college representatives to provide information about college to families

Survey data from spring 2006 indicated an overall Outcomes mean rating of 3.30 (SE = .09) compared to the spring 2007 overall Outcomes mean rating of 2.63 (SE = .21). The spring 2006 mean (3.30) was higher than the national average for secondary schools of 3.10, while the spring 2007 mean of 2.63 was lower. (See Figure 9.1 for means of all survey constructs.)

## III. Implementation Summary

### *Key Points*

Prior to the CSR grant, the school had implemented the academy structure through the district-wide SNS program. The school began research on its CSR model, HSTW, in fall 2003, but with the delayed release of grant funds, staff training did not occur until summer 2005. In fact, most HSTW-related activities occurred during the 2005–06 school year. In 2006–07, new district priorities, such as the SOSA professional development and AYP-related activities appeared to have taken precedence over CSR and implementation of HSTW. In terms of CSR goals, while staff discussed some limited integration of vocational and academic instruction, there were few indications this occurred throughout the school. The academy structure seemed to be the salient feature remaining from the school's broader and longer-term reform efforts, and it was unclear how work with the THSP would support continued HSTW implementation through the academies. Overall, data indicated that the school's response to multiple district initiatives, what some staff characterized as "chasing the money," resulted in an inconsistent focus on CSR programming.

### *Implementation Indicators*

In order to accurately describe the overall level of implementation of CSR efforts, several indicators were considered, including a School Climate Inventory, progress reports from grantees, and TAP survey assessments of implementation. Information from each indicator is described below.

### School Climate Inventory

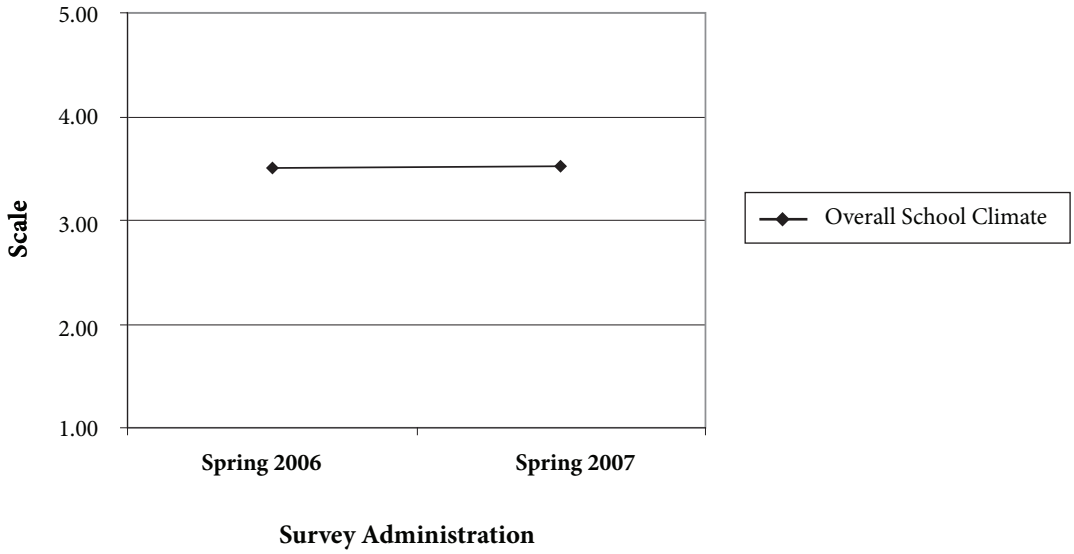
One way to tap the success of CSR implementation indirectly is to measure school climate. The School Climate Inventory (SCI), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school climate across seven dimensions logically and empirically associated with effective school climates. (See Appendix B for scale description.) SCI data from spring 2006 indicated an overall mean rating of 3.50 on a 5-point scale compared to the spring 2007 overall mean rating of 3.53. The spring 2007 mean of 3.53 was less than the national average for secondary schools of 3.73. (See Figure 9.2 for more information on SCI data.)

### Progress Reports

Regular progress reports were required by TEA as part of grant compliance. Progress reports documented a variety of indicators aligned with the 11 CSR components. School 8 completed four out of four required progress reports. Progress report responses were averaged across all sections resulting in an average implementation score of 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. School 8 self-reported an initial average implementation score of 3.55, followed by spring 2005 and fall 2005 ratings of 4.00, and a final average implementation score of 3.64. This pattern may be associated with the grant funding cycle wherein early momentum builds around grant activities and resources and then wanes as the grant funding cycle ends. (See Figure 9.3 for more information on the school-reported implementation level.)

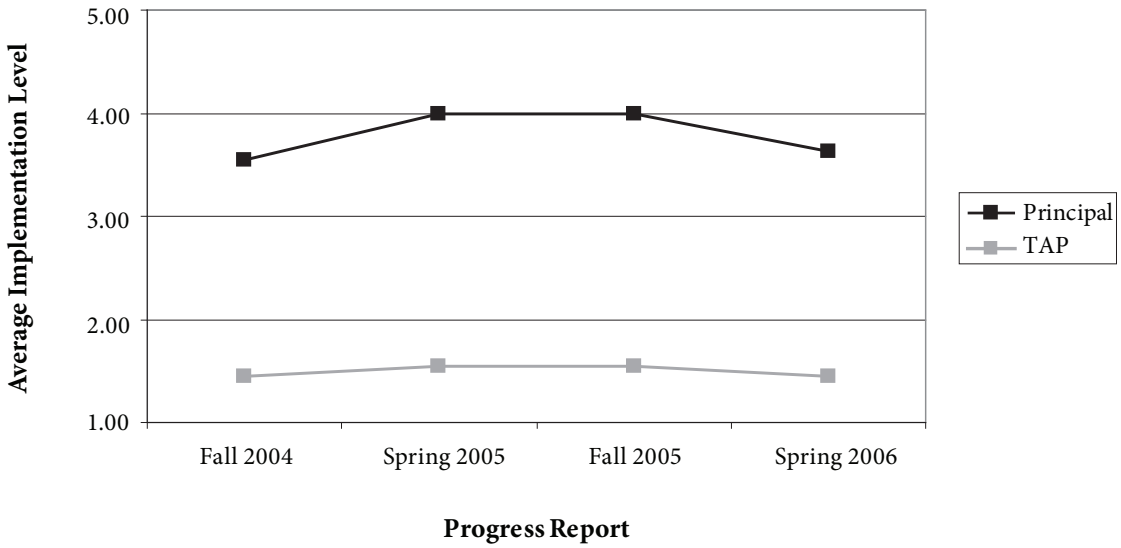
For ITL grants, TAPs were also asked to complete implementation assessments for sites at intervals during the grant period in grantee progress reports. The TAP's assessment of School 8 provided an average score of 1.45 for the initial period evaluated, 1.60 for spring 2005 and fall 2005, and an average score of 1.45 for the final period evaluated. The TAP rating more closely aligns with site visit data indicating little implementation occurred. Additionally, there is a lack of consistency

**Figure 9.2. Change in Overall School Climate Means 2006 to 2007**




*Source.* 2006 and 2007 Staff Survey Administration

**Figure 9.3. School-Reported Implementation Level**




*Source.* CSR grantee progress reports

between the TAP and principal ratings that may be associated with poor communication or coordination between the TAP and school.

### *TAP Survey*

All TAPs were asked to provide an assessment of grantee implementation level in TAP surveys, which were administered in spring 2006 and spring 2007. Survey responses were based on a 5-point scale: 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. The TAP did not complete a survey for School 8 in 2006. The TAP assessment of School 8's implementation level at the time of the second survey was 3.64.

While the school reported a high level of implementation in progress reports, the TAP's assessment of a low level of implementation reflected site visit data. TAP survey data from spring 2007 showed an increase in the TAP's assessment of implementation inconsistent with the trend from the TAP's progress reports and which was not supported by the second round of site visit data.

## *Assessment of Implementation Level*

With an instrument designed to assess the strength of CSR implementation based on the 11 CSR components, the evaluators used all data points to assess implementation level at two different points in the grant period—in spring 2006 and in spring 2007. Due to the disruptions at the campus during the spring 2006 site visit, which affected data collection, a score on the implementation scale was not appropriate at that time. In the second assessment, School 8 received a score of 20 out of a possible 51 points, reflecting a low level of implementation. The evaluators also judged that the school had stalled in its CSR implementation.

**Table 9.4. Implementation and Sustainability Assessment**

| Mid-Term Implementation Level | Final Implementation Level | Progress Assessment | Sustainability Assessment |
|---|---|---|---|
| Not assessed | Low | Stalled | Likely to maintain formal TAP |

## *Sustainability*

### *Barriers*

Data collected over the two site visits indicated several barriers to HSTW implementation and sustainability at School 8:

- Initial delay in program implementation
- Lack of staff buy-in and knowledge about the program
- Scheduling difficulties impacting the academy structure
- Competing priorities aligned with multiple district mandates
- Staff perceptions that the school lacked a unified vision for improvement

### *Facilitators*

Across data collection periods, staff acknowledged several facilitators of school reform progress:

- Alignment of HSTW philosophy with the school goal to integrate vocational and academic curricula
- The established academy structure through the SNS project
- Continued additional funding provided through the THSP

School 8 was classified as a low-level implementing school in spring 2006, though the school was not rated on the 51-point implementation scale due to extenuating circumstances related to data collection during the first site visit. In spring 2007, School 8 was again assessed as low implementing, with site visit data indicating stalled implementation. Data indicated that a large number of staff identified the HSTW program with the already-established academy structure and a general goal to overlap CTE and academic curricula. However, implementation did not progress much past this awareness level. While the school was likely to maintain contact and receive continuing technical assistance from HSTW for several years through participation in the THSP, indicators across data points suggested the school did not have a unified vision for improvement or strong commitment to the tenets of HSTW. A final obstacle to sustainability was related to the staff's perception that the school and district programming just followed available funding streams and that commitment to one strategy would be pushed aside as a new strategy becomes priority. Thus, staff were reluctant to buy-in to reform efforts. (See Table 9.4 for more information on the implementation and sustainability assessments.)

# Chapter 10

## School 9

### Low-Level Implementation

*Grade Level: High School*
*CSR Model: Accelerated Schools*
*Grant Type: Texas High School Initiative (THSI)*
*Award Date: January 2005*

***Evaluators visited the school in spring 2006 during the second year of grant implementation and again in spring 2007, the third and final year of grant implementation.***

## I. Local Context

School 9 is a high school located in a small Texas town in which the district office, the one elementary, and the one middle school are located in the immediate vicinity of the high school. In the 2005–06 school year, School 9 served 480 students in Grades 9–12. The two largest ethnic student groups were Hispanic (52%) and White (39%). Forty-six percent of the student population was economically disadvantaged. (See Table 10.1 for more demographic information.)

Teachers reported that students sometimes lived in homes without electricity or telephones, and many adults in the community did not have high school diplomas. Students, teachers, and parents reported a range of challenges at School 9:

- Recent teacher turnover
- High student mobility[22]
- Discipline issues
- High teenage pregnancy rates
- Poor collaboration between the school and parents
- Poor communication with the district office

However, as the third year of the grant began, a new principal was hired from outside the district. Many subsequent changes at the school directly or indirectly addressed some of the challenges faced by the school. For example, although staff turnover continued, School 9 implemented changes in personnel that the school community perceived as positive:

**Table 10.1. Demographic Profile, 2005–06**

| Total Students | African American | Hispanic | White | Other | Mobility (2004–05) | Economically Disadvantaged | Limited English Proficient |
|---|---|---|---|---|---|---|---|
| 480 | 9% | 52% | 39% | 0% | 14% | 46% | 6% |

*Source.* Texas Education Agency, Academic Excellence Indicator System (AEIS)

[22] An emergency home for displaced children in a nearby community had recently begun sending high school students to School 9 instead of a high school in another district. Residents could stay no longer than 90 days at the home and thus moved in and out of School 9. Some of the school's discipline problems were associated by staff with students from the home.

**Table 10.2. Accountability and TAKS Performance History**

| Year | Campus Rating | TAKS Met Standard All Grades Tested (All Tests) | Reading | Math | Science | Social Studies |
|---|---|---|---|---|---|---|
| 2003–04 | Academically Acceptable | 37% | 74% | 43% | 59% | 87% |
| 2004–05 | Academically Acceptable | 38% | 80% | 45% | 61% | 85% |
| 2005–06 | Academically Unacceptable | 36% | 81% | 43% | 47% | 81% |

*Source.* Texas Education Agency, AEIS
TAKS = Texas Assessment of Knowledge and Skills

- Six new faculty positions were added in science and agriculture.
- A new athletic director and several new coaching positions were established with resulting success in district football championships.
- A counselor and a math teacher were replaced.

Further, student discipline problems were addressed with the implementation of a strict discipline management system. Problems related to high student mobility were minimized after the principal established a positive working relationship with the new director of the emergency home for displaced children. This effort included teacher visits to the facility to build understanding of student needs and limitations on the number of students from the shelter who could be enrolled at School 9 at any one time. Finally, the new principal had stressed a "customer service" philosophy in increasing parent involvement, and parents were appreciative of his efforts.

School 9 received Acceptable accountability ratings for the school years 2003–04 and 2004–05. The school was rated Unacceptable for the 2005–06 school year. Performance for all students for all grades tested and mathematics showed only slight fluctuations over the three years. Social studies performance decreased across the three years. Reading performance improved each year and science performance improved between 2003–04 and 2004–05 then declined in 2005–06. (See Table 10.2 for more accountability information.)

Additional programs at the school included the following:

- Technology Applications Readiness Grant for Empowering Texas (TARGET) from TEA to integrate technology into mathematics and English/language arts instruction
- Governor's Educator Excellence grant program, a performance-based grant program for Texas public school educators that included all staff members, including paraprofessionals and custodians at the school

## II. Model Adoption and Implementation

### *Selection Process*

School 9 was awarded a Comprehensive School Reform/Texas High School Initiative (THSI) grant in January 2005 to implement the Accelerated Schools model. (See Table 10.3 for more information about Accelerated Schools.) Model choice was a district

**Table 10.3. Accelerated Schools Model Design**

***Background***
Established in 1986, Accelerated Schools serves around 1,300 schools across all grade levels. Accelerated Schools is designed to provide gifted and talented instruction for all students through "powerful learning." The program is guided by three principles: unity of purpose, empowerment plus responsibility, and building on strengths. The primary goal of the Accelerated Schools program is to provide all students with enriched instruction based on the school community's vision of learning.

***Key Strategies and Features***
- Hold at-risk students to high standards
- Implement a gifted and talented curriculum to stimulate academic growth
- Identify and build on students' strengths
- Create a unified, school-wide sense of purpose
- Involve the staff in a governance and decision-making process

***Key Components***
- Full staff must participate in a 1–3 month exploration of the Accelerated Schools philosophy.
- Members of the school community take a formal vote or agree (90%) upon the adoption of the program.
- Provider supports local needs assessment, strategic planning, and continuous assessment.
- State education department and universities provide training and follow up.

*Source.* Accelerated Schools website, http://www.acceleratedschools.net/

decision. School 9 faculty did not have the opportunity to participate in the assessment, research, or acceptance phase of the CSR model adoption process.

## *Implementation*

By spring 2006, data indicated the following activities had been implemented:

- School 9's principal was identified as the onsite CSR coordinator.
- Three teachers were assigned to serve as internal facilitators and to guide reform efforts.
- The principal and internal facilitators received Accelerated Schools training in summer 2005.
- All teachers received Accelerated Schools and Powerful Learning[23] training during in-service training at the school provided by the Accelerated Schools Technical Assistance Provider (TAP).
- Staff participated in the Accelerated Schools Taking Stock process to gather data about school needs.

***School 9 faculty did not have the opportunity to participate in the assessment, research, or acceptance phase of the CSR model adoption process.***

[23] According to the Accelerated Schools website, Powerful Learning training emphasizes the use of effective instructional practices, personal reflection, and collaboration as a means to address the needs of children in at-risk situations. Teachers learn to collaborate in order to create supportive environments for diverse students.

- School 9 implemented four cadres to address the challenges identified during the Taking Stock process.

By spring 2007, CSR implementation activities included the following:

- Assignment of the assistant superintendent as CSR coordinator
- Abbreviated Accelerated Schools training for new teachers
- Continued, though irregular, cadre meetings

## Factors Impacting CSR Implementation

The Comprehensive School Reform Teacher Questionnaire (CSRTQ), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school change across five constructs. The results from the survey are examined to determine factors impacting CSR implementation. In 2006, 36 out of 52 professional staff members responded to the survey for a response rate of 69%. In 2007, 30 out of 52 professional staff members responded to the survey for a response rate of 58%. (Spring 2006 and spring 2007 school-level responses to individual items making up each construct can be found in Appendix C.) In Figure 10.1, means are reported with confidence intervals to show the range of values within which the true mean is likely to fall. Survey results for all five constructs are discussed in turn in the coming sections.

### School Capacity

#### Materials

By spring 2006, data indicated all materials purchased with CSR funds went to the science department and included science supplies and technology and materials for building a science TAKS remediation program.

By spring 2007, no staff interviewed mentioned materials purchases.

#### Staffing and Planning Time

By spring 2006, staffing and planning activities included one 50-minute planning period per week for teachers working on Accelerated Schools activities. Additional planning time for cadre meetings or training was not dedicated, and staff reported working extra time into schedules on an ad hoc basis.

By spring 2007, some effort was made to dedicate planning time for CSR efforts; for example, some reported that cadre leaders met on Saturdays and received a stipend for the extra hours. However, other teachers repeatedly mentioned lack of time for collaboration and having to be creative with their schedules to find the time to meet. One teacher said: "last year there was a lot of focus on the different cadres and working through the concerns and issues and trying to meet the criteria for Accelerated Schools. This year the cadres have met only once." Other staff mentioned some cadres meeting on a monthly basis.

#### Fiscal Resources to Support Staff, Materials, and Technical Assistance

By spring 2006, site sources indicated CSR funds were used to support the following:

- Accelerated Schools technical assistance and materials, including training, evaluation, guide books, and weekly TAP support (about one third of CSR funds)
- science materials and equipment as described above
- science teacher participation in professional conferences

By spring 2007, staff reported that computers were purchased for the science department.

Limited additional training targeted new teachers. Staff said new teachers received a four-hour introduction to the program during in-service training at the beginning of the year. Additional training was provided before the Christmas break. Some faculty members believed this training was inadequate and expressed concern that the Powerful Learning component only involved less than two hours of training.

Considering spring 2006 survey results, the overall Capacity mean rating was 3.17 (standard error [SE] = .13) on a 5-point scale, where spring 2007 survey results showed an overall Capacity mean rating of 2.42 (SE = .34). The spring 2006 mean was the same as the national average, while the spring 2007 mean of 2.42 was lower than the national average for secondary schools of 3.17. (See Figure 10.1 for means of all survey constructs.)

## External Support

### External Professional Development

School 9 contracted with the Southwest Center for Accelerated Schools at the University of Texas at Austin to provide technical assistance.

By spring 2006, staff reported the following information:

- Technical assistance included two leadership trainings for three staff and the principal, evaluation support and site visits, 24-hour phone and e-mail support, Accelerated Schools guide books, and support from a coach.
- The coach was on campus every Wednesday and occasionally visited classrooms.
- Additional Accelerated Schools training was provided during some faculty meetings.

Most teachers thought the Taking Stock process was the most useful part of the process with mixed feelings about the value of the training and technical assistance provided by the coach.

***The new principal had initiated new strategies to increase parent involvement.***

By spring 2007, the assigned Accelerated Schools coach had changed for a third time. The new principal, who had had limited exposure to the Accelerated Schools model, assigned a cadre leader to work directly with the external Accelerated Schools coach. Data indicated that the principal was not supportive of Accelerated Schools. Technical assistance mentioned in interviews during the second site visit was Accelerated Schools training for new teachers and an after-school workshop.

Over the course of grant implementation, the TAP reported being the original TAP and providing 1560 hours of technical assistance.

### Integrated District Assistance

By spring 2006, there was no evidence that the district provided support for CSR efforts at School 9.

By spring 2007, with the assignment of the assistant superintendent as the CSR coordinator, there was more proactive district-level grant management, and the coordinator said she had become much more aware of what was happening at the high school. She mentioned that she had coordinated some district-sponsored workshops and in-service programs that aligned with the Accelerated Schools program. She also said she was trying to keep the lines of communication open

between the new principal, the faculty, and the external coach.

Survey data from spring 2006 indicated an overall Support mean rating of 3.61 (SE = .13) compared to the spring 2007 overall Support mean rating of 2.53 (SE = .35). Though the spring 2006 mean (3.61) was higher, the spring 2007 mean of 2.53 was lower than the national average for secondary schools of 3.40. (See Figure 10.1 for means of all survey constructs.)

## Internal Focus

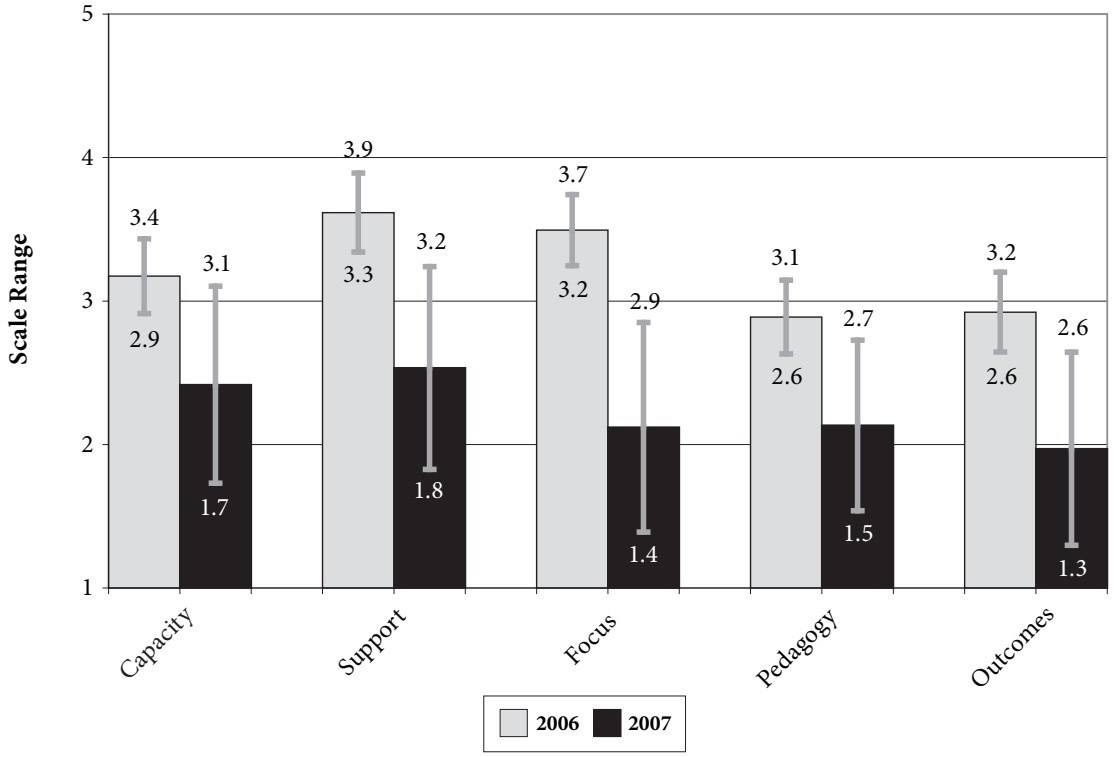
### Staff Buy-In and Support

By spring 2006, staff reported that many perceived the grant to be a science grant only. Staff said, when introduced to Accelerated

***By spring 2006, staff reported that many perceived the grant to be a science grant only.***

Schools, teachers were "hesitant at first" to buy into the process, and saw CSR as "just another grant with more work for them." However, as teachers became more involved in the Accelerated Schools Taking Stock process and cadre work, support generally increased with some teachers perceiving a shift in school leadership from administrators to shared leadership. During the first years of the grant, many teachers said they were very conscientious about making time to attend cadre meetings on a regular basis and doing whatever was required to make the Accelerated Schools program work. Some staff

**Figure 10.1. Change in Construct Means 2006 to 2007**




*Source.* 2006 and 2007 Comprehensive School Reform Teacher Questionnaire

expressed frustration, however, about not seeing results, and some felt that some of their colleagues had worked to impede the process from the beginning. The former principal indicated support from the program, but data did not indicate he was a driving force in implementation and that the process was left largely up to the teachers.

By spring 2007, with a new principal who did not participate in the Accelerated Schools process, staff indicated widely contradictory perceptions about staff buy-in and support. Overall, data indicated that the level of staff buy-in and support had diminished, and teachers were leery of spending more effort. Some teachers felt that CSR had led to stronger relationships among teachers and that support was higher in previous years, while some felt that teacher support for the program had remained about the same over the grant period and that the new teachers were possibly more receptive. Others believed that teacher support had been reduced, and that teachers did not share the same enthusiasm as in the beginning.

One staff member said the school had "got away from" Accelerated Schools. Teachers had adopted a "wait and see" attitude and wondered whether their previous efforts had been "wasted." Some teachers were uncertain about whether or not they were even doing the Accelerated Schools program anymore and thought it was "dead in the water." Some data indicated the model was at odds with the new principal's management style.

### *Alignment and Integration With Existing Programs*

Over the course of grant implementation, no staff indicated the alignment of CSR efforts with other school programs.

### *Monitoring*

By spring 2006, staff reported that the principal, internal facilitators, and the TAP all provided progress monitoring at a limited level but that program implementation was only at "the point of teacher awareness."

By spring 2007, data indicated differences of opinion about the extent to which the program was being monitored. Among the activities reported as monitoring efforts were the following:

- The coordinator attended steering committee meetings, cadre meetings, and faculty meetings.
- The new principal visited the classrooms more often than his predecessor.
- The external coach kept the program on track by alerting the principal to what he saw in the classrooms.
- Cadres met once a month, and the leaders reported to the steering committee.
- Teachers routinely discussed what worked with their students on an informal basis.

In addition, though not a function of the CSR effort, the new principal required teachers to e-mail their lesson plans weekly, and the school had instituted benchmark testing with the assistance of an external consultant hired through local funds. According to the coordinator, this consultant was chosen from a list of technical assistance providers provided by the school's Regional Education Service Center (ESC) as part of state accountability requirements.

***Overall, data indicated that the level of staff buy-in and support had diminished, and teachers were leery of spending more effort.***

Survey data from spring 2006 indicated an overall Focus mean rating of 3.49 (SE = .12) compared to the spring 2007 overall Focus mean rating of 2.12 (SE = .36). The spring 2006 mean of 3.49 was higher while the spring 2007 mean of 2.12 was lower than the national average for secondary schools of 3.36. (See Figure 10.1 for means of all survey constructs.)

### Pedagogical Change

By spring 2006, data indicated that few changes in instruction had taken place due to the CSR program. Teachers reported that heightened awareness and reflection were present, but they could not readily identify many changes in instruction. The former principal noted that room setups had been changed so that students could work together collaboratively, and a mathematics honors program has been expanded to include a research component.

Observation data indicated the following:

- Overall class time was highly academically focused, instruction was educationally relevant (though not always engaging), and student learning objectives were clear.
- Teachers generally used direct instruction, and many teachers were preparing for TAKS.
- Cooperative learning, team teaching, higher-level instructional feedback, higher-level questioning, and project-based learning were infrequently observed.
- Technology was used in few classes. Most often computers were used as a means for delivering instruction, including in science classes.

By spring 2007, there were sporadic reports of some teachers implementing Accelerated Schools strategies. One teacher mentioned that she gave some students special projects to build on their artistic abilities. Another teacher said that students worked in groups and collaborated on projects more often than in the past. Another teacher reported basing a lesson on illustrations in one of the Powerful Learning videos. Observation data indicated that classroom instruction was similar across site visits. Direct instruction was prevalent. Higher level instructional feedback and questioning strategies were occasionally observed, while project-based learning, teacher acting as coach/facilitator, sustained reading or independent inquiry, technology use, or student self-assessments were rarely observed. No observations of team teaching, tutoring, work centers, hands-on learning, student discussion, or performance assessment were documented.

***Another teacher reported basing a lesson on illustrations in one of the Powerful Learning videos.***

The overall Pedagogy mean rating from spring 2006 was 2.89 (SE = .13) compared to the spring 2007 overall Pedagogy mean rating of 2.13 (SE = .29). Both means were lower than the national average for secondary schools of 3.07. (See Figure 10.1 for means of all survey constructs.)

### Restructuring Outcomes

#### *Student Impacts*

By spring 2006, faculty members repeatedly stated that it was too early in program implementation to measure student impacts.

By spring 2007, a number of reported changes on campus appeared primarily due to new policies and procedures implemented by School 9's new principal and not necessarily

related to CSR. Some of these changes had some impacts on students and included the following:

- Discipline and absenteeism had improved.
- Incentives and rewards had been initiated to reward students for performance and attendance.
- Teacher/student relationships had not been influenced because the school was small and relationships were already close.
- Motivation had remained a problem for many students.

### *Staff Impacts*

By spring 2006, some teachers reported working together more frequently and more professionally and being more of aware of campus-wide issues. The principal described teacher participation in group reform efforts and the collaboration across grade levels and disciplines as providing a boost to teacher morale. However, some staff reported that many teachers lacked motivation to change and embrace the reform model strategies.

By spring 2007, staff again reported limited teacher impacts. Staff said teachers trained in Accelerated Schools methodologies were not following through consistently. Some described continued teacher isolation, while some teachers believed that teachers within departments were working together as a group. Though conditions at the school were better, according to some, one teacher said Accelerated Schools might not have been on teachers' minds because of the lack of focused discussions about it in 2006–07.

### *Parental Involvement*

By spring 2006, there was no evidence of activities to communicate with parents beyond traditional parent-teacher conferences.

By spring 2007, staff reported no significant improvement in parental involvement in terms of academics, although staff did mention good attendance at an Open House and holiday concert by parents who did not typically attend school events. The new principal had initiated new strategies to increase parent involvement:

- Phone call process about student absences
- Facilities redecoration and enhanced front office procedures
- Freshman and parent orientations
- Teacher contacts with parents (notes home with students, e-mails, phone calls)
- Bi-monthly column by principal in local newspaper

Survey data from spring 2006 indicated an overall Outcomes mean rating of 2.92 (SE = .14), and results from the spring 2007 survey administration showed an overall Outcomes mean rating of 1.97 (SE = .33). Both means of 2.92 and 1.97 were lower than the national average for secondary schools of 3.10. (See Figure 10.1 for means of all survey constructs.)

## III. Implementation Summary

### *Key Points*

According to its CSR grant application, School 9 needed to improve the science and mathematics programs at School 9, and the application earmarked two thirds of CSR funds to build the science program, mostly in terms of materials and equipment. The rest of the CSR grant supported technical assistance

from the Southwest Center for Accelerated Schools. While all staff members at School 9 received Accelerated Schools training and participated in some of the recommended steps in the Accelerated Schools process, such as Taking Stock, many teachers were resistant to change: "The philosophy is wonderful, but it will take time and effort to overcome attitudes." Data suggested only about half of staff members were on board with the reform efforts which were characterized by an overall lack of programmatic focus. Data did not indicate that the school's leadership drove or provided time to build teacher commitment to Accelerated Schools implementation, and thus no substantive efforts for developing specific action plans for school improvement were initiated. Data from the second site visit indicated an even deeper lack of focus and energy in CSR efforts at School 9. A host of changes were reported but were attributable less to grant implementation and more to new policies and procedures established by a new principal. The new principal was not involved in Accelerated Schools implementation, and data indicated that he questioned the program's relevance to the campus. New teachers who came on board during the 2006–07 school year received very little training on Accelerated Schools from an Accelerated Schools external coach. Staff had adopted a wait-and-see attitude about the program perceiving it to be "dead in the water."

***A host of changes were reported but were attributable less to grant implementation and more to new policies and procedures established by a new principal.***

## Implementation Indicators

In order to accurately describe the overall level of implementation of CSR efforts, several indicators were considered, including a School Climate Inventory, progress reports from grantees, and TAP survey assessments of implementation. Information from each indicator is described below.

### School Climate Inventory

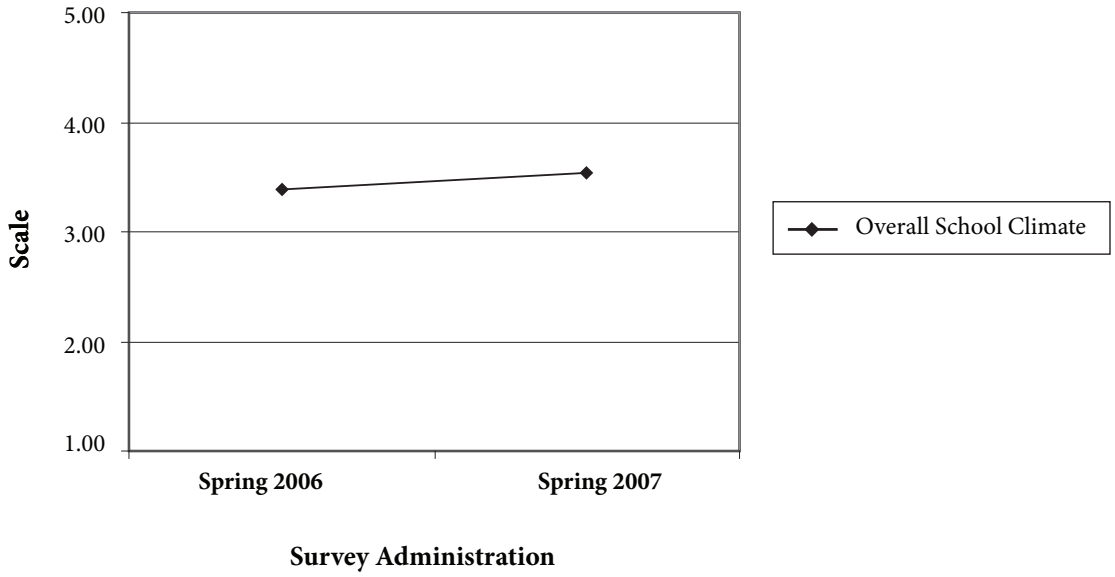
One way to tap the success of CSR implementation indirectly is to measure school climate. The School Climate Inventory (SCI), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school climate across seven dimensions logically and empirically associated with effective school climates. (See Appendix B for scale description.) SCI data from spring 2006 indicated an overall mean rating of 3.39 on a 5-point scale compared to the spring 2007 overall mean rating of 3.55. The spring 2007 mean of 3.55 was lower than the national average for secondary schools of 3.73. (See Figure 10.2 for more information on SCI data.)

### Progress Reports

Regular progress reports were required by TEA as part of grant compliance. Progress reports documented a variety of indicators aligned with the 11 CSR components. School 9 completed four out of four required progress reports. Progress report responses were averaged across all sections resulting in an average implementation score of 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. School 9 self-reported an initial average implementation score of 2.40. The second reporting indicated an average implementation score of approximately 2.60. The third progress report showed

***Both site visit data and survey data corroborated a decline in CSR focus in spring 2007 that indicated a lower level of implementation than reflected by the final progress report.***

**Figure 10.2. Change in Overall School Climate Means 2006 to 2007**




*Source.* 2006 and 2007 Staff Survey Administration

a spike, reporting an average implementation score of 3.60 and a final average implementation score of 3.45. While these reports evidenced an increase in implementation, they did not reach the "Implementing" phase which is considered consistent with information gathered through site visit. Both site visit data and survey data corroborated a decline in CSR focus in spring 2007 that indicated a lower level of implementation than reflected by the final progress report. Additionally, the pattern reported here is inconsistent with the typical grant funding cycle. (See Figure 10.3 for more information on the school-reported implementation level.)

### *TAP Survey*

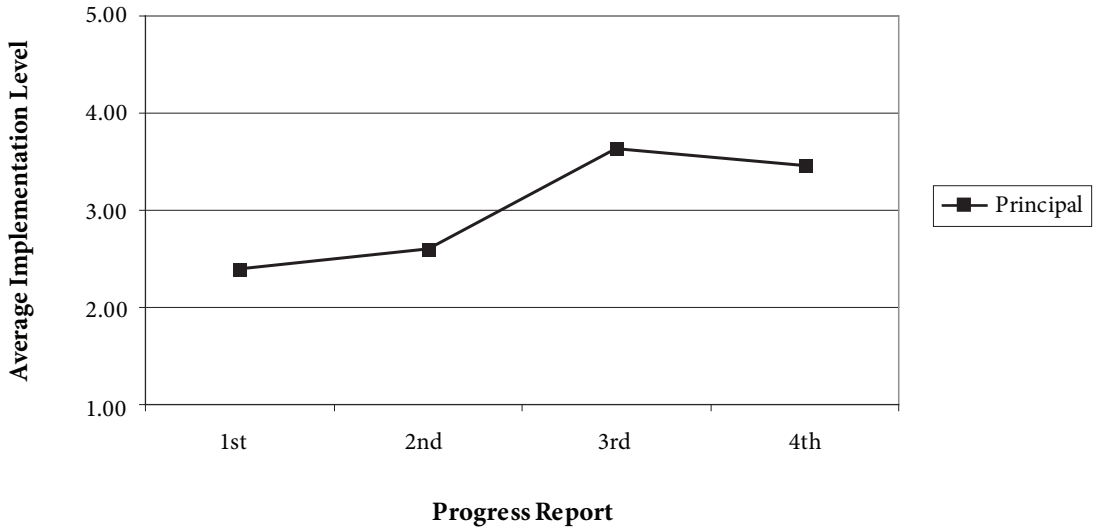
All TAPs were asked to provide an assessment of grantee implementation level in TAP surveys, which were administered in spring 2006 and spring 2007. Survey responses were based on a 5-point scale: 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. The first TAP assessment of School 9's implementation level was a 4.45 on a 5–point scale suggesting the school was close to "Fulfilling" CSR requirements. The TAP assessment of School 9's implementation level at the time of the second survey was lower with a score of 3.82.

The TAP's assessment reflecting a decrease in implementation in the final year of the grant is supported by site visit data. The discrepancy between the TAP's assessment and the school-reported progress report assessment, which shows an increase in implementation in the later stages of the grant, may be due to changes in who completed progress reports at the school and a lack of familiarity with the grant goals.

## *Assessment of Implementation Level*

With an instrument designed to assess the strength of CSR implementation based on the

**Figure 10.3. School-Reported Implementation Level**




*Source.* CSR grantee progress reports

11 CSR components, the evaluators used all data points to assess implementation level at two different points in the grant period—in spring 2006 and in spring 2007. In the first assessment, School 9 received a score of 19 out of a possible 51 points, reflecting a low level of implementation. In the second assessment, School 9 received a score of 21, again indicating a low level of implementation and that the campus was stalled in its CSR efforts.

## *Sustainability*

### *Barriers*

Data collection across site visits indicated that barriers to School 9's CSR implementation included the following:

- Narrow focus and lack of comprehensive plan
- Tentative staff buy-in
- Lack of stable and committed leadership to expand and guide reform efforts

### *Facilitators*

Facilitators to implementation included the sense of staff ownership engendered by model and recommended processes.

School 9 was rated as a low-implementing school in spring 2006, and data indicated CSR efforts had stalled at building awareness. In spring 2007, the school was again rated as low-implementing, with no implementation progress indicated. School 9's CSR plan lacked a school-wide design, and the strong leadership that could have expanded and broadened the impact of the grant was not evident. Over the course of the grant, CSR efforts generally lacked energy and direction. The focus on building resources in the science program seemed to have been met, but this concentration was narrow in the context of comprehensive school reform. Very

***Survey data indicated a meaningful decline across three of the five measured constructs which may be further evidence of a shift in focus away from CSR activities.***

**Table 10.4. Implementation and Sustainability Assessment**

| Mid-Term Implementation Level | Final Implementation Level | Progress Assessment | Sustainability Assessment |
|---|---|---|---|
| Low | Low | Stalled | Unlikely to maintain formal strategies |

few teachers were affected by these efforts. Further, implementation of the Accelerated Schools model seemed to have never really gotten off the ground, even after a reported 1,500 hours of external technical assistance support. A change in campus leadership mid-course, while positive for the school in many aspects, further contributed to the lack of progress in implementation, especially given the new leadership's lack of participation in Accelerated Schools activities. Survey data indicated a meaningful decline across three of the five measured constructs which may be further evidence of a shift in focus away from CSR activities. Given all of these factors, it was unlikely School 9 would maintain CSR efforts and formal strategies associated with the model. (See Table 10.4 for more information on the implementation and sustainability assessments.)

# Chapter 11

## School 10

### Low-Level Implementation

*Grade Level: High School*
*CSR Model: Co-nect*
*Grant Type: Texas High School Initiative (THSI)*
*Award Date: January 2005*

***Evaluators visited the school in spring 2006 during the second year of grant implementation and again in spring 2007, the third and final year of grant implementation.***

## I. Local Context

School 10 is located in a county bordering Mexico in a coastal community that strongly relies on the tourism industry. The school serves approximately 700 students in Grades 9–12. The majority of the student population is Hispanic (84%) with White students composing the second largest ethnic group (16%). Eighty-three percent of the students are classified as economically disadvantaged. (See Table 11.1 for more demographic information.)

A new principal came to the school the year of the grant award. Data indicated that staff turnover was generally low.

In the years prior to the grant, the school had taken several steps to address its primary challenge—many of its graduates did not aspire to, did not attend, or were not prepared for college. Staff reported that a goal of most parents was "for their children to get a high school diploma and enter the work force upon graduation." Staff said most graduates stayed in the area after high school and worked in the tourism industry. According to the school's 2005–06 campus improvement plan, School 10 was ranked last of all county high schools in the enrollment of recent graduates in local and state colleges.

Yet, School 10 graduated a higher percentage of students under the Recommended High School and Distinguished Achievement graduation plans compared to the state rate. And while the school had increased advanced course and college entrance exam participation, most students were not adequately prepared for college. Data indicated that performance on AP and college entrance tests were well below state averages. A parent recounted how her children, who did enroll in college, struggled: "They were not really quite ready to take the challenges, the discipline of the courses. . . . I feel that [the school] should [have been] preparing them a lot better."

**Table 11.1. Demographic Profile, 2005–06**

| Total Students | African American | Hispanic | White | Other | Economically Disadvantaged | Mobility (2003–04) | Limited English Proficiency |
|---|---|---|---|---|---|---|---|
| 703 | 1% | 84% | 16% | 1% | 83% | 14% | 12% |

*Source.* Texas Education Agency, Academic Excellence Indicator System (AEIS)

**Table 11.2. Accountability and TAKS Performance History**

| Year | Campus Rating | TAKS Met Standard All Grades Tested (All Tests) | Reading/ ELA | Math | Science | Social Studies |
|---|---|---|---|---|---|---|
| 2003–04 | Recognized | 46% | 80% | 56% | 61% | 88% |
| 2004–05 | Academically Acceptable | 55% | 85% | 63% | 72% | 89% |
| 2005–06 | Academically Acceptable | 51% | 88% | 56% | 64% | 89% |

*Source.* Texas Education Agency, AEIS
TAKS = Texas Assessment of Knowledge and Skills

These data indicated a need to increase the rigor of the high school curriculum at School 10. Even so, parents were pleased with the direction the school was going, noting that the school "offers AP classes now, and these classes have really helped. . . . College is introduced to them at an early age now."

School 10 received a Recognized accountability rating for the 2003–04 school year and Acceptable accountability ratings for the school years 2004–05 and 2005–06. Performance for all students for all grades tested, mathematics, and science improved between 2003–04 and 2004–05 then declined in 2005–06. Performance for reading improved across the years and performance for social studies remained stable across the years. (See Table 11.2 for more accountability information.)

The school and district operated several programs geared towards preparing students for postsecondary education:

- Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP)
- 21st Century Community Learning Centers Program—Project Puente
- Texas High School Completion and Success Initiative

## II. Model Adoption And Implementation

### *Selection Process*

School 10 received a Comprehensive School Reform/Texas High School Initiative (THSI) grant in January 2005 to implement the Co-nect model. (See Table 11.3 for more information about Co-nect.) The school's grant application indicated the intent to use CSR funds to support and continue the school's initiatives to increase college readiness and enrollment through a framework called Schools Utilizing Reform Practices in Achievement for Student Success (SURPASS).

***School 10 received a Recognized accountability rating for the 2003–04 school year and Acceptable accountability ratings for the school years 2004–05 and 2005–06.***

District and campus administrators who were no longer at the school and who left prior to the grant award initiated the original grant application process. Staff reported that the application was written by an external grant writer with little input from the campus. While the application did include a letter of support from the site-based decision-making

**Table 11.3. Co-nect Model Design**

***Background***

Founded by the Educational Technologies Group at BBN Corporation and recently acquired by Pearson Publishing Corporation, the Co-nect model began in 1992. Co-nect is a K–12, school-wide program in over 175 schools. Of the students at these schools, 75% are of color and 62% qualify for free/reduced lunch. The focus of Co-nect is to improve the quality of teaching and learning in schools through the collection and analysis of data. Teams of teachers work with Co-nect facilitators to design instruction that is rigorous, project based, and aligned with state and local standards.

***Key Strategies and Features***

Individual support for teachers and administrators to develop a course of action that is specific to each school
Local identification of the causes of and a plan to address achievement gaps
Specialized instruction for struggling students
Customized online and on-site training and support that includes diagnostic tools to help schools meet Adequate Yearly Progress
Online learning modules
A database of curriculum projects that are tied to state standards
A library of effective, sustainable instructional techniques
Implementation monitoring and regular progress reviews

***Key Components***

Participating schools should be organized into small learning communities called clusters.
A full-time facilitator is recommended, though not required.
Awareness sessions to create staff buy-in are provided.
Support for Co-nect adoption by at least 75% of faculty members is recommended.
Principals receive an initial two-day training.
All faculty members receive at least three days of training each year.

*Source.* Co-nect website, http://www.co-nect.net/

committee, several persons who signed the letter did not recollect or have knowledge of the process.

## *Implementation*

By spring 2006, no implementation activities associated with the Co-nect model had occurred, and staff appeared to have little information about the original intent of the CSR program:

- A grant coordinator was assigned in August 2005, six months after the grant award, but left May 2006.
- The new principal had little knowledge of the CSR model adoption process or the grant's intent. He stated it would have been helpful to have "basic information" about the grant and how money could be spent.
- Staff had very limited knowledge about Co-nect.
- No staff referred to SURPASS at any time.

By spring 2007, no implementation progress had been made:

- A new coordinator was assigned in February 2007.
- The principal stated, "We have not done

what I would like for the grant to do. . . [but we] will get back on track."

- A two-day campus-wide Co-nect training on "CSR research-based strategies" described in the grant application had yet to occur.
- Other activities listed in the grant application, such as a "Collegiate World Series," were not mentioned by School 10 staff.

Rather, grant funding was used in a general approach to support and encourage professional growth for teachers, with the broad rationale that it supported the school's goal of increasing its ability to offer a college preparatory curriculum. Expenditures included the following:

- Payment of the Graduate Record Examination (GRE) fee so teachers could pursue master's degrees allowing the school to offer advanced classes for the students
- Tuition payments for core content teachers
- History Alive professional development
- AP training classes
- Curriculum TEKS alignment

The grant also supported curriculum alignment, the purchase of technology equipment, and training in technology skills. With leftover funding from the first year of the grant (due to late hiring of the coordinator), the school submitted an amendment to TEA requesting the purchase of four Promethean Boards (one for each core content area), an interactive whiteboard that allowed teachers and students to interact with curriculum materials.

***Grant funding was used in a general approach to support and encourage professional growth for teachers, with the broad rationale that it supported the school's goal of increasing its ability to offer a college preparatory curriculum.***

## *Factors Impacting CSR Implementation*

The Comprehensive School Reform Teacher Questionnaire (CSRTQ), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school change across five constructs. The results from the survey are examined to determine factors impacting CSR implementation. In 2006, 19 out of 64 professional staff members responded to the survey for a response rate of 30%. In 2007, 35 out of 66 professional staff members responded to the survey for a response rate of 53%. (Spring 2006 and spring 2007 school-level responses to individual items making up each construct can be found in Appendix C.) In Figure 11.1, means are reported with confidence intervals to show the range of values within which the true mean is likely to fall. Survey results for all five constructs are discussed in turn in the coming sections.

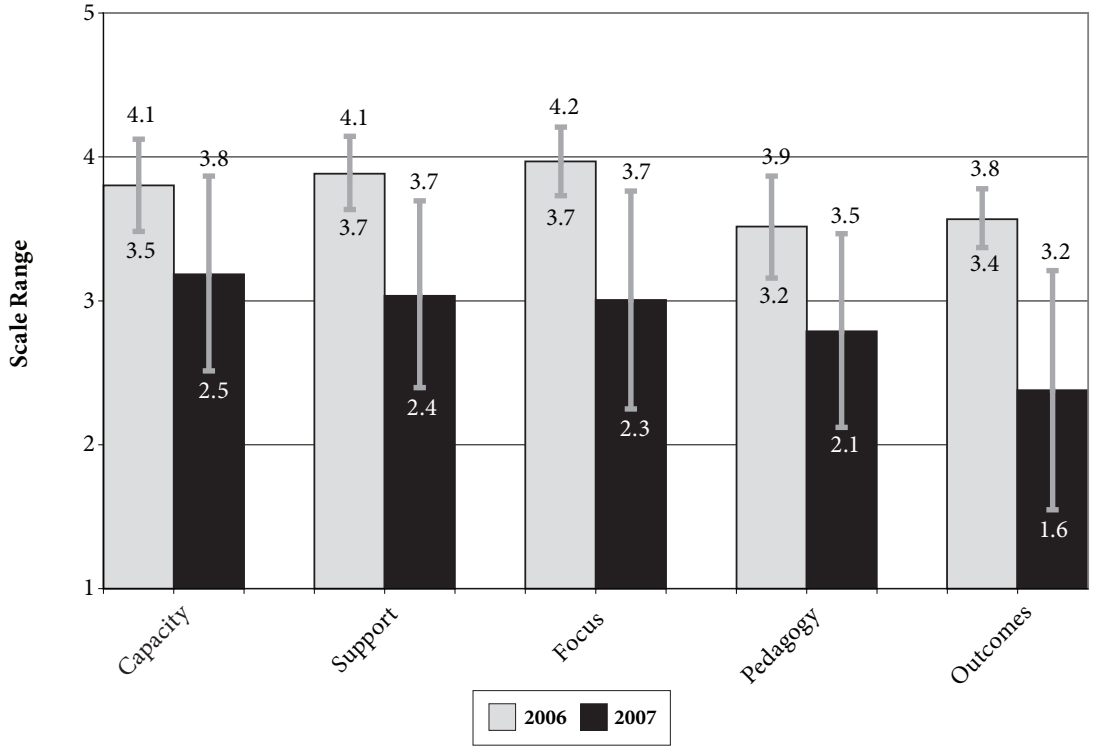
### *School Capacity*

#### *Materials*

Over the course of grant implementation, data indicated that the grant was viewed primarily as a way to provide teachers with materials and technology:

- History Alive supplemental books
- Promethean Boards (the school had eight boards and indicated plans to purchase four more)
- Zip drives

**Figure 11.1. Change in Construct Means 2006 to 2007**




*Source*. 2006 and 2007 Comprehensive School Reform Teacher Questionnaire

Teachers expressed a desire to see "more technology purchased" and indicated that Palm Pilots were to be purchased that will allow them to take attendance.

### *Staffing and Planning Time*

Over the course of grant implementation, the only change in staffing through the grant was the hiring of the coordinator. No staff discussed shared planning time or the need for common planning time.

### *Fiscal Resources to Support Staff, Materials, and Technical Assistance*

Over the course of grant implementation, the bulk of grant funds, beyond those used for the coordinator's salary and the Promethean Boards, supported staff-identified professional development activities in the core content areas. This support was identified by staff as "wonderful because [we] have been able to bring in people from outside regions . . . [and] send faculty to training sessions." Teachers in non-core areas indicated a desire for more technology and training.

Survey data from spring 2006 indicated an overall Capacity mean rating of 3.80 (standard error [SE] = .15) on a 5-point scale compared

***Teachers expressed a desire to see "more technology purchased" and indicated that Palm Pilots were to be purchased that will allow them to take attendance.***

to the spring 2007 overall Capacity mean rating of 3.18 (SE = .33). Both means of 3.80 and 3.18 were higher than the national average for secondary schools of 3.17. (See Figure 11.1 for means of all survey constructs.)

## External Support

### External Professional Development

Over the course of grant implementation, School 10 did not contract with a Co-nect Technical Assistance Provider (TAP). Co-nect training described in the grant application did not take place. The grant writer, an external consultant, who also ran an education consultancy, also was listed as a TAP in the application and was scheduled to provide some assistance in terms of grant management and evaluation. Data indicated services provided by this TAP were minimal. In the school's first progress report to TEA the following information about TAP services was provided: "The fact that our school missed the July 15th deadline [for the report] indicates a lack of support services by our Technical Assistance Provider. . . . Our Technical Assistance Provider did notify me of our continued application and did come and work with me on our budget for next year."

By spring 2006, the TAP reported being the original TAP and providing 48 hours of technical assistance by July 31, 2006. By spring 2007, the TAP reported not being the original TAP and providing 40 hours of technical assistance.

### Integrated District Assistance

Over the course of grant implementation, the district played a supervisory role in oversight of spending and approval of requested trainings. The principal indicated the district had not communicated with him about the CSR grant in particular but was "very supportive" in general.

Results from the spring 2006 survey administration show an overall Support mean rating of 3.88 (SE = .11). In comparison, the spring 2007 overall Support mean rating was 3.04 (SE = .31). The spring 2006 mean of 3.88 was higher than the national average for secondary schools while the spring 2007 mean of 3.04 was lower than the national average for secondary schools of 3.40. (See Figure 11.1 for means of all survey constructs.)

## Internal Focus

### Staff Buy-In and Support

Over the course of grant implementation, staff viewed the CSR grant as supporting their individual professional growth goals and providing the campus with new technology. Thus, staff expressed "overwhelmingly good support" of what they define their CSR efforts to be. One teacher stated: "The teachers see what they are getting, and they are happy with the program."

### Alignment and Integration With Existing Programs

No staff reported that activities associated with the CSR grant were linked in any practical way with the ongoing campus programs aimed at increasing college awareness, preparedness, and enrollment. Both in the original application and in practice, the CSR funds were dedicated to providing teachers with professional development aligned with "improving student achievement."

### Monitoring

Over the course of grant implementation, progress monitoring occurred through the use of benchmark tests created by a Regional Education Service Center (ESC). Students took benchmark tests every six weeks. The results of the tests were disaggregated and analyzed to determine areas of growth and

need. Other monitoring activities described during site visits included informal activities, such as talking with teachers and students.

The overall Focus mean rating from spring 2006 was 3.96 (SE = .11), while the spring 2007 survey administration showed an overall Focus mean rating of 3.01 (SE = .37). The spring 2006 mean of 3.96 was higher while the spring 2007 mean of 3.01 was lower than the national average for secondary schools of 3.36. (See Figure 11.1 for means of all survey constructs.)

### Pedagogical Change

The pedagogical emphasis of Co-nect is project-based learning. However, staff were unaware of the tenants of Co-nect and its focus on project-based learning. Over the course of grant implementation, all observed teachers used direct instruction.

By spring 2006, data indicated that instructional approaches to increase student engagement and participation were minimal or at a low cognitive level. For example, activities such as teacher lecturing or recall questions with yes/no responses were frequently observed.

By spring 2007, while observation data indicated that instructional strategies did not involve higher-level feedback or questioning strategies, students were observed to be moderately engaged.

Over the course of grant implementation, multiple staff members discussed an emphasis on technology use in the classroom with Promethean Boards. One classroom during each site visit was observed using this technology.

Staff unanimously discussed how aligning the curriculum with the TEKS had positively impacted instruction. Observations reinforced this emphasis on the TEKS and TAKS in the classroom. In the majority of classrooms, teachers were working with students on different TAKS items, addressing questions the students might see on the test.

Considering spring 2006 survey results, the overall Pedagogy mean rating for School 10 was 3.52 (SE = .16), and the spring 2007 results showed an overall Pedagogy mean rating of 2.79 (SE = .33). The spring 2006 mean of 3.52 was higher while the spring 2007 mean of 2.79 was lower than the national average for secondary schools of 3.07. (See Figure 11.1 for means of all survey constructs.)

## Restructuring Outcomes

### Student Impacts

*Achievement.* Over the course of grant implementation, School 10's use of the CSR grant was viewed anecdotally by school staff as contributing to increased achievement and college enrollment: aligning the curriculum with the TEKS, providing teachers with professional development, and bringing in new technology. However, these same activities were already occurring prior to the CSR grant award.

*Academic engagement.* By spring 2006, staff and parents noted that students were more motivated. Much of the new enthusiasm was attributed to the new technology purchased through the grant: "Students are motivated. They want to utilize the Promethean Board and be part of the discussion."

By spring 2007, data indicated that student attendance and conduct were about the same as

***Much of the new enthusiasm was attributed to the new technology purchased through the grant: "Students are motivated. They want to utilize the Promethean Board and be part of the discussion."***

***Teachers did not indicate that the grant had impacted relationships among teachers or between students and teachers.***

the previous year. Observations from spring 2007 indicated more student engagement than during spring 2006 observations.

*Future orientation.* Over the course of grant implementation, staff indicated that students were more aware of and interested in postsecondary options: "Students are applying for college at an earlier stage now." Students were beginning college planning as freshmen and sophomores, rather than waiting until the last year to start thinking about postsecondary plans. Most students in the 2007 focus group indicated taking college entrance exams as well as a semester-long SAT class offered at the school.

### *Staff Impacts*

Over the course of grant implementation, staff indicated having access to more resources and training and as a result being able to offer students better teaching. For example, one teacher discussed how he had wanted to attend a particular training for years but that there was never enough money. Teachers did not indicate that the grant had impacted relationships among teachers or between students and teachers.

### *Parental Involvement*

In general, both staff and parents concurred that little effort to increase parental involvement had occurred. The principal stated the school needed to do more to involve the parents and community.

Survey data from spring 2006 indicated an overall Outcomes mean rating of 3.56 (SE = .09) compared to the spring 2007 overall Outcomes mean rating of 2.38 (SE = .40). The spring 2006 mean of 3.56 was higher while the spring 2007 mean of 2.38 was lower than the national average for secondary schools of 3.10. (See Figure 11.1 for means of all survey constructs.)

## III. Implementation Summary

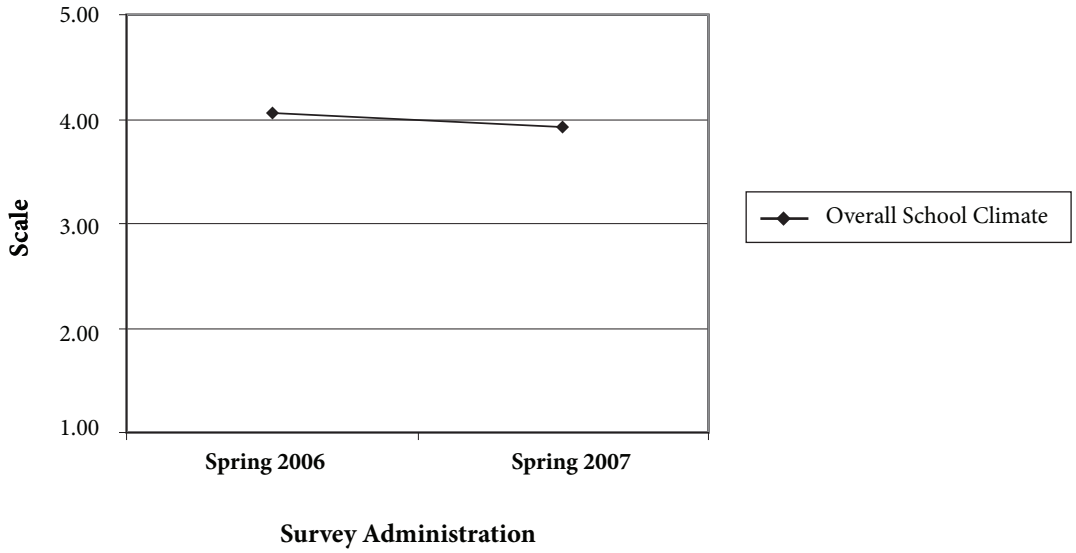
### *Key Points*

The CSR model identified in School 10's grant application was not implemented due to several factors:

- The application process included only district and campus administrators and an external grant writer; school staff were not involved in model choice or program design.
- Those responsible for initiating the grant had left the school prior to grant award.
- No communication about the grant occurred between the old and new administration.
- No grant-funded activities began until six months after the grant was awarded, and these were not connected to the original proposed CSR program or any alternative comprehensive design.
- There was a lack of continuity in grant coordinators, and TAP assistance, which was limited to grant management type activities, was irregular.
- Training and support by a Co-nect TAP did not occur.

The school used CSR funding to supplement existing efforts to increase college awareness and preparedness mainly through providing teachers with self-identified professional

**Figure 11.2. Change in Overall School Climate Means 2006 to 2007**




*Source.* 2006 and 2007 Staff Survey Administration

development opportunities. The school increased technology use by purchasing Promethean Boards with plans to purchase an additional four. Staff supported the school's CSR-funded activities because they provided funding that allowed them to attend professional development and increase technology.

## *Implementation Indicators*

In order to accurately describe the overall level of implementation of CSR efforts, several indicators were considered, including a School Climate Inventory, progress reports from grantees, and TAP survey assessments of implementation. Information from each indicator is described below.

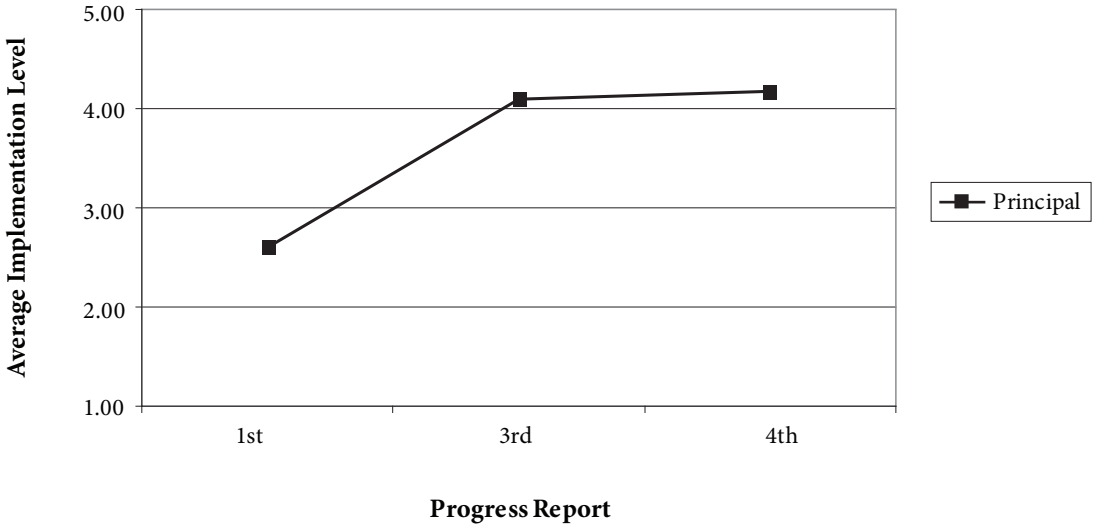
### *School Climate Inventory*

One way to tap the success of CSR implementation indirectly is to measure school climate. The School Climate Inventory (SCI), which was administered as part of the staff survey in spring 2006 and spring 2007, measures school climate across seven dimensions logically and empirically associated with effective school climates. (See Appendix B for scale description.) SCI data from spring 2006 indicated an overall mean rating of 4.05 on a 5-point scale compared to the spring 2007 overall mean rating of 3.93. The spring 2007 mean of 3.93 was higher than the national average for secondary schools of 3.73. (See Figure 11.2 for more information on SCI data.)

### *Progress Reports*

Regular progress reports were required by TEA as part of grant compliance. Progress reports documented a variety of indicators aligned with the 11 CSR components. School 10 completed three out of four required progress reports. Progress report responses were averaged across all sections resulting in an average implementation score of 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. School 10 self-reported an initial average implementa-

**Figure 11.3. School-Reported Implementation Level**




*Source.* CSR grantee progress reports

tion score of 2.60, a third report indicating an average score of approximately 4.10, and a final average implementation score of 4.18. These self-reported ratings are in conflict with site visit data indicating little CSR implementation had occurred. Additionally, they are inconsistent with the trend reflected in an increase in CSR momentum during the middle progress reporting periods followed by a decline consistent with the grant funding cycle. The discrepancy may be explained through the school's lack of understanding about the intent of the CSR grant. (See Figure 11.3 for more information on the school-reported implementation level.)

***Because the school did not implement a comprehensive school program but rather invested in technology and individualized professional development plans for staff, the school was unlikely to sustain any formal reform strategies.***

### *TAP Survey*

All TAPs were asked to provide an assessment of grantee implementation level in TAP surveys, which were administered in spring 2006 and spring 2007. Survey responses were based on a 5-point scale: 1–No Implementation, 2–Planning, 3–Piloting, 4–Implementing, or 5–Fulfilling. TAP survey data from spring 2006 was not included as the TAP who filled out the survey had had little contact with the school and had not provided any professional development. The TAP assessment of School 10's implementation level at the time of the second survey was 3.91, indicating the school was near "Implementing." It is unclear how the TAP arrived at this rating.

The school never contacted a TAP associated with a CSR model. Data indicated that the TAP who filled out the survey had little contact with the school beyond grant management. Thus the TAP assessment, as well as the school's reported implementation level, appear inflated and in direct contrast to site visit data.

**Table 11.4. Implementation and Sustainability Assessment**

| Mid-Term Implementation Level | Final Implementation Level | Progress Assessment | Sustainability Assessment |
|---|---|---|---|
| Low | Low | Stalled | Unlikely to maintain formal strategies |

## *Assessment of Implementation Level*

With an instrument designed to assess the strength of CSR implementation based on the 11 CSR components, the evaluators used all data points to assess implementation level at two different points in the grant period—in spring 2006 and in spring 2007. In the first assessment, School 10 received a score of 18 out of a possible 51 points, reflecting a low level of implementation. In the second assessment, School 10 received a score of 18, again indicating a low level of implementation and that the campus had not progressed in its CSR efforts.

## *Sustainability*

### *Barriers*

Barriers to implementing the Co-nect program, according to model intentions, included the following:

- Discontinuity in administrations at both the district and school level
- Discontinuity in grant coordinators
- Perceptions of the CSR grant as a way to supplement existing efforts
- Lack of staff involvement in model selection and adoption
- Lack of commitment to a comprehensive model or program design
- Support for disconnected professional development activities that were not embedded, ongoing, or linked to a larger plan

### *Facilitators*

Staff at School 10 were enthusiastic about the school's use of the grant funds:

- Staff said the technology purchases facilitated and increased motivation.
- Staff also found the professional development improved instructional techniques.

School 10 was rated as a low-implementing school in spring 2006 and again in spring 2007. No implementation progress was indicated between either site visit. The school continued to demonstrate a limited understanding of the intent of the CSR grant as corroborated by survey data that rates CSR progress as considerably higher than site visit data and other documentation would indicate. Because the school did not implement a comprehensive school program but rather invested in technology and individualized professional development plans for staff, the school was unlikely to sustain any formal reform strategies. The rationale for the school's investment in professional development was loosely linked to the school's overall goal of increasing college preparedness and enrollment, and the increased use of technology was reported to have increased student motivation. However, there was no other evidence of longer term impacts of these strategies on the school's goals. (See Table 11.4 for more information on the implementation and sustainability assessments.)

# *Conclusion*

Most of the case study sites faced some obstacles common to schools serving high poverty student populations. Among these common challenges were a history of failure and low expectations, entrenched dysfunctional culture, safety and security issues, language barriers for students and/or parents, staff resistance to change, high teacher turnover, or multiple uncoordinated programs.

Level of implementation was not dependent on model choice or school demographics. Rather it depended primarily on factors external to model choice, such as identification of a program advocate, district support, investment in teacher training, ability to retain teachers, and the match between grant goals and school goals. When these factors were combined, some schools were able to overcome contextual challenges that too often can stall implementation, including risk factors associated with large urban high schools in large urban districts. Consistent with prior research (Kurki, Aladjem, & Carter, 2005), study findings suggest the significance of advocates or agents (e.g., principal, district, teacher groups) and increased social capital in overcoming contextual barriers (e.g., socio-economic status, Limited English Proficiency, size). Positive school-wide change can occur across a variety of environments if advocates for change are actively engaged in the process.

A cross-case analysis was conducted to show comparisons across grantee implementation levels. The report includes evaluation findings and recommendations and is published separately from this report. Further findings across all ten sites are discussed therein.

# References


Aladjem, D.K. & Borman, K.M. (2006). *Summary of findings from the National Longitudinal Evaluation of Comprehensive School Reform.* Paper presented at the Annual Meeting of the American Educational Research Association.

American Institutes for Research. (2005). *CSRQ Center report on elementary comprehensive reform models.* Washington, DC: The Comprehensive School Reform Quality Center.

Babbie, E. (1997). *Survey research methods*. Belmont, CA: Wadsworth.

Bodilly, S.J. (1998). *Lessons from New American Schools' scale-up phase: Prospects for bringing designs to multiple schools.* Santa Monica, CA: RAND Corporation.

Bodilly, S.J. (2001). *New American Schools' concept of break the mold designs: How designs evolved over time and why.* Santa Monica, CA: RAND Corporation.

Borman, G.D., Hewes, G.M., Overman, L.T., & Brown, S. (2003). Comprehensive school reform and student achievement: A meta-analysis. *Review of Educational Research*, 73, 125–230.

Borman, G.D., Wong, K.K., Hedges, L.V., & D'Agostino, J.V. (2001). Coordinating categorical and regular programs: Effects on Title I students' educational opportunities and outcomes. In G.D. Borman, S.C. Stringfield, & R.E. Slavin (Eds.), *Title I: Compensatory education at the crossroads* (pp. 79–116). Mahwah, NJ: Erlbaum.

Borman, K.M., Carter, K., Aladjem, D.K., & LeFloch, K.C. (2004). Challenges for the future of comprehensive school reform. In C.T. Cross (Ed.), *Putting the pieces together: Lessons from comprehensive school reform research* (pp. 53–108). Washington, DC: The National Clearinghouse for Comprehensive School Reform.

Butler, E.D., & Alberg, M.J. (1989). *School climate inventory*. Memphis, TN: The Center for Research in Educational Policy, The University of Memphis.

Datnow, A., & Stringfield, S.C. (2000). Working together for reliable school reform. *Journal of Education for Students Placed At Risk*, 5, 183–204.

Kurki, A., Aladjem, D.K., & Carter, K.R. (2005). *Implementation: Measuring and explaining the fidelity of comprehensive school reform implementation.* Paper presented at the Annual Meeting of the American Educational Research Association.

Nunnery, J.A., Ross, S.M., Bol, L., & Sterbinsky, A. (in press). Support, capacity, and focus: Validating teachers' perceptions of change in schools implementing comprehensive school reform models. *Journal of Educational Assessment.*

Nunnery, J.A., Ross, S.M., & Sterbinsky, A. (2003). *Constructs underlying teacher perceptions of change in schools implementing comprehensive school reform models*. Paper presented at the Annual Meeting of the American Educational Research Association.

Quint, J. (2006). *Meeting five critical challenges of high school reform: Lessons from research on three reform models.* New York, NY: Manpower Demonstration Research Corp.

Rea, L.M., & Parker, R.A. (1997). *Designing and conducting survey research: A comprehensive guide.* San Francisco, CA: Jossey-Bass.

Ross, S.M., Smith, L.J., & Alberg, M.J. (1998). *School observation measure*. Memphis, TN: The Center for Research in Educational Policy, The University of Memphis.

Ross, S.M., & Alberg, M.J. (1999). *Comprehensive school reform teacher questionnaire.* Memphis, TN: The Center for Research in Educational Policy, The University of Memphis.

Ross, S.M., McDonald, A., & Bol, L. (2005). *Second year evaluation of Tennessee charter schools 2004–2005.* Memphis TN: The Center for Research in Educational Policy, The University of Memphis.

Rowan, B., Camburn, E., & Barnes, C. (2004). Benefiting from comprehensive school reform: A review of research on CSR implementation. In C.T. Cross (Ed.), *Putting the pieces together: Lessons from comprehensive school reform research* (pp. 1–52). Washington, DC: The National Clearinghouse for Comprehensive School Reform.

Rubin, D.B., & Schenker, N. (1986). Multiple imputations for interval estimation from simple random samples with ignorable nonresponse. *Journal of the American Statistical Association*, 81, 366–374.

Schenker, N., Reghunathan, T.E., Chiu, P., Makue, D., Zhang, G., & Cohen, A. (2004). *Multiple imputation of family income and personal earnings in the national health interview survey: Methods and examples.* National Center for Health Statistics: University of Michigan.

Smith, M.S., & O'Day, J. (1991). Systemic school reform. In S.H. Fuhrman and B. Malen (Eds.), *The politics of curriculum and testing. Politics of education association yearbook*, 1990, 233–267. London: Taylor and Francis.

Sterbinsky, A. & Ross, S.M. (2003). *School observation measure reliability study.* Memphis, TN: Center for Research in Educational Policy, The University of Memphis.

Stringfield, S.C., Ross, S.M., & Smith, L.J. (1996). *Bold plans for school restructuring: The New American Schools designs.* Mahwah, NJ: Lawrence Erlbaum Associates.

Taylor, J.E. (2005). *Sustainability: Examining the survival of schools' comprehensive school reform efforts.* Paper presented at the Annual Meeting of the American Educational Research Association.

Uekawa, K., Aladjem, D.K., & Zhang, Y. (2005). *The role of social capital in comprehensive school reform.* Paper presented at the Annual Meeting of the American Educational Research Association.

U.S. Department of Education. (2003). *Findings from the field-focused study of the comprehensive school reform demonstration program Vol I, final report*. Washington, DC: Author.

U.S. Department of Education. (2003b). *Findings from the field-focused study of the comprehensive school reform demonstration program Vol II, appendices.* Washington, DC: Author.

# *Appendix A*

# Comprehensive School Reform Teacher/staff Questionnaire

***This questionnaire is part of an evaluation of the Comprehensive School Reform grants the Texas Education Agency awarded to 170 schools, including your school. The Comprehensive School Reform grants promote school-wide improvements through activities such as curriculum changes, sustained professional development, and increased involvement of parents to enable students to meet challenging academic standards.***

***PLEASE COMPLETE THE QUESTIONNAIRE BY APRIL 30, 2007!***

1. School Name: _____

2. District Name: _____

3. County-District-Campus Number: _____

## I. Demographic Information

101. Is your school: (SELECT ONE ONLY)

| | | | |
|---|---|---|---|
| 1 | Elementary School | 5 | K-8 |
| 2 | Middle School | 6 | K-12 |
| 3 | Junior High School | 7 | 7-12 |
| 4 | Senior High School | 8 | Other |

102. Indicate your position at your school. (SELECT ONE ONLY)

1 Teacher
2 Counselor (SKIP TO Q.105)
3 Librarian (SKIP TO Q.105)
4 Other: (DESCRIBE) _____

103. What grade level(s) do you teach? (SELECT ALL THAT APPLY)

PK K 1 2 3 4 5 6 7 8 9 10 11 12

*Instrument adapted from:*
Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

104. What content areas do you teach? (SELECT ALL THAT APPLY)

1 Reading/Language Arts
2 Mathematics
3 Science
4 Social Studies
5 Other: (DESCRIBE) _____

105. How many years of experience do you have as a school employee (teacher or staff)? (SELECT ONE ONLY)

| | | | | | |
|---|---|---|---|---|---|
| 1 | 5 years or less | 2 | 6-10 years | 3 | 11-15 years |
| 4 | 16-20 years | 5 | More than 20 years | | |

106. How many years of experience do you have as an employee at this school? (SELECT ONE ONLY)

| | | | | | |
|---|---|---|---|---|---|
| 1 | Less than one year | 2 | 1-5 years | 3 | 6-10 years |
| 4 | 11-15 years | 5 | More than 15 years | | |

107. What is the highest level of education you have completed? (SELECT ONE ONLY)

1 Bachelor's Degree
2 Master's Degree
3 Law Degree, Doctoral Degree, Other, Please Specify _____

108. What is your age group? (SELECT ONE ONLY)

1 29 years or younger
2 30-39 years
3 40-49 years
4 50-59 years
5 60 years or older

109. What is your gender?

1 Male
2 Female



*Instrument adapted from:*
Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

## II. Comprehensive School Reform

***Using a 5-point scale ranging from 1-strongly agree, 2-agree, 3-neutral, 4-disagree, to 5-strongly disagree, please indicate the extent to which you agree or disagree with each of the following items as they are currently reflected in your school. If you are not sure or do not have the information select the "9-don't know/not sure" category. If you have no basis on which to respond, leave the item blank.***

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **200A-1.** I have a thorough understanding of this school's comprehensive school reform (CSR) program. | | | | | | |
| **200A-2.** I have received adequate initial and ongoing professional development/training for CSR program implementation. | | | | | | |
| **200A-3.** Professional development provided by external trainers, model developers, and/ or designers has been valuable. | | | | | | |
| **200A-4.** Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program. | | | | | | |

*Instrument adapted from:*
Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

## *Appendix A*

*CSR Teacher/Staff Questionnaire*

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **200A-5.** Teachers are given sufficient planning time to implement our program. | | | | | | |
| **200A-6.** Materials (books and other resources) needed to implement our CSR program are readily available. | | | | | | |
| **200B-1.** Our school has sufficient faculty and staff to fully implement this program. | | | | | | |
| **200B-2.** Because of our CSR program, technological resources have become more available. | | | | | | |
| **200B-3.** Because of our CSR program, I use textbooks, workbooks, and worksheets less than I used to for basic skills or content area instruction. | | | | | | |
| **200B-4.** Our comprehensive school reform program has changed classroom learning activities a great deal. | | | | | | |



*Instrument adapted from:*

Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **200B-5.** Students in my class spend at least two hours per school day in interdisciplinary or project-based work. | | | | | | |
| **200B-6.** Students in my class spend much of their time working in cooperative learning teams. | | | | | | |
| **200C-1.** Students are using technology more effectively because of our CSR program. | | | | | | |
| **200C-2.** Student achievement has been positively impacted by CSR. | | | | | | |
| **200C-3.** Students in this school are more enthusiastic about learning than they were before we became a CSR school. | | | | | | |
| **200C-4.** Because of CSR, parents are more involved in the educational program of this school. | | | | | | |
| **200C-5.** Community support for our school has increased since comprehensive school reform has been implemented. | | | | | | |

*Instrument adapted from:*
Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **200C-6.** Students have higher standards for their own work because of our school's program. | | | | | | |
| **200D-1.** Teachers are more involved in decision making at this school than they were before we implemented comprehensive school reform. | | | | | | |
| **200D-2.** Our program adequately addresses the requirements of students with special needs. | | | | | | |
| **200D-3.** Because of our school's program, teachers in this school spend more time working together to develop curriculum and plan instruction. | | | | | | |
| **200D-4.** Teachers in this school are generally supportive of our CSR program. | | | | | | |
| **200D-5.** Because of CSR, interactions between teachers and students are more positive. | | | | | | |



*Instrument adapted from:*
Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **200D-6.** The elements of our CSR program are effectively integrated to help us meet school improvement goals. | | | | | | |
| **200E-1.** As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress. | | | | | | |
| **200E-2.** Our school has a plan for evaluating all components of our comprehensive school reform program. | | | | | | |
| **200E-3.** My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.). | | | | | | |
| **200E-4.** I am satisfied with the Federal, State, local, and private resources that are being coordinated to support our CSR program. | | | | | | |

*Instrument adapted from:*
Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

229. Think of your experience with your school's comprehensive reform program; which of the following helped facilitate program implementation? **(SELECT ALL THAT APPLY)**

229-1 Support from district administration
229-2 Support from school administration
229-3 Support (buy-in) from teachers
229-4 Support from TEA
229-5 Adequate human resources
229-6 Adequate financial resources
229-7 Adequate time
229-8 Training/professional development
229-9 Technical assistance from ESCs
229-10 Technical assistance from LEA-selected provider
229-11 Technology
229-12 Whole school focus
229-13 Reform focus
229-14 Curriculum focus
229-15 Academic standards
229-16 Assessment/use of data
229-17 Evaluation of progress
229-18 Parent/community involvement
229-19 Other **(DESCRIBE)**: _____

229a. Which three of these do you consider the main facilitators of your school's comprehensive reform program implementation? **(RECORD NUMBERS FROM Q.229)**

___ ___ ___

230. Again, think of your experience with your school's comprehensive reform program; what barriers did you and other teachers or administrators experience in implementing the program? **(SELECT ALL THAT APPLY)**

230-1 Lack of or insufficient support from district administration
2-2 Lack of or insufficient support from school administration
230-3 Lack of or insufficient support from teachers
230-4 Lack of or insufficient support from TEA
230-5 Lack of or insufficient human resources
230-6 Lack of or insufficient financial resources
230-7 Lack of or insufficient time
230-8 Lack of or insufficient training/professional development



*Instrument adapted from:*
Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

230-9 Lack of or insufficient technical assistance from ESCs
230-10 Lack of or insufficient technical assistance from LEA-selected provider
230-11 Lack of or insufficient technology
230-12 Lack of whole school focus
230-13 Lack of reform focus
230-14 Lack of curriculum focus
230-15 Lack of assessment/use of data
230-16 Lack of evaluation of progress
230-17 Lack of or poor parent/community involvement
230-18 Other: **(DESCRIBE)**: _____

230a. Which three of these are the biggest barriers? **(RECORD NUMBERS FROM Q.230)**

___ ___ ___

*Instrument adapted from:*
Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

## III. School Climate

***Using a 5-point scale ranging from 1-strongly agree, 2-agree, 3-neutral, 4-disagree, to 5-strongly disagree, please indicate the extent to which you agree or disagree with each of the following items as they are currently reflected in your school. If you are not sure or do not have the information select the "9-don't know/not sure" category. If you have no basis on which to respond, leave the item blank.***

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **300A-1.** The faculty and staff share a sense of commitment to the school goals. | | | | | | |
| **300A-2**. Low achieving students are given opportunity for success in this school. | | | | | | |
| **300A-3.** School rules and expectations are clearly communicated. | | | | | | |
| **300A-4.** Teachers use a variety of teaching strategies. | | | | | | |
| **300A-5**. Community businesses are active in this school. | | | | | | |
| **300A-6.** Students are encouraged to help others with problems. | | | | | | |
| **300B-1.** Faculty and staff feel that they make important contributions to this school. | | | | | | |



*Instrument adapted from:*
Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **300B-2.** The administration communicates the belief that all students can learn. | | | | | | |
| **300B-3.** Varied learning environments are provided to accommodate diverse teaching and learning styles. | | | | | | |
| **300B-4.** The school building is neat, bright, clean, and comfortable. | | | | | | |
| **300B-5.** Parents actively support school activities. | | | | | | |
| **300B-6.** Parents are treated courteously when they call or visit the school. | | | | | | |
| **300C-1.** Rules for student behavior are consistently enforced. | | | | | | |
| **300C-2.** School employees and students show respect for each other's individual differences. | | | | | | |
| **300C-3.** Teachers at each grade (course) level design learning activities to support both curriculum and student needs. | | | | | | |

*Instrument adapted from:*
Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **300C-4.** Teachers are encouraged to communicate concerns, questions, and constructive ideas. | | | | | | |
| **300C-5.** Students share the responsibility for keeping the school environment attractive and clean. | | | | | | |
| **300C-6.** Parents are invited to serve on school advisory committees. | | | | | | |
| **300D-1.** Parent volunteers are used whenever possible. | | | | | | |
| **300D-2**. The administration encourages teachers to be creative and to try new methods. | | | | | | |
| **300D-3**. Students are held responsible for their actions. | | | | | | |
| **300D-4**. All students in this school are expected to master basic skills at each grade level. | | | | | | |
| **300D-5**. Student discipline is administered fairly and appropriately. | | | | | | |



*Instrument adapted from:*
Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **300D-6.** Teachers often provide opportunities for students to develop higher-order skills. | | | | | | |
| **300E-1.** Student misbehavior in this school does not interfere with the teaching process. | | | | | | |
| **300E-2**. Students participate in solving school-related problems. | | | | | | |
| **300E-3.** Students participate in classroom activities regardless of their sex, ethnicity, religion, socioeconomic status, or academic ability. | | | | | | |
| **300E-4.** Faculty and staff cooperate a great deal in trying to achieve school goals. | | | | | | |
| **300E-5.** An atmosphere of trust exists among the administration, faculty, staff, students, and parents. | | | | | | |
| **300E-6.** Student tardiness or absence from school is not a major problem. | | | | | | |

*Instrument adapted from:*
Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

## *Appendix A*

*CSR Teacher/Staff Questionnaire*

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **300F-1.** Teachers are active participants in the decision making at this school. | | | | | | |
| **300F-2.** Information about school activities is communicated to parents on a consistent basis. | | | | | | |
| **300F-3.** Teachers use curriculum guides to ensure that similar subject content is covered within each grade. | | | | | | |
| **300F-4.** The principal (or administration) provides useful feedback on staff performance. | | | | | | |
| **300F-5.** Teachers use appropriate evaluation methods to determine student achievement. | | | | | | |
| **300F-6.** The administration does a good job of protecting instructional time. | | | | | | |
| **300G-1.** Parents are often invited to visit classrooms. | | | | | | |
| **300G-2.** Teachers are proud of this school and its students. | | | | | | |



*Instrument adapted from:*

Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **300G-3.** This school is a safe place in which to work. | | | | | | |
| **300G-4.** Most problems facing this school can be solved by the principal and faculty. | | | | | | |
| **300G-5.** Pull-out programs do not interfere with basic skills instruction. | | | | | | |
| **300G-6.** The principal is an effective instructional leader. | | | | | | |
| **300H-1.** Teachers have high expectations for all students. | | | | | | |
| **300H-2.** Teachers, administrators, and parents assume joint responsibility for student discipline. | | | | | | |
| **300H-3.** The goals of this school are reviewed and updated regularly. | | | | | | |
| **300H-4.** Student behavior is generally positive in this school. | | | | | | |
| **300H-5**. The principal is highly visible throughout the school. | | | | | | |

*Instrument adapted from:*
Ross and Alberg. 1999. Comprehensive School Reform Teacher Questionnaire. Center for Research in Educational Policy, The University of Memphis. 2002. School Climate Inventory. Center for Research in Educational Policy, The University of Memphis.

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **300H-6.** Teachers use a wide range of teaching materials and media. | | | | | | |
| **300H-7.** People in this school really care about each other. | | | | | | |

350. Please provide any additional comments you may have pertaining to your school's climate:

_____
_____
_____
_____
_____
_____

***Thank You For Completing The Questionnaire!***

# Comprehensive School Reform Principal Questionnaire

***This questionnaire is part of an evaluation of the Comprehensive School Reform grants the Texas Education Agency awarded to 170 schools, including your school. The Comprehensive School Reform grants promote school-wide improvements through activities such as curriculum changes, sustained professional development, and increased involvement of parents to enable students to meet challenging academic standards.***

## *PLEASE COMPLETE THE QUESTIONNAIRE BY APRIL 16, 2007!*

1. School Name: _____

2. District Name: _____

3. County-District-Campus Number: _____

## I. Demographic Information

101. Is your school: **(SELECT ONE ONLY)**

| | | | |
|---|---|---|---|
| 3 | Elementary School | 5 | K-8 |
| 4 | Middle School | 6 | K-12 |
| 3 | Junior High School | 7 | 7-12 |
| 4 | Senior High School | 8 | Other |

102. How many years of experience do you have as a school principal? **(SELECT ONE ONLY)**

| | | | | | |
|---|---|---|---|---|---|
| 1 | 5 years or less | 2 | 6-10 years | 3 | 11-15 years |
| 4 | 16-20 years | 5 | More than 20 years | | |

103. How many years of experience do you have as a principal at this school? **(SELECT ONE ONLY)**

| | | | | | |
|---|---|---|---|---|---|
| 1 | Less than one year | 2 | 1-5 years | 3 | 6-10 years |
| 4 | 11-15 years | 5 | More than 15 years | | |

104. What is the highest level of education you have completed? **(SELECT ONE ONLY)**

| | |
|---|---|
| 4 | Bachelor's Degree |
| 5 | Master's Degree |
| 6 | Law Degree, Doctoral Degree, Other, Please Specify _____ |

105. What is your age group? **(SELECT ONE ONLY)**

6 29 years or younger
7 30-39 years
8 40-49 years
9 50-59 years
10 60 years or older

106. What is your gender?

3 Male
4 Female

## II. Comprehensive School Reform

***Using a 5-point scale ranging from 1-strongly agree, 2-agree, 3-neutral, 4-disagree, to 5-strongly disagree, please indicate the extent to which you agree or disagree with each of the following items as they are currently reflected in your school. If you are not sure or do not have the information select the "9-don't know/not sure" category. If you have no basis on which to respond, leave the item blank.***

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **200A-1** I have a thorough understanding of this school's comprehensive school reform (CSR) program. | | | | | | |
| **200A-2** I have received adequate initial and ongoing professional development/ training for CSR program implementation. | | | | | | |
| **200A-3** Professional development provided by external trainers, model developers, and/or designers has been valuable. | | | | | | |

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **200A-4** Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program. | | | | | | |
| **200A-5** Teachers are given sufficient planning time to implement our program. | | | | | | |
| **200A-6** Materials (books and other resources) needed to implement our CSR program are readily available. | | | | | | |
| **200B-1** Our school has sufficient faculty and staff to fully implement this program. | | | | | | |
| **200B-2** Because of our CSR program, technological resources have become more available. | | | | | | |
| **200B-3** Because of our CSR program, teachers use textbooks, workbooks, and worksheets less than they used to for basic skills or content area instruction. | | | | | | |
| **200B-4** Our comprehensive school reform program has changed classroom learning activities a great deal. | | | | | | |

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **200B-5** Students in most classes spend at least two hours per school day in interdisciplinary or project-based work. | | | | | | |
| **200B-6** Students in most classes spend much of their time working in cooperative learning teams. | | | | | | |
| **200C-1** Students are using technology more effectively because of our CSR program. | | | | | | |
| **200C-2** Student achievement has been positively impacted by CSR. | | | | | | |
| **200C-3** Students in this school are more enthusiastic about learning than they were before we became a CSR school. | | | | | | |
| **200C-4** Because of CSR, parents are more involved in the educational program of this school. | | | | | | |
| **200C-5** Community support for our school has increased since comprehensive school reform has been implemented. | | | | | | |
| **200C-6** Students have higher standards for their own work because of our school's program. | | | | | | |

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **200D-1** Teachers are more involved in decision making at this school than they were before we implemented comprehensive school reform. | | | | | | |
| **200D-2** Our program adequately addresses the requirements of students with special needs. | | | | | | |
| **200D-3** Because of our school's program, teachers in this school spend more time working together to develop curriculum and plan instruction. | | | | | | |
| **200D-4** Teachers in this school are generally supportive of our CSR program. | | | | | | |
| **200D-5** Because of CSR, interactions between teachers and students are more positive. | | | | | | |
| **200D-6** The elements of our CSR program are effectively integrated to help us meet school improvement goals. | | | | | | |
| **200E-1** As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress. | | | | | | |

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **200E-2** Our school has a plan for evaluating all components of our comprehensive school reform program. | | | | | | |
| **200E-3** My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.). | | | | | | |
| **200E-4** I am satisfied with the Federal, State, local, and private resources that are being coordinated to support our CSR program. | | | | | | |

229. Think of your experience with your school's comprehensive reform program; which of the following helped facilitate program implementation? (**SELECT ALL THAT APPLY**)

229-1 Support from district administration
229-2 Support from school administration
229-3 Support (buy-in) from teachers
229-4 Support from TEA
229-5 Adequate human resources
229-6 Adequate financial resources
229-7 Adequate time resources
229-8 Training/professional development
229-9 Technical assistance from ESCs
229-10 Technical assistance from LEA-selected provider
229-11 Technology
229-12 Whole school focus
229-13 Reform focus
229-14 Curriculum focus
229-15 Academic standards
229-16 Assessment/use of data
229-17 Evaluation of progress
229-18 Parent/community involvement
229-19 Other (**DESCRIBE**): _____
229- Specified

229a. Which three of these do you consider the main facilitators of your school's comprehensive reform program implementation? (**RECORD NUMBERS FROM Q.29)**

**229a-1 to 229a-19** ___ ___ ___

230. Again, think of your experience with your school's comprehensive reform program; what barriers did you and other teachers or administrators experience in implementing the program? (**SELECT ALL THAT APPLY**)

1-1 Lack of or insufficient support from district administration
1-2 Lack of or insufficient support from school administration
1-3 Lack of or insufficient support from teachers
1-4 Lack of or insufficient support from TEA
230-5 Lack of or insufficient human resources
230-6 Lack of or insufficient financial resources
230-7 Lack of or insufficient time
230-8 Lack of or insufficient training/professional development
230-9 Lack of or insufficient technical assistance from ESCs
230-10 Lack of or insufficient technical assistance from LEA-selected provider
230-11 Lack of or insufficient technology
230-12 Lack of whole school focus
230-13 Lack of reform focus
230-14 Lack of curriculum focus
230-15 Lack of assessment/use of data
230-16 Lack of evaluation of progress
230-17 Lack of or poor parent/community involvement
230-18 Other: (**DESCRIBE**): _____
230- Specified

30a. Which three of these are the biggest barriers? (**RECORD NUMBERS FROM Q.30)**

**230a-1 to 230a-18** ___ ___ ___

## III. School Climate

**Using a 5-point scale ranging from 1-strongly agree, 2-agree, 3-neutral, 4-disagree, to 5-strongly disagree, please indicate the extent to which you agree or disagree with each of the following items as they are currently reflected in your school.** ***If you are not sure or do not have the information select the "9-don't know/not sure" category. If you have no basis on which to respond, leave the item blank.***

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **300A-1** The faculty and staff share a sense of commitment to the school goals. | | | | | | |
| **300A-2** Low achieving students are given opportunity for success in this school. | | | | | | |
| **300A-3** School rules and expectations are clearly communicated. | | | | | | |
| **300A-4** Teachers use a variety of teaching strategies. | | | | | | |
| **300A-5** Community businesses are active in this school. | | | | | | |
| **300A-6** Students are encouraged to help others with problems. | | | | | | |
| **300B-1** Faculty and staff feel that they make important contributions to this school. | | | | | | |
| **300B-2** The administration communicates the belief that all students can learn. | | | | | | |

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **300B-3** Varied learning environments are provided to accommodate diverse teaching and learning styles. | | | | | | |
| **300B-4** The school building is neat, bright, clean, and comfortable. | | | | | | |
| **300B-5** Parents actively support school activities. | | | | | | |
| **300B-6** Parents are treated courteously when they call or visit the school. | | | | | | |
| **300C-1** Rules for student behavior are consistently enforced. | | | | | | |
| **300C-2** School employees and students show respect for each other's individual differences. | | | | | | |
| **300C-3** Teachers at each grade (course) level design learning activities to support both curriculum and student needs. | | | | | | |
| **300C-4** Teachers are encouraged to communicate concerns, questions, and constructive ideas. | | | | | | |
| **300C-5** Students share the responsibility for keeping the school environment attractive and clean. | | | | | | |

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **300C-6** Parents are invited to serve on school advisory committees. | | | | | | |
| **300D-1** Parent volunteers are used whenever possible. | | | | | | |
| **300D-2** The administration encourages teachers to be creative and to try new methods. | | | | | | |
| **300D-3** Students are held responsible for their actions. | | | | | | |
| **300D-4** All students in this school are expected to master basic skills at each grade level. | | | | | | |
| **300D-5** Student discipline is administered fairly and appropriately. | | | | | | |
| **300D-6** The administration encourages teachers to be creative and to try new methods. | | | | | | |
| **300E-1** Student misbehavior in this school does not interfere with the teaching process. | | | | | | |
| **300E-2** Students participate in solving school-related problems. | | | | | | |
| **300E-3** Students participate in classroom activities regardless of their sex, ethnicity, religion, socioeconomic status, or academic ability. | | | | | | |

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **300E-4** Faculty and staff cooperate a great deal in trying to achieve school goals. | | | | | | |
| **300E-5** An atmosphere of trust exists among the administration, faculty, staff, students, and parents. | | | | | | |
| **300E-6** Student tardiness or absence from school is not a major problem. | | | | | | |
| **300F-1** Teachers are active participants in the decision making at this school. | | | | | | |
| **300F-2** Information about school activities is communicated to parents on a consistent basis. | | | | | | |
| **300F-3** Teachers use curriculum guides to ensure that similar subject content is covered within each grade. | | | | | | |
| **300F-4** The principal (or administration) provides useful feedback on staff performance. | | | | | | |
| **300F-5** Teachers use appropriate evaluation methods to determine student achievement. | | | | | | |
| **300F-6** The administration does a good job of protecting instructional time. | | | | | | |

# *Appendix A*

*CSR Principal Questionnaire*

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **300G-1** Parents are often invited to visit classrooms. | | | | | | |
| **300G-2** Teachers are proud of this school and its students. | | | | | | |
| **300G-3** This school is a safe place in which to work. | | | | | | |
| **300G-4** Most problems facing this school can be solved by the principal and faculty. | | | | | | |
| **300G-5** Pull-out programs do not interfere with basic skills instruction. | | | | | | |
| **300G-6** The principal is an effective instructional leader. | | | | | | |
| **300H-1** Teachers have high expectations for all students. | | | | | | |
| **300H-2** Teachers, administrators, and parents assume joint responsibility for student discipline. | | | | | | |
| **300H-3** The goals of this school are reviewed and updated regularly. | | | | | | |
| **300H-4** Student behavior is generally positive in this school. | | | | | | |
| **300H-5** The principal is highly visible throughout the school. | | | | | | |

| | 1- Strongly Agree | 2- Agree | 3- Neutral | 4- Disagree | 5- Strongly Disagree | 9- Don't Know/ Not Sure |
|---|---|---|---|---|---|---|
| **300H-6** Teachers use a wide range of teaching materials and media. | | | | | | |
| **300H-7** People in this school really care about each other. | | | | | | |

350. Please provide any additional comments you may have pertaining to your school's climate:

***THANK YOU FOR COMPLETING THE QUESTIONNAIRE!***

## Technical Assistance Provider – Year 2

1. Please record the name of the school and district to which you have been providing technical assistance for the comprehensive school reform (CSR) grant program:
Campus Name: _____
District Name: _____

***Note: If you are providing technical assistance to more than one school, please complete a separate questionnaire for each school***

***Please complete the questionnaire by May 7, 2007!***

2. When did you begin providing CSR-related technical assistance to the school (Month/Year)? _____

2a. Were you the original technical assistance provider on the CSR grant for this school or did you take the position over from another provider?

1 Original technical assistance provider
2 Took over from another provider

3. Approximately how many hours of technical assistance have you provided per year to the school since you started working with this school on implementing the CSR grant? **(INDICATE NUMBER OF HOURS PER YEAR FOR THE SPECIFIC GRANT TYPE)**

CSR-High School Grant (1/1/07-8/31/07): _____

CSR-Improving Teaching and Learning Grant (8/1/06-8/31/07): _____

4. What is the primary Comprehensive School Reform (CSR) model or program this school is implementing? **(SELECT ONE ONLY)**

1 Accelerated Schools
2 America's Choice
3 ATLAS Communities
4 Coalition of Essential Schools
5 Community for Learning
6 Co-nect
7 Core Knowledge
8 Different Ways of Knowing
9 Direct Instruction Model
10 Expeditionary Learning Outward Bound
11 First Things First
12 High Schools That Work
13 High/Scope Primary Grades Approach to Education

14 Literacy Collaborative
15 Middle Start
16 Modern Red SchoolHouse
17 More Effective Schools
18 Onward to Excellence
19 Quantum Learning
20 QuESt
21 School Development Program
22 School Renaissance
23 Success For All/Roots & Wings
24 Talent Development High School with Career Academies
25 Talent Development Middle School
26 Turning Points
27 Urban Learning Center
28 Combination of different models
29 Other (**PLEASE DESCRIBE**): _____

5. Comprehensive School Reform has 11 components, listed below. At what stage of implementation is this school? Please rate each component on a 0 to 4 point scale, where "*0 – Not Implementing*," "*1 – Planning*," *2 – Piloting*," "*3 – Implementing*," and "*4 – Fulfilling*."

> ***0—Not Implementing.*** *No evidence of the strategy.*
> ***1—Planning.*** *The school is planning to or preparing to implement.*
> ***2—Piloting.*** *The strategy is being partially implemented with only a small group of teachers or students involved.*
> ***3—Implementing.*** *The majority of teachers are implementing the strategy, and the strategy is more fully developed in accordance with descriptions by the team.*
> ***4—Fulfilling.*** *The strategy is evident across the school and is fully developed in accordance with the design teams' descriptions. Signs of "institutionalization" are evident.*

1 The program uses effective, research-based methods and strategies
2 The program uses comprehensive design for effective school functioning that aligns the school's curriculum, technology, and professional development into a school-wide reform plan
3 The program provides continuing professional development to teachers and staff
4 The program has measurable goals and benchmarks
5 The program has the support of school faculty, administrators, and staff
6 The program provides support for teachers and staff through shared leadership and teamwork
7 The program provides for parental and community involvement in planning and implementing school improvement activities
8 The school utilizes high quality external support and assistance

9 The program includes a plan to evaluate implementation of the school reforms and the results
10 The program identifies how federal, state, and local resources will be used to coordinate services to support and sustain school reform
11 The program includes strategies to improve student academic achievement

6. Please check whether or not you have assisted the school with each of the following CSR components. **(INDICATE YES OR NO FOR EACH COMPONENT)**

| | Yes | No |
|---|---|---|
| Research-based methods and strategies | 1 | 2 |
| Comprehensive design | 1 | 2 |
| Continuing professional development | 1 | 2 |
| Measurable goals and benchmarks | 1 | 2 |
| Generating school faculty, administrators, and staff support | 1 | 2 |
| Shared leadership and teamwork | | 1 |
| 2 | | |
| Parental and community involvement | 1 | 2 |
| External support and assistance | 1 | 2 |
| Evaluation of school reform implementation and results | 1 | 2 |
| Coordination of resources to sustain school reform | 1 | 2 |
| Strategies to improve student academic achievement | 1 | 2 |

7. How did you gather information from the school and the district on their implementation of the CSR grant? **(SELECT ALL THAT APPLY)**

1 School visits
2 Classroom observations
3 Interviews with district administrators
4 Interviews with school administrators
5 Interviews with teachers and staff
6 Interviews with students
7 Teacher and staff surveys
8 Student surveys
9 Compilation and review of assessment data
10 Other: **(PLEASE DESCRIBE):** _____

8. How would you rate board, district administration, school administrator, teacher, and staff support for the CSR program? Use the following scale where "1" refers to "Not at all supportive," "10" refers "Very supportive," and "0" refers to "Unsure/Don't Know (DK)." **(SELECT ONE NUMBER FOR EACH)**

| | **Not At All Supportive** | | | | | | | | | **Very Supportive** | **Unsure/ DK** |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Board** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 0 |
| **District Administration** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 0 |
| **School Administrator** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 0 |
| **Teachers** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 0 |
| **Staff** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 0 |

9. Which of the following describe the types of support the district provided to the school in implementing the CSR program? **(SELECT ALL THAT APPLY)**

1 District staff helped the school apply for the grant
2 District staff attended staff development associated with the grant
3 The district notified all schools about the grant award
4 The district web page has updates about grant implementation
5 The district supplemented the grant with additional funds
6 The superintendent invited the principal to give a presentation to the Board about the grant
7 District provided staff to support grant activities
8 Don't know/Not sure
9 Other **(PLEASE DESCRIBE)**: _____

10. Based on your experience with the CSR program at this school, are each of the following resources allocated by the school sufficient for the effective implementation of the grant? **(SELECT ONE NUMBER FOR EACH. IF NO RESOURCES WERE ALLOCATED, SELECT "0")**

| | **Yes** | **No** | **Unsure/ Don't Know** | **Did Not Allocate Resource** |
|---|---|---|---|---|
| Appropriate materials | 1 | 2 | 3 | 0 |
| Staffing | 1 | 2 | 3 | 0 |
| Planning time | 1 | 2 | 3 | 0 |
| Fiscal resources | 1 | 2 | 3 | 0 |

11. Has the school made any changes at the classroom level as a result of the CSR program?

1 Yes
2 No **(SKIP TO Q.14)**

12. To what extent has the school implemented changes at the classroom level? **(SELECT ALL THAT APPLY)**

| | No Change | Minor Change | Moderate Change | Significant Change |
|---|---|---|---|---|
| Teachers are teaching to standards | 1 | 2 | 3 | 4 |
| Teachers aligned their instructional practices with the program goals | 1 | 2 | 3 | 4 |
| Increased use and integration of technology in instruction | 1 | 2 | 3 | 4 |
| Teachers use worksheets and workbooks to a lesser extent | 1 | 2 | 3 | 4 |
| Lessons are more interdisciplinary and project-based | 1 | 2 | 3 | 4 |
| Teachers cooperate and team teach more often | 1 | 2 | 3 | 4 |
| Teachers developed and use authentic assessments | 1 | 2 | 3 | 4 |
| Other (**PLEASE DESCRIBE**): _____ | 1 | 2 | 3 | 4 |

13. Have these changes been made by all teachers, at all grade levels, and across all content areas?

| | All Teachers | | All Grade Levels | | All Content Areas | |
|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Yes | No |
| Teachers are teaching to standards | 1 | 2 | 1 | 2 | 1 | 2 |
| Teachers aligned their instructional practices with the program goals | 1 | 2 | 1 | 2 | 1 | 2 |
| Increased use and integration of technology in instruction | 1 | 2 | 1 | 2 | 1 | 2 |
| Teachers use worksheets and workbooks to a lesser extent | 1 | 2 | 1 | 2 | 1 | 2 |
| Lessons are more interdisciplinary and project-based | 1 | 2 | 1 | 2 | 1 | 2 |
| Teachers cooperate and team teach more often | 1 | 2 | 1 | 2 | 1 | 2 |
| Teachers developed and use authentic assessments | 1 | 2 | 1 | 2 | 1 | 2 |
| Other | 1 | 2 | 1 | 2 | 1 | 2 |

13a. If not all teachers, about what percent of teachers have made these changes? _____

13b. If not all grade levels, at what grade level(s) have these changes been made: **(SELECT ALL THAT APPLY)**

K 1 2 3 4 5 6 7 8 9 10 11 12

13c. If not all content areas: in which content area(s) were changes made? **(SELECT ALL THAT APPLY)**

1 Reading/ English Language Arts
2 Mathematics
3 Social Studies
4 Science
5 Other **(PLEASE DESCRIBE)**: _____

14. In your judgment, to what extent has the CSR program affected students in each of the following areas? If you don't know, please leave the item blank. **(SELECT ONE NUMBER FOR EACH)**

| | **Not At All** | **A Little** | **Moderate Extent** | **Great Extent** |
|---|---|---|---|---|
| Students are more interested in learning | 1 | 2 | 3 | 4 |
| Students are more motivated | 1 | 2 | 3 | 4 |
| Students do their homework more often | 1 | 2 | 3 | 4 |
| Students' quality of work has improved | 1 | 2 | 3 | 4 |
| Students attend school more regularly | 1 | 2 | 3 | 4 |
| Students' conduct has improved: fewer disciplinary problems | 1 | 2 | 3 | 4 |
| Students perform better academically on school tests | 1 | 2 | 3 | 4 |
| Students perform better on standardized tests | 1 | 2 | 3 | 4 |
| Students have more respect for their teachers | 1 | 2 | 3 | 4 |

15. In your judgment, to what extent has the CSR program had an impact on students overall? **(SELECT ONE ONLY)**

1 Not at all
2 A little
3 To a moderate extent
4 To a great extent

16. In your judgment, to what extent has the CSR program affected teachers in each of the following areas? If you don't know, please leave the item blank. **(SELECT ONE NUMBER FOR EACH)**

| | **Not At All** | **A Little** | **Moderate Extent** | **Great Extent** |
|---|---|---|---|---|
| Teachers have become more motivated | 1 | 2 | 3 | 4 |
| Teachers show greater enthusiasm in class | 1 | 2 | 3 | 4 |
| Teachers work more often in teams | 1 | 2 | 3 | 4 |
| Teachers spend more time planning projects with other teachers | 1 | 2 | 3 | 4 |
| Teachers feel a great sense of responsibility for implementing the reform program successfully | 1 | 2 | 3 | 4 |
| Teachers are very supportive of the school reform effort | 1 | 2 | 3 | 4 |
| Other (PLEASE DESCRIBE): _____ | 1 | 2 | 3 | 4 |

17. To what extent has the CSR program had an impact on teachers overall **(SELECT ONE ONLY)**

1 Not at all
2 A little
3 To a moderate extent
4 To a great extent

18. What types of professional development did the school provide to teachers, staff, and administrators in connection with the CSR grant? **(SELECT ALL THAT APPLY)**

1 Whole school training
2 Conferences
3 Workshops
4 Coaching/Mentoring
5 Study groups
6 Other **(PLEASE DESCRIBE)**: _____

19. Overall, please assess how helpful this professional development has been to the implementation of the CSR program. Use a 10-point scale ranging from "1 – not at all helpful" to "10 – very helpful." **(SELECT ONE ONLY FOR EACH)**

| | **Not At All Helpful** | | | | | | | | | **Very Helpful** |
|---|---|---|---|---|---|---|---|---|---|---|
| Teachers | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Staff | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Administrators | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

20. Has the school provided staff development related to the implementation of the CSR program to new teachers?

1 Yes
2 No
3 Unsure

21. How has the school informed the community about the CSR program it is implementing? (**SELECT ALL THAT APPLY**)

1 The principal gave a presentation about the program during Parent Night or at PTO meetings
2 The school paper features information and updates about the program and how it will benefit students
3 The principal and teachers call on parents and community members to help with program implementation
4 The school organized an open house dedicated to the program and invited all parents and community members
5 Other (**PLEASE DESCRIBE**): _____

22. Which of the following describe the type of parental and community involvement activities offered through the CSR program? (**SELECT ALL THAT APPLY**)

1 Home visits
2 Parental involvement in decision-making
3 Parent education or training
4 Parent/community volunteer programs
5 Parent involvement in implementing school improvement activities
6 Parent involvement in evaluating school improvement activities
7 Other (**DESCRIBE**): _____

23(1). Please indicate how supportive the community has been of the CSR program this school is implementing? Use a 10-point scale ranging from "1 – not at all supportive" to "10 – very supportive." (**SELECT ONE ONLY**)

| **Not At All Supportive** | | | | | | | | | **Very Supportive** |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

23(2). Please indicate how supportive the school has been of you as the technical assistance provider? Use a 10-point scale ranging from "1 – not at all supportive" to "10 – very supportive." (**SELECT ONE ONLY**)

| **Not At All Supportive** | | | | | | | | | **Very Supportive** |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

24 (1). To what extent has school management changed to align the school's curriculum, technology, and professional development because of the CSR program? Use a 10-point scale ranging from "1 – not at all" to "10 – to a great extent." (**SELECT ONE ONLY**)

| **Not At All** | | | | | | | | | **To A Great Extent** |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

24(2). To what extent has leadership been shared with teachers and staff because of the CSR program? Use a 10-point scale ranging from "1 – not at all" to "10 – to a great extent." (**SELECT ONE ONLY**)

| **Not At All** | | | | | | | | | **To A Great Extent** |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

24(3). To what extent has the school integrated the CSR program with other programs or efforts? Use a 10-point scale ranging from "1 – not at all" to "10 – to a great extent." (**SELECT ONE ONLY**)

| **Not At All** | | | | | | | | | **To A Great Extent** |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

24(4). To what extent has the school implemented the CSR program as designed? Use a 10-point scale ranging from "1 – not at all" to "10 – to a great extent." (**SELECT ONE ONLY**)

| **Not At All** | | | | | | | | | **To A Great Extent** |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

25. To what extent has this school experienced the following difficulties or barriers in implementing the CSR program? (**SELECT ONE NUMBER FOR EACH**)

| | **Not At All** | **A Little** | **Moderate Extent** | **Great Extent** |
|---|---|---|---|---|
| Lack of teacher buy-in or support of the program | 1 | 2 | 3 | 4 |
| Insufficient staff development | 1 | 2 | 3 | 4 |
| Lack of district support | 1 | 2 | 3 | 4 |
| Lack of parent and community support | 1 | 2 | 3 | 4 |
| Inadequate financial resources | 1 | 2 | 3 | 4 |
| Lack of staff time | 1 | 2 | 3 | 4 |
| Lack of administrative support | 1 | 2 | 3 | 4 |
| Lack of coordination with other programs | 1 | 2 | 3 | 4 |
| Teacher, staff, and administrator turnover | 1 | 2 | 3 | 4 |
| Other (**PLEASE DESCRIBE**): _____ | 1 | 2 | 3 | 4 |

30. Any other comments you wish to make about the CSR program in this school?

***THANK YOU FOR COMPLETING THE QUESTIONNAIRE!***

# Principal Interview
# CSR Sites

School: _____ Principal: _____

Evaluator: _____ Date: _____

***Thank you for agreeing to meet with me. I know your time is very valuable. We are here to try to better understand how schools across Texas are using their Comprehensive School Reform grants and the [insert name] program. We visited your school last year. During this time with you, I may ask you about some things you are not familiar with, and that is expected. Please just provide as much information as you can and do not feel like there are right or wrong answers.***

## I. General Information

1. Think back to this time last year, how is the implementation of comprehensive school reform going compared to that time?

**Compare and contrast this year with last year. Elicit key activities/ milestones/progress.**

1a. What elements are the most effective?

1b. What elements are the least effective?

1c. How closely do you feel the model design is followed, describe?

1d. What other programs/grants does your school implement? How are these aligned with your school reform model?

1e. How do you monitor the progress of the reform?

1f. Describe <u>your</u> role in program implementation.

1g. How has CSR changed the way you do your job?

2. Think back to this time last year, how would you describe teacher support for the program?

**Would you say support for the program is increasing or decreasing?**

**What evidence is there of support or opposition?**

**Can you think of specific positive or negative comments made by teachers about the program?**

3. Again compared to last year, what additional resources have been needed to support your CSR program?

*(Note: resources include time, space, personnel, and materials in addition to money.)*

**Have you been able to reallocate resources at the school level? (Describe)**

**What resources have you received from the district? From other sources?**

## II. Classroom Level Changes

**Recall this time last year and think about any changes you noticed, in terms of the following questions.**

4. What changes have been made at the classroom level?

5. Specifically, what contributions has the program made in terms of:

   - teaching to standards?
   - technology?
   - interdisciplinary and project-based learning?
   - cooperative and team-based approaches?
   - authentic, alternative assessments?

6. Compared to last year, describe the variation in program implementation between classes or grade levels.

**What do you see as major contributors to differences between classes and/or grades?**

7. How does your program accommodate special needs children?

## III. Results

**Again recall this time last year and think about any changes you noticed, in terms of the following questions.**

8. How has your CSR program impacted students?

9. Can you describe any differences in student motivation or enthusiasm? Student attendance? Conduct?

10. How has the program fostered relationships between students? Between students and teachers?

11. What differences in achievement have you seen to date (grades or test scores)?

12. How has the CSR program impacted teachers?

13. How has the program impacted relationships between teachers?

**Discuss differences in teacher collegiality and teamwork, motivation and enthusiasm.**

14. How has the program created shared leadership and a broad base of responsibility for reform efforts?

## IV. Professional Development

**Recall this time last year and think about any changes you noticed, in terms of the following questions.**

15. What specific training or support have you received as an administrator in a restructuring school this year?

16. How would you describe faculty training sessions for this program?

17. How have new faculty been brought into the program?

18. How would you characterize the success of CSR-related professional development initiatives?

19. Describe your school's interaction with program developers.

20. Tell me about training and support from the district.

**What kinds of support does your district provide?**

**How effective has the support been?**

## V. Community Support

**Recall this time last year and think about any changes you noticed, in terms of the following questions.**

21. How would you describe community support for the program?

**How has the level of parent involvement in the school been impacted?**

**Describe efforts to inform and involve the community.**

**Are parents and other community members more involved in the classroom now than in the past?**

**What is the evidence of increased involvement?**

***Closure:***

Are there any important aspects of program implementation that have not been mentioned today?

Any additional comments you would like to make?

# Teacher Interview/Focus Group CSR Sites

School Name:_____ Teacher/FG:_____

Evaluator: _____ Date: _____

**INTRODUCTION:**

***Thank you for agreeing to meet with me. I know your time is very valuable. We are here to try to better understand how schools across Texas are using their Comprehensive School Reform grants and the [insert name] program. We visited your school last year. During this time with you, I may ask you about some things you are not familiar with, and that is expected. Please just provide as much information as you can and do not feel like there are right or wrong answers.***

*This interview/focus group will last 45-60 minutes.*

## I. General Information

1. Think back to this time last year, how is the implementation of comprehensive school reform going compared to that time?

**Compare and contrast this year with last year. Elicit key activities/ milestones/progress.**

1a. What elements are the most effective?

1b. What elements are the least effective?

1c. How closely do you feel the model design is followed, describe?

1d. What other programs/grants does your school implement? How are these aligned with your school reform model?

1e. How do you monitor the progress of the reform?

2. Think back to this time last year, how would you describe teacher support for the program?

**Would you say support for the program is increasing or decreasing?**

**What evidence is there of support or opposition?**

**Can you think of specific positive or negative comments made by teachers about your school's program?**

3. Again compared to last year, what additional resources have been needed to support your CSR program?

*(Note: resources include time, space, personnel, and materials in addition to money.)*

**Have you been able to reallocate resources at the school level? (Describe)**

**What resources have you received from the district?**
**From other sources?**

## II. Classroom Level Changes

**Recall this time last year and think about any changes you noticed, in terms of the following questions.**

4. If I were to visit classrooms, what would I see that would represent your school's redesign?

5. How is this different from the way classrooms used to be?

6. Specifically, what contributions has the program made in terms of:

- teaching to standards?
- technology?
- interdisciplinary and project-based learning?
- cooperative and team-based approaches?
- authentic, alternative assessments?

7. How does your school program address special needs children?

## III. Results

**Again recall this time last year and think about any changes you noticed, in terms of the following questions.**

8. How is the program impacting students?

9. How has the program fostered relationships between students? Between students and teachers?

10. Can you describe any differences in student motivation or enthusiasm? Student attendance? Conduct?

11. Are there differences in achievement (grades or test scores)?

12. How has the redesign impacted teachers?

13. How has the program impacted relationships between teachers?

**Discuss differences in teacher collegiality and teamwork, motivation and enthusiasm.**

14. How has the program created shared leadership and a broad base of responsibility for redesign efforts?

## IV. Professional Development

**Recall this time last year and think about any changes you noticed, in terms of the following questions.**

15. How would you describe faculty training sessions for this program this year?

16. How have new faculty been brought into the program?

17. How would you characterize the success of redesign-related professional development initiatives?

18. Describe your school's interaction with program developers.

19. Tell me about training and support from the district.

**What kind of support does your district provide? How effective has the support been?**

## V. Community Support

**Recall this time last year and think about any changes you noticed, in terms of the following questions.**

20. How would you describe community support for your school's restructuring program?

**How has the level of parent involvement in the school been impacted by your program?**

**Describe school efforts to inform and involve the community.**

**Are parents and other community members more involved in the classroom now than in the past?**

**What is the evidence of increased involvement?**

***Closure:***

Are there any important aspects of redesign implementation that have not been mentioned today?

Any additional comments you would like to make?

# CSR Coordinator Interview
# CSR Sites

School:_____ Coordinator: _____

Evaluator: _____ Date: _____

***Thank you for agreeing to meet with me. I know your time is very valuable. We are here to try to better understand how schools across Texas are using their Comprehensive School Reform grants and the [insert name] program. We visited your school last year. During this time with you, I may ask you about some things you are not familiar with, and that is expected. Please just provide as much information as you can and do not feel like there are right or wrong answers.***

## I. General Information

1. Think back to this time last year, how is the implementation of comprehensive school reform going compared to that time?

**Compare and contrast this year with last year. Elicit key activities/ milestones/progress.**

1a. What elements are the most effective?

1b. What elements are the least effective?

1c. How closely do you feel the model design is followed, describe?

1d. What other programs/grants does your school implement? How are these aligned with your school reform model?

1e. How do you monitor the progress of the reform?

1f. Describe <u>your</u> role in program implementation.

1g. How has CSR changed the way you do your job?

2. Think back to this time last year, how would you describe teacher support for the program?

> **Would you say support for the program is increasing or decreasing?**
>
> **What evidence is there of support or opposition?**
>
> **Can you think of specific positive or negative comments made by teachers about the program?**

3. Again compared to last year, what additional resources have been needed to support your CSR program?

*(Note: resources include time, space, personnel, and materials in addition to money.)*

> Have you been able to reallocate resources at the school level? (Describe)
>
> What resources have you received from the district? From other sources?

## II. Classroom Level Changes

**Recall this time last year and think about any changes you noticed, in terms of the following questions.**

4. What changes have been made at the classroom level?

5. Specifically, what contributions has the program made in terms of:

   - teaching to standards?
   - technology?
   - interdisciplinary and project-based learning?
   - cooperative and team-based approaches?
   - authentic, alternative assessments?

6. Compared to last year, describe the variation in program implementation between classes or grade levels.

**What do you see as major contributors to differences between classes and/or grades?**

7. How does your program accommodate special needs children?

## III. Results

**Again recall this time last year and think about any changes you noticed, in terms of the following questions.**

8. How has your CSR program impacted students?

9. Can you describe any differences in student motivation or enthusiasm? Student attendance? Conduct?

10. How has the program fostered relationships between students? Between students and teachers?

11. What differences in achievement have you seen to date (grades or test scores)?

12. How has the CSR program impacted teachers?

13. How has the program impacted relationships between teachers?

**Discuss differences in teacher collegiality and teamwork, motivation and enthusiasm.**

14. How has the program created shared leadership and a broad base of responsibility for reform efforts?

## IV. Professional Development

**Recall this time last year and think about any changes you noticed, in terms of the following questions.**

15. What specific training or support have you received as an administrator in a restructuring school this year?

16. How would you describe faculty training sessions for this program?

17. How have new faculty been brought into the program?

18. How would you characterize the success of CSR-related professional development initiatives?

19. Describe your school's interaction with program developers.

20. Tell me about training and support from the district.

**What kinds of support does your district provide?**

**How effective has the support been?**

## V. Community Support

**Recall this time last year and think about any changes you noticed, in terms of the following questions.**

21. How would you describe community support for the program?

**How has the level of parent involvement in the school been impacted?**

**Describe efforts to inform and involve the community.**

**Are parents and other community members more involved in the classroom now than in the past?**

**What is the evidence of increased involvement?**

***Closure:***

Are there any important aspects of program implementation that have not been mentioned today?

Any additional comments you would like to make?

# Student Focus Group
# CSR Sites

School:_____ Evaluator:_____

Date: _____

**INTRODUCTION:**

Introduce selves and project.
State FG will last 45-60 minutes.

1. To start off, let's go around the room and have each of you tell us a bit about yourselves. Start off with what number you are, and then tell us what grade you are in and how long you have been at this school.

2. Tell me about a class you really like this year. What made you like this class? What kind of work did you do in the class? What was the teacher like?

3. Tell me about a class you didn't like this year. How was this class different? What kind of work did you do in the class? What was the teacher like?

4. In thinking about some tests you're going to take in the near future, do you feel prepared for them? Do you think the work you do in class prepares you? What kind of work is the most helpful?

5. Tell me about a time this year when you or one of your friends was struggling with a class? What did you or your friend do? How did you get help? Did any adults help you?

6. If you or one of your friends wants to talk, are there adults you could turn to here at school, this year? If yes, why do you feel like you can talk to them?

7. Think about a time this year when a classmate misbehaved. What were the consequences for the student? Do you think the situation was handled fairly? Do you think discipline interferes with learning at this school?

8. During the past year, have you ever felt fear or unsafe here? What were the circumstances? Did you talk to an adult? How was the situation addressed?

9. Take a moment to think about an issue you are concerned about here at school. What were the circumstances and what have you done to address the issue?

10. How are your parents or other family members involved with you as a student? How are they involved with the school?

***Closure:***
Are there any additional comments you would like to make?

# Parent/Community Focus Group CSR Sites

School:_____ Evaluator:_____

Date: _____

## INTRODUCTION:

Introduce selves and project.
State FG will last 45-60 minutes.

- To start off, let's go around the room and have each of you tell us how long you have had children attend this school?
- Tell us about your relationship with the school?
  - *Prompts: Are you becoming involved at this school?*
  - *Yes – how did you become involved and how has the school responded?*
  - *No – why have you not become more involved?*

## MAIN QUESTIONS:

*Attempt to get the respondents' perceptions of the school's characteristics and changes since about this time last year. PROBE actively to get a clear picture of the change process, including barriers and facilitators. Use the probes in the box below to determine how change was initiated, received, and supported or stymied.*

1. Have there been any important changes that have happened here in the past year?
   *If yes:*
   a. *Who was involved?*
   b. *Was there a specific event that started the change?*
   c. *What make the changes work*
   *If no:*
   d. *Are there any changes you would like to see?*
   e. *What would it take to bring that change about?*

2. How do you learn about how your child/children is/are doing at school?
   a. Has that changed since this time last year?

3. If you can, think of a time this past year when your child was struggling with his or her school work. What did the school do to help your child? How did this work out? Was this different compared to what the school did last year?

4. Think about a time during this last year when you had a concern or a suggestion about the school or about your child's experience here – what did you do? How did the school respond? How was this different compared to last year?

5. Do you think parents and community involvement in decision-making at this school has changed in the last year? Please explain.
   *If yes:*
   a. *Please describe how.*
   b. *Can you provide examples?*
   *If no:*
   c. *What does involvement look like here?*
   d. *What would improve involvement?*

6. Are you familiar with the [Name of CSR model] program that this school is implementing?
   *If yes:*
   a. *How has it impacted the school in the last year?*
   b. *What have been some benefits you've seen in the last year?*
   c. *What have been the disadvantages of the program in the last year?*

***Closure:***

7. Is there anything else you want to tell us that would help us understand this school?

8. Do you have any questions you want to ask us?

| | |
|---|---|
| **HISTORY** | - How is this different from before?<br>- Was this ever tried before? |
| **CRITICAL INCIDENTS** | - Were there key events that affected this process? |
| **KEY PLAYERS** | - Who started this?<br>- Who was involved?<br>- Who noticed the need for change? |
| **RESPONSE** | - How did this change affect you?<br>- How did this change affect the students and the school? |
| **SUPPORT** | - What helped make this work?<br>- What was necessary for this to succeed? |
| **BARRIERS** | - Was there resistance to change?<br>- What made this difficult? |

# School Observation Measure

School Name: _____ Observer Name: _____

Date of Observation: _____ SOM #_____

***Directions: Use your class-specific notes to reflect upon the extent to which each of the following is present in the school.***

**Response categories include: Not Observed; Rarely; Occasionally; Frequently; Extensively**

***Instructional Orientation***
- Direct instruction (lecture)
- Team teaching
- Cooperative/collaborative learning
- Individual tutoring (teacher, peer, aide, adult volunteer)

***Classroom Organization***
- Ability groups
- Multi-age grouping
- Work centers (for individuals or groups)

***Instructional Strategies***
- Higher level instructional feedback (written or verbal) to enhance student learning
- Integration of subject areas (interdisciplinary/thematic units)
- Project-based learning
- Use of higher-level questioning strategies
- Teacher acting as a coach/facilitator
- Parent/community involvement in learning activities

***Student Activities***
- Independent seatwork (self-paced worksheets, individual assignments)
- Experiential, hands-on learning
- Systematic individual instruction (differential assignments geared to individual needs)
- Sustained writing/composition (self-selected or teacher-generated topics)
- Sustained reading
- Independent inquiry/research on the part of students
- Student discussion

***Technology Use***
- Computer for instructional delivery (e.g. CAI, drill and practice)
- Technology as learning tool or resource (e.g. Internet research, spreadsheet or database creation, multi-media, CD Rom, Laser disk)

***Assessment***

Performance assessment strategies
Student self-assessment (portfolios, individual record books)

***Summary Items***

High academically focused class time
High level of student attention/interest/engagement

## Rubric for SOM Scoring

**(0) Not Observed:** Strategy was never observed.

**(1) Rarely:** Observed in only one or two classes. Receives isolated use and/or little time in classes. Clearly not a prevalent/emphasized component of teaching and learning across classes.

**(2) Occasionally:** Observed in some classes. Receives minimal or modest time or emphasis in classes. Not a prevalent/emphasized component of teaching and learning across classes.

**(3) Frequently:** Observed in many but not all classes. Receives substantive time or emphasis in classes. A prevalent component of teaching and learning across classes.

**(4) Extensively:** Observed in most or all classes. Receives substantive time and/or emphasis in classes. A highly prevalent component of teaching and learning across classes.

# 51-Point Instrument for Assessing Strength of CSR Implementation

| Component | Measure | Score* |
|---|---|---|
| **1. Research-Based Method or Strategy** | | |
| 1.1 Implementation Score (adjusted Bodilly Scale from TA): | 4 3 2 1 0 | 0-4 |
| 1.2 Percentage of classrooms using that should have been using (SOM): | _____% | 0.0-1.0 |
| 1.3 Fidelity rating by TA (high, medium, low, defined as follows: | | |
| *high:* developer/consultant considers school to be among the best seen | High | 3 |
| *medium:* developer/consultant considers school to be using method in acceptable manner | Medium | 2 |
| *low:* developer/consultant has major complaints about school's use of method | Low | 1 |
| **Total Possible Score for Component 1** | | **8** |
| **2. Comprehensive Design:** | | |
| 2.1 Existence of written design or plan: name it and give its date | yes no | 1 |
| Name: | _____ | |
| Date: | _____ | |
| 2.2 Contents of plan (yes/no to each item): | | |
| 2.2.1 Inclusion of needs assessment or other performance data | yes no | 1 |
| 2.2.2 Reference to specific financial resources | yes no | 1 |
| 2.2.3 Indication of strategic use of financial resources | yes no | 1 |
| 2.2.4 Statement of quantitative performance goals | yes no | 1 |
| 2.2.5 Discussion of specific curricula | yes no | 1 |
| 2.2.6 Discussion of assessment tools | yes no | 1 |
| 2.2.7 Discussion of professional development | yes no | 1 |
| 2.3 Breadth of plan in covering all school operations (including, implicitly, all other CSR components) (high, medium, low, defined as follow): | | |
| *high*: covers all CSR components (whether implicitly or explicitly) | high | 3 |
| *medium*: covers four or six components, but not all | medium | 2 |
| *low*: covers one to three components only (also name them) | low | 1 |
| **Total Possible Score for Component 2** | | **11** |

* yes=1 and no=0

**(Continued)**

| Component | Measure | Score* |
|---|---|---|
| **3. Professional Development:** | | |
| 3.1 Strong content focus: | yes no | 1 |
| 3.2 Range of PD days required or taken by average teacher per year: | 7+ 4-6 1-3 | 7+ =3<br>4 – 6 =2<br>1 – 3 =1 |
| 3.3 Evidence that preceding estimate excludes traditional teacher set-up (in the fall) and teacher clean-up (in the spring) days | yes no | Make part of 3.2 total |
| 3.4 Evidence of collective participation of groups of teachers from the same school | yes no | 1 |
| 3.5 Evidence of some PD taking place in the teacher's classroom-e.g., mentoring | yes no | 1 |
| 3.6 Explicit guidance to align PD with standards, curriculum, or assessment tools | yes no | 1 |
| **Total Possible Score for Component 3** | | **7** |
| **4. Measurable Goals and Benchmarks:** | | |
| 4.1 Number of academic subjects covered: | No.:_____ | 4+ =3<br>2 – 3 =2<br>0 -1 =1 |
| 4.2 Number of grades covered and total no. of grades in the school: | No.:___ No.:___ | 0.0-1.0 (%) |
| **Total Possible Score for Component 4** | | **4** |
| **5. Support within the school:** | | |
| 5.1 Existence of formal faculty votes on reform or research-based method | yes no | 1 |
| 5.2 Formal faculty vote(s) on reform or research based method show 75% support | yes no | 1 |
| 5.3 Interviewees voice strong support or enthusiasm | yes no | 1 |
| 5.4 Two or more interviewees voice dissent or indicate lack of use | yes no | 1 |
| **Total Possible Score for Component 5** | | **4** |

* yes=1 and no=0

**(Continued)**

| Component | Measure | | Score* |
|---|---|---|---|
| **6. Support for Teachers and Principals:** | | | |
| 6.1 Evidence of shared leadership | yes | no | 1 |
| 6.2 Evidence of teamwork outside of departments or grade levels | yes | no | 1 |
| 6.3 Positive acknowledgement of staff accomplishments | yes | no | 1 |
| **Total Possible Score for Component 6** | | | **3** |
| **7. Parent and Community Involvement** | | | |
| 7.1 Emergence of new forms of parent involvement during CSR years: | yes | no | |
| 7.1.1 Special parent events | yes | no | |
| 7.1.2 Programs or opportunities for parents in instructional roles | yes | no | 3 – 4 =1 |
| 7.1.3 Parent advisory or other committees | yes | no | 0 – 2 =0 |
| 7.2 Level of parental involvement (high, medium, or low, as defined as follows): | | | |
| *high*: you've observed parents in the school and interviewees voice strong or satisfactory level or parental involvement in school activities | high | | 2 |
| *medium*: school get traditional level of parental involvement (e.g., 10% attendance) | medium | | 1 |
| *low*: no evidence of parental involvement beyond a handful of parents and interviewees voice low levels of participation | low | | 0 |
| 7.3 Evidence of at least one community organization and one school/community event or program | yes | no | 1 |
| **Total Possible Score for Component 7** | | | **4** |
| **8. External Technical Support and Assistance** | | | |
| 8.1 Developer support and assistance (high, medium, or low, defined as follows): | high | | 3 |
| *high*: all CSR years | medium | | 2 |
| *medium*: at least two years | low | | 1 |
| *low*: one or none of these years | | | |
| 8.2 Other external (but non-district) support and assistance | yes | no | 1 |
| *yes*: evidence for a specific source and function on two or more occasions | | | |
| *no*: no such evidence (evidence can be documentation, interviewee mentions, or direct observation) | | | |
| **Total Possible Score for Component 8** | | | **4** |

* yes=1 and no=0

**(Continued)**

## *Appendix A*

*CSR 51-Point Implementation Scale*

| Component | Measure | | Score* |
|---|---|---|---|
| **9. Evaluation Strategies:** | | | |
| 9.1 Existence of a written evaluation plan | yes | no | 1 |
| 9.2 Evidence of written evaluation findings (could even be a memo) | yes | no | 1 |
| **Total Possible Score for Component 9** | | | **2** |
| **10. Coordination of Resources** | | | |
| 10.1 Evidence of some coordination of funds from different external (e.g., federal) sources | yes | no | 1 |
| 10.2 Evidence of some coordination of external and local funds (i.e. core building) | yes | no | 1 |
| **Total Possible Score for Component 10** | | | **2** |
| **11. Strategies that Improve Academic Achievement** | | | |
| 11.1 Evidence the program has been found through scientifically-based research, to significantly improve the academic achievement of participating students | yes | no | 1 |
| 11.2 The program shows strong evidence that it will significantly improve the academic achievement of participating students | yes | no | 1 |
| **Total Possible Score for Component 11** | | | **2** |
| **Total** | **51** | | |

* yes=1 and no=0

# *Appendix B*

# Scale Descriptions

## Comprehensive School Reform Teacher Questionnaire

This instrument is designed and reported to measure the five constructs underlying comprehensive school reform: external support, school capacity, internal focus, pedagogical change, and outcomes through 28 items. Below are scale descriptions and the Cronbach's alpha for each scale.

| Scale | Description | Internal Reliability |
|---|---|---|
| **Support** | The extent to which school receives effective professional development and support to implement its CSR program. | α =.82 |
| **Capacity/Resources** | The extent to which planning time materials, technology, and faculty are available at the school. | α =.70 |
| **Pedagogy** | The extent to which classroom practices, materials, and technology use have changed at the school. | α =.75 |
| **Outcome** | The extent to which positive student, faculty, and parent/ community outcomes have occurred as a result of CSR. | α =.90 |
| **Focus** | The extent to which elements of the school's educational program are integrated, evaluated, and supported by school stakeholders. | α =.83 |

## School Climate Survey

This survey consists of seven dimensions logically and empirically associated with effective school organizational climates. The inventory contains 49 items, with seven items comprising each scale. Below are scale descriptions and the Cronbach's alpha for each scale.

| Scale | Description | Internal Reliability |
|---|---|---|
| **Order** | The extent to which the environment is ordered and appropriate student behaviors are present. | α =.84 |
| **Leadership** | The extent to which the administration provides instructional leadership. | α =.83 |
| **Environment** | The extent to which positive learning environments exist. | α =.81 |
| **Involvement** | The extent to which parents and the community are involved in the school. | α =.76 |
| **Instruction** | The extent to which the instructional program is well developed and implemented. | α =.75 |
| **Expectations** | The extent to which students are expected to learn and be responsible. | α =.73 |
| **Collaboration** | The extent to which the administration, faculty, and students cooperate and participate in problem solving. | α =.74 |

# *Appendix C*

## School 1

**Table C.1. CSR Teacher Questionnaire Responses for Individual Items Across Constructs 2006 to 2007**

| School 1 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Capacity** | | | | | |
| Teachers are given sufficient planning time to implement our program. | Spring 2006 | 8% | 28% | 64% | 61 |
| | Spring 2007 | 20% | 21% | 59% | 61 |
| Materials (books and other resources) needed to implement our CSR program are readily available. | Spring 2006 | 7% | 31% | 62% | 55 |
| | Spring 2007 | 12% | 17% | 71% | 59 |
| Our school has sufficient faculty and staff to fully implement this program. | Spring 2006 | 5% | 26% | 69% | 62 |
| | Spring 2007 | 10% | 31% | 59% | 58 |
| Because of our CSR program, technological resources have become more available. | Spring 2006 | 5% | 25% | 70% | 60 |
| | Spring 2007 | 8% | 22% | 69% | 59 |
| **Support** | | | | | |
| I have a thorough understanding of this school's CSR program. | Spring 2006 | 5% | 28% | 67% | 61 |
| | Spring 2007 | 11% | 25% | 64% | 61 |
| I have received adequate initial and ongoing professional development/training for CSR program implementation. | Spring 2006 | 11% | 19% | 70% | 63 |
| | Spring 2007 | 15% | 21% | 64% | 61 |
| Professional development provided by external trainers, model developers, and/or designers has been valuable. | Spring 2006 | 3% | 23% | 74% | 62 |
| | Spring 2007 | 10% | 20% | 70% | 61 |
| Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program. | Spring 2006 | 7% | 16% | 78% | 58 |
| | Spring 2007 | 15% | 16% | 69% | 62 |
| My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.). | Spring 2006 | 4% | 23% | 73% | 52 |
| | Spring 2007 | 7% | 27% | 66% | 56 |

| School 1 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Focus** | | | | | |
| Teachers in this school are generally supportive of our CSR program. | Spring 2006 | 3% | 18% | 79% | 62 |
| | Spring 2007 | 5% | 15% | 80% | 59 |
| The elements of our CSR program are effectively integrated to help us meet school improvement goals. | Spring 2006 | 2% | 15% | 84% | 61 |
| | Spring 2007 | 2% | 22% | 77% | 60 |
| As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress. | Spring 2006 | 5% | 5% | 90% | 60 |
| | Spring 2007 | 0% | 8% | 92% | 63 |
| Our school has a plan for evaluating all components of our comprehensive school reform program. | Spring 2006 | 5% | 20% | 75% | 55 |
| | Spring 2007 | 0% | 22% | 78% | 59 |
| I am satisfied with the Federal, State, local, and private resources that are being coordinated to support our CSR program. | Spring 2006 | 15% | 20% | 65% | 54 |
| | Spring 2007 | 10% | 22% | 67% | 58 |
| **Pedagogy** | | | | | |
| Because of our CSR program, I use textbooks, workbooks, and worksheets less than I used to for basic skills or content area instruction. | Spring 2006 | 10% | 45% | 45% | 58 |
| | Spring 2007 | 9% | 33% | 59% | 58 |
| Our comprehensive school reform program has changed classroom learning activities a great deal. | Spring 2006 | 5% | 42% | 53% | 59 |
| | Spring 2007 | 8% | 22% | 69% | 59 |
| Students in my class spend at least two hours per school day in interdisciplinary or project-based work. | Spring 2006 | 12% | 45% | 43% | 51 |
| | Spring 2007 | 19% | 36% | 46% | 59 |
| Students in my class spend much of their time working in cooperative learning teams. | Spring 2006 | 12% | 22% | 67% | 60 |
| | Spring 2007 | 19% | 15% | 66% | 62 |
| Students are using technology more effectively because of our CSR program. | Spring 2006 | 7% | 33% | 60% | 58 |
| | Spring 2007 | 8% | 28% | 63% | 60 |

| School 1 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Outcomes** | | | | | |
| Student achievement has been positively impacted by CSR. | Spring 2006 | 3% | 31% | 66% | 58 |
| | Spring 2007 | 8% | 15% | 77% | 60 |
| Students in this school are more enthusiastic about learning than they were before we became a CSR school. | Spring 2006 | 5% | 40% | 54% | 57 |
| | Spring 2007 | 12% | 19% | 69% | 59 |
| Because of CSR, parents are more involved in the educational program of this school. | Spring 2006 | 10% | 51% | 39% | 49 |
| | Spring 2007 | 16% | 40% | 45% | 58 |
| Community support for our school has increased since comprehensive school reform has been implemented. | Spring 2006 | 6% | 47% | 47% | 47 |
| | Spring 2007 | 13% | 43% | 45% | 56 |
| Students have higher standards for their own work because of our school's program. | Spring 2006 | 8% | 27% | 64% | 59 |
| | Spring 2007 | 12% | 20% | 68% | 59 |
| Teachers are more involved in decision making at this school than they were before we implemented comprehensive school reform. | Spring 2006 | 10% | 31% | 59% | 59 |
| | Spring 2007 | 5% | 31% | 64% | 58 |
| Our program adequately addresses the requirements of students with special needs. | Spring 2006 | 11% | 14% | 75% | 57 |
| | Spring 2007 | 13% | 28% | 58% | 60 |
| Because of our school's program, teachers in this school spend more time working together to develop curriculum and plan instruction. | Spring 2006 | 7% | 23% | 70% | 60 |
| | Spring 2007 | 7% | 13% | 80% | 60 |
| Because of CSR, interactions between teachers and students are more positive. | Spring 2006 | 2% | 32% | 67% | 60 |
| | Spring 2007 | 3% | 24% | 72% | 58 |

## School 2

**Table C.2. CSR Teacher Questionnaire Responses for Individual Items Across Constructs 2006 to 2007**

| School 2 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Capacity** | | | | | |
| Teachers are given sufficient planning time to implement our program. | Spring 2006 | 36% | 20% | 44% | 25 |
| | Spring 2007 | 36% | 36% | 28% | 36 |
| Materials (books and other resources) needed to implement our CSR program are readily available. | Spring 2006 | 28% | 20% | 52% | 25 |
| | Spring 2007 | 23% | 26% | 51% | 35 |
| Our school has sufficient faculty and staff to fully implement this program. | Spring 2006 | 24% | 24% | 52% | 25 |
| | Spring 2007 | 18% | 18% | 65% | 34 |
| Because of our CSR program, technological resources have become more available. | Spring 2006 | 12% | 4% | 84% | 25 |
| | Spring 2007 | 12% | 6% | 82% | 34 |
| **Support** | | | | | |
| I have a thorough understanding of this school's CSR program. | Spring 2006 | 8% | 12% | 80% | 25 |
| | Spring 2007 | 13% | 19% | 69% | 32 |
| I have received adequate initial and ongoing professional development/training for CSR program implementation. | Spring 2006 | 8% | 16% | 76% | 25 |
| | Spring 2007 | 18% | 9% | 74% | 34 |
| Professional development provided by external trainers, model developers, and/or designers has been valuable. | Spring 2006 | 4% | 16% | 80% | 25 |
| | Spring 2007 | 11% | 29% | 60% | 35 |
| Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program. | Spring 2006 | 12% | 12% | 76% | 25 |
| | Spring 2007 | 8% | 28% | 64% | 36 |
| My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.). | Spring 2006 | 24% | 20% | 56% | 25 |
| | Spring 2007 | 29% | 31% | 40% | 35 |

| School 2 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Focus** | | | | | |
| Teachers in this school are generally supportive of our CSR program. | Spring 2006 | 20% | 24% | 56% | 25 |
| | Spring 2007 | 13% | 34% | 53% | 32 |
| The elements of our CSR program are effectively integrated to help us meet school improvement goals. | Spring 2006 | 16% | 12% | 72% | 25 |
| | Spring 2007 | 18% | 27% | 55% | 33 |
| As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress. | Spring 2006 | 12% | 16% | 72% | 25 |
| | Spring 2007 | 14% | 17% | 69% | 36 |
| Our school has a plan for evaluating all components of our comprehensive school reform program. | Spring 2006 | 14% | 18% | 68% | 22 |
| | Spring 2007 | 14% | 14% | 71% | 35 |
| I am satisfied with the Federal, State, local, and private resources that are being coordinated to support our CSR program. | Spring 2006 | 36% | 24% | 40% | 25 |
| | Spring 2007 | 24% | 26% | 50% | 34 |
| **Pedagogy** | | | | | |
| Because of our CSR program, I use textbooks, workbooks, and worksheets less than I used to for basic skills or content area instruction. | Spring 2006 | 28% | 16% | 56% | 25 |
| | Spring 2007 | 21% | 21% | 59% | 34 |
| Our comprehensive school reform program has changed classroom learning activities a great deal. | Spring 2006 | 24% | 24% | 52% | 25 |
| | Spring 2007 | 24% | 15% | 62% | 34 |
| Students in my class spend at least two hours per school day in interdisciplinary or project-based work. | Spring 2006 | 40% | 20% | 40% | 25 |
| | Spring 2007 | 24% | 33% | 42% | 33 |
| Students in my class spend much of their time working in cooperative learning teams. | Spring 2006 | 13% | 8% | 79% | 24 |
| | Spring 2007 | 11% | 20% | 69% | 35 |
| Students are using technology more effectively because of our CSR program. | Spring 2006 | 28% | 32% | 40% | 25 |
| | Spring 2007 | 21% | 32% | 47% | 34 |

| School 2 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Outcomes** | | | | | |
| Student achievement has been positively impacted by CSR. | Spring 2006 | 17% | 21% | 63% | 24 |
| | Spring 2007 | 18% | 26% | 56% | 34 |
| Students in this school are more enthusiastic about learning than they were before we became a CSR school. | Spring 2006 | 16% | 40% | 44% | 25 |
| | Spring 2007 | 18% | 24% | 58% | 33 |
| Because of CSR, parents are more involved in the educational program of this school. | Spring 2006 | 24% | 40% | 36% | 25 |
| | Spring 2007 | 33% | 36% | 30% | 33 |
| Community support for our school has increased since comprehensive school reform has been implemented. | Spring 2006 | 24% | 48% | 28% | 25 |
| | Spring 2007 | 29% | 38% | 32% | 34 |
| Students have higher standards for their own work because of our school's program. | Spring 2006 | 16% | 40% | 44% | 25 |
| | Spring 2007 | 26% | 26% | 47% | 34 |
| Teachers are more involved in decision making at this school than they were before we implemented comprehensive school reform. | Spring 2006 | 29% | 21% | 50% | 24 |
| | Spring 2007 | 21% | 24% | 55% | 33 |
| Our program adequately addresses the requirements of students with special needs. | Spring 2006 | 17% | 22% | 61% | 23 |
| | Spring 2007 | 24% | 24% | 53% | 34 |
| Because of our school's program, teachers in this school spend more time working together to develop curriculum and plan instruction. | Spring 2006 | 12% | 24% | 64% | 25 |
| | Spring 2007 | 11% | 26% | 63% | 35 |
| Because of CSR, interactions between teachers and students are more positive. | Spring 2006 | 8% | 28% | 64% | 25 |
| | Spring 2007 | 13% | 25% | 63% | 32 |

## School 3

**Table C.3. CSR Teacher Questionnaire Responses for Individual Items Across Constructs 2006 to 2007**

| School 3 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Capacity** | | | | | |
| Teachers are given sufficient planning time to implement our program. | Spring 2006 | 77% | 17% | 7% | 30 |
| | Spring 2007 | 52% | 24% | 24% | 58 |
| Materials (books and other resources) needed to implement our CSR program are readily available. | Spring 2006 | 41% | 37% | 22% | 27 |
| | Spring 2007 | 32% | 38% | 30% | 53 |
| Our school has sufficient faculty and staff to fully implement this program. | Spring 2006 | 43% | 21% | 36% | 28 |
| | Spring 2007 | 34% | 21% | 45% | 53 |
| Because of our CSR program, technological resources have become more available. | Spring 2006 | 41% | 24% | 34% | 29 |
| | Spring 2007 | 24% | 33% | 43% | 51 |
| **Support** | | | | | |
| I have a thorough understanding of this school's CSR program. | Spring 2006 | 10% | 27% | 63% | 30 |
| | Spring 2007 | 15% | 22% | 63% | 59 |
| I have received adequate initial and ongoing professional development/training for CSR program implementation. | Spring 2006 | 7% | 20% | 73% | 30 |
| | Spring 2007 | 16% | 24% | 60% | 58 |
| Professional development provided by external trainers, model developers, and/or designers has been valuable. | Spring 2006 | 7% | 20% | 73% | 30 |
| | Spring 2007 | 14% | 34% | 52% | 56 |
| Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program. | Spring 2006 | 6% | 26% | 68% | 31 |
| | Spring 2007 | 19% | 36% | 45% | 53 |
| My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.). | Spring 2006 | 37% | 30% | 33% | 27 |
| | Spring 2007 | 25% | 36% | 39% | 56 |

| School 3 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Focus** | | | | | |
| Teachers in this school are generally supportive of our CSR program. | Spring 2006 | 21% | 38% | 41% | 29 |
| | Spring 2007 | 12% | 40% | 48% | 50 |
| The elements of our CSR program are effectively integrated to help us meet school improvement goals. | Spring 2006 | 23% | 46% | 31% | 26 |
| | Spring 2007 | 20% | 43% | 37% | 54 |
| As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress. | Spring 2006 | 10% | 20% | 70% | 30 |
| | Spring 2007 | 7% | 19% | 74% | 58 |
| Our school has a plan for evaluating all components of our comprehensive school reform program. | Spring 2006 | 21% | 29% | 50% | 24 |
| | Spring 2007 | 8% | 44% | 48% | 50 |
| I am satisfied with the Federal, State, local, and private resources that are being coordinated to support our CSR program. | Spring 2006 | 52% | 20% | 28% | 25 |
| | Spring 2007 | 30% | 47% | 23% | 53 |
| **Pedagogy** | | | | | |
| Because of our CSR program, I use textbooks, workbooks, and worksheets less than I used to for basic skills or content area instruction. | Spring 2006 | 17% | 40% | 43% | 30 |
| | Spring 2007 | 23% | 32% | 46% | 57 |
| Our comprehensive school reform program has changed classroom learning activities a great deal. | Spring 2006 | 32% | 29% | 39% | 31 |
| | Spring 2007 | 17% | 40% | 43% | 53 |
| Students in my class spend at least two hours per school day in interdisciplinary or project-based work. | Spring 2006 | 38% | 23% | 38% | 26 |
| | Spring 2007 | 39% | 35% | 26% | 54 |
| Students in my class spend much of their time working in cooperative learning teams. | Spring 2006 | 13% | 23% | 63% | 30 |
| | Spring 2007 | 10% | 21% | 69% | 58 |
| Students are using technology more effectively because of our CSR program. | Spring 2006 | 35% | 46% | 19% | 26 |
| | Spring 2007 | 27% | 41% | 32% | 56 |

| School 3 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Outcomes** | | | | | |
| Student achievement has been positively impacted by CSR. | Spring 2006 | 12% | 44% | 44% | 25 |
| | Spring 2007 | 23% | 43% | 34% | 53 |
| Students in this school are more enthusiastic about learning than they were before we became a CSR school. | Spring 2006 | 26% | 52% | 22% | 27 |
| | Spring 2007 | 36% | 40% | 25% | 53 |
| Because of CSR, parents are more involved in the educational program of this school. | Spring 2006 | 68% | 21% | 11% | 28 |
| | Spring 2007 | 57% | 30% | 13% | 54 |
| Community support for our school has increased since comprehensive school reform has been implemented. | Spring 2006 | 42% | 33% | 25% | 24 |
| | Spring 2007 | 43% | 35% | 22% | 54 |
| Students have higher standards for their own work because of our school's program. | Spring 2006 | 57% | 36% | 7% | 28 |
| | Spring 2007 | 45% | 38% | 18% | 56 |
| Teachers are more involved in decision making at this school than they were before we implemented comprehensive school reform. | Spring 2006 | 36% | 25% | 39% | 28 |
| | Spring 2007 | 24% | 31% | 44% | 54 |
| Our program adequately addresses the requirements of students with special needs. | Spring 2006 | 18% | 32% | 50% | 28 |
| | Spring 2007 | 16% | 35% | 49% | 51 |
| Because of our school's program, teachers in this school spend more time working together to develop curriculum and plan instruction. | Spring 2006 | 29% | 21% | 50% | 28 |
| | Spring 2007 | 28% | 28% | 44% | 54 |
| Because of CSR, interactions between teachers and students are more positive. | Spring 2006 | 19% | 48% | 33% | 27 |
| | Spring 2007 | 9% | 49% | 42% | 53 |

## School 4

**Table C.4. CSR Teacher Questionnaire Responses for Individual Items Across Constructs 2006 to 2007**

| School 4 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Capacity** | | | | | |
| Teachers are given sufficient planning time to implement our program. | Spring 2006 | 15% | 24% | 61% | 54 |
| | Spring 2007 | 15% | 15% | 69% | 52 |
| Materials (books and other resources) needed to implement our CSR program are readily available. | Spring 2006 | 11% | 30% | 58% | 53 |
| | Spring 2007 | 6% | 17% | 77% | 52 |
| Our school has sufficient faculty and staff to fully implement this program. | Spring 2006 | 6% | 15% | 79% | 53 |
| | Spring 2007 | 10% | 19% | 71% | 52 |
| Because of our CSR program, technological resources have become more available. | Spring 2006 | 4% | 30% | 65% | 46 |
| | Spring 2007 | 6% | 23% | 71% | 52 |
| **Support** | | | | | |
| I have a thorough understanding of this school's CSR program. | Spring 2006 | 4% | 15% | 81% | 54 |
| | Spring 2007 | 0% | 12% | 88% | 52 |
| I have received adequate initial and ongoing professional development/training for CSR program implementation. | Spring 2006 | 4% | 13% | 83% | 53 |
| | Spring 2007 | 0% | 11% | 89% | 53 |
| Professional development provided by external trainers, model developers, and/or designers has been valuable. | Spring 2006 | 0% | 15% | 85% | 55 |
| | Spring 2007 | 0% | 13% | 87% | 52 |
| Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program. | Spring 2006 | 0% | 15% | 85% | 52 |
| | Spring 2007 | 0% | 12% | 88% | 49 |
| My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.). | Spring 2006 | 9% | 13% | 78% | 46 |
| | Spring 2007 | 2% | 27% | 71% | 45 |

| School 4 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Focus** | | | | | |
| Teachers in this school are generally supportive of our CSR program. | Spring 2006 | 0% | 17% | 83% | 53 |
| | Spring 2007 | 0% | 4% | 96% | 51 |
| The elements of our CSR program are effectively integrated to help us meet school improvement goals. | Spring 2006 | 0% | 15% | 85% | 53 |
| | Spring 2007 | 0% | 8% | 92% | 52 |
| As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress. | Spring 2006 | 2% | 10% | 88% | 52 |
| | Spring 2007 | 0% | 10% | 90% | 52 |
| Our school has a plan for evaluating all components of our comprehensive school reform program. | Spring 2006 | 4% | 16% | 80% | 50 |
| | Spring 2007 | 0% | 8% | 92% | 49 |
| I am satisfied with the Federal, State, local, and private resources that are being coordinated to support our CSR program. | Spring 2006 | 7% | 33% | 60% | 45 |
| | Spring 2007 | 16% | 30% | 54% | 50 |
| **Pedagogy** | | | | | |
| Because of our CSR program, I use textbooks, workbooks, and worksheets less than I used to for basic skills or content area instruction. | Spring 2006 | 10% | 29% | 62% | 52 |
| | Spring 2007 | 2% | 23% | 75% | 52 |
| Our comprehensive school reform program has changed classroom learning activities a great deal. | Spring 2006 | 0% | 27% | 73% | 52 |
| | Spring 2007 | 0% | 27% | 73% | 51 |
| Students in my class spend at least two hours per school day in interdisciplinary or project-based work. | Spring 2006 | 10% | 22% | 67% | 49 |
| | Spring 2007 | 10% | 33% | 57% | 49 |
| Students in my class spend much of their time working in cooperative learning teams. | Spring 2006 | 2% | 10% | 88% | 51 |
| | Spring 2007 | 2% | 14% | 84% | 51 |
| Students are using technology more effectively because of our CSR program. | Spring 2006 | 7% | 28% | 65% | 46 |
| | Spring 2007 | 10% | 22% | 68% | 50 |

| School 4 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Outcomes** | | | | | |
| Student achievement has been positively impacted by CSR. | Spring 2006 | 0% | 19% | 81% | 48 |
| | Spring 2007 | 0% | 6% | 94% | 51 |
| Students in this school are more enthusiastic about learning than they were before we became a CSR school. | Spring 2006 | 0% | 45% | 55% | 40 |
| | Spring 2007 | 0% | 34% | 66% | 41 |
| Because of CSR, parents are more involved in the educational program of this school. | Spring 2006 | 18% | 20% | 62% | 45 |
| | Spring 2007 | 4% | 31% | 64% | 45 |
| Community support for our school has increased since comprehensive school reform has been implemented. | Spring 2006 | 9% | 40% | 51% | 45 |
| | Spring 2007 | 4% | 33% | 63% | 46 |
| Students have higher standards for their own work because of our school's program. | Spring 2006 | 2% | 13% | 85% | 47 |
| | Spring 2007 | 0% | 20% | 80% | 49 |
| Teachers are more involved in decision making at this school than they were before we implemented comprehensive school reform. | Spring 2006 | 6% | 32% | 62% | 47 |
| | Spring 2007 | 0% | 19% | 81% | 43 |
| Our program adequately addresses the requirements of students with special needs. | Spring 2006 | 15% | 12% | 73% | 52 |
| | Spring 2007 | 14% | 18% | 68% | 50 |
| Because of our school's program, teachers in this school spend more time working together to develop curriculum and plan instruction. | Spring 2006 | 7% | 16% | 76% | 55 |
| | Spring 2007 | 10% | 12% | 78% | 51 |
| Because of CSR, interactions between teachers and students are more positive. | Spring 2006 | 0% | 25% | 75% | 52 |
| | Spring 2007 | 0% | 14% | 86% | 51 |

## School 5

**Table C.5. CSR Teacher Questionnaire Responses for Individual Items Across Constructs 2006 to 2007**

| School 5 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Capacity** | | | | | |
| Teachers are given sufficient planning time to implement our program. | Spring 2006 | 37% | 21% | 42% | 19 |
| | Spring 2007 | 21% | 14% | 64% | 14 |
| Materials (books and other resources) needed to implement our CSR program are readily available. | Spring 2006 | 25% | 35% | 40% | 20 |
| | Spring 2007 | 7% | 43% | 50% | 14 |
| Our school has sufficient faculty and staff to fully implement this program. | Spring 2006 | 25% | 5% | 70% | 20 |
| | Spring 2007 | 17% | 25% | 58% | 12 |
| Because of our CSR program, technological resources have become more available. | Spring 2006 | 5% | 25% | 70% | 20 |
| | Spring 2007 | 25% | 17% | 58% | 12 |
| **Support** | | | | | |
| I have a thorough understanding of this school's CSR program. | Spring 2006 | 15% | 10% | 75% | 20 |
| | Spring 2007 | 0% | 14% | 86% | 14 |
| I have received adequate initial and ongoing professional development/training for CSR program implementation. | Spring 2006 | 10% | 25% | 65% | 20 |
| | Spring 2007 | 0% | 21% | 79% | 14 |
| Professional development provided by external trainers, model developers, and/or designers has been valuable. | Spring 2006 | 10% | 25% | 65% | 20 |
| | Spring 2007 | 0% | 29% | 71% | 14 |
| Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program. | Spring 2006 | 10% | 35% | 55% | 20 |
| | Spring 2007 | 7% | 29% | 64% | 14 |
| My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.). | Spring 2006 | 47% | 29% | 24% | 17 |
| | Spring 2007 | 7% | 14% | 79% | 14 |

| School 5 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Focus** | | | | | |
| Teachers in this school are generally supportive of our CSR program. | Spring 2006 | 5% | 42% | 53% | 19 |
| | Spring 2007 | 8% | 23% | 69% | 13 |
| The elements of our CSR program are effectively integrated to help us meet school improvement goals. | Spring 2006 | 20% | 25% | 55% | 20 |
| | Spring 2007 | 7% | 7% | 86% | 14 |
| As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress. | Spring 2006 | 35% | 15% | 50% | 20 |
| | Spring 2007 | 0% | 25% | 75% | 12 |
| Our school has a plan for evaluating all components of our comprehensive school reform program. | Spring 2006 | 26% | 11% | 63% | 19 |
| | Spring 2007 | 0% | 15% | 85% | 13 |
| I am satisfied with the Federal, State, local, and private resources that are being coordinated to support our CSR program. | Spring 2006 | 20% | 33% | 47% | 15 |
| | Spring 2007 | 7% | 43% | 50% | 14 |
| **Pedagogy** | | | | | |
| Because of our CSR program, I use textbooks, workbooks, and worksheets less than I used to for basic skills or content area instruction. | Spring 2006 | 17% | 22% | 61% | 18 |
| | Spring 2007 | 0% | 25% | 75% | 12 |
| Our comprehensive school reform program has changed classroom learning activities a great deal. | Spring 2006 | 21% | 21% | 58% | 19 |
| | Spring 2007 | 8% | 38% | 54% | 13 |
| Students in my class spend at least two hours per school day in interdisciplinary or project-based work. | Spring 2006 | 12% | 41% | 47% | 17 |
| | Spring 2007 | 8% | 25% | 67% | 12 |
| Students in my class spend much of their time working in cooperative learning teams. | Spring 2006 | 0% | 22% | 78% | 18 |
| | Spring 2007 | 9% | 9% | 82% | 11 |
| Students are using technology more effectively because of our CSR program. | Spring 2006 | 20% | 30% | 50% | 20 |
| | Spring 2007 | 0% | 29% | 71% | 14 |

| School 5 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Outcomes** | | | | | |
| Student achievement has been positively impacted by CSR. | Spring 2006 | 15% | 30% | 55% | 20 |
| | Spring 2007 | 0% | 14% | 86% | 14 |
| Students in this school are more enthusiastic about learning than they were before we became a CSR school. | Spring 2006 | 20% | 27% | 53% | 15 |
| | Spring 2007 | 14% | 21% | 64% | 14 |
| Because of CSR, parents are more involved in the educational program of this school. | Spring 2006 | 41% | 24% | 35% | 17 |
| | Spring 2007 | 31% | 8% | 62% | 13 |
| Community support for our school has increased since comprehensive school reform has been implemented. | Spring 2006 | 36% | 21% | 43% | 14 |
| | Spring 2007 | 21% | 7% | 71% | 14 |
| Students have higher standards for their own work because of our school's program. | Spring 2006 | 21% | 32% | 47% | 19 |
| | Spring 2007 | 23% | 8% | 69% | 13 |
| Teachers are more involved in decision making at this school than they were before we implemented comprehensive school reform. | Spring 2006 | 25% | 13% | 63% | 16 |
| | Spring 2007 | 7% | 21% | 71% | 14 |
| Our program adequately addresses the requirements of students with special needs. | Spring 2006 | 37% | 26% | 37% | 19 |
| | Spring 2007 | 7% | 7% | 86% | 14 |
| Because of our school's program, teachers in this school spend more time working together to develop curriculum and plan instruction. | Spring 2006 | 37% | 16% | 47% | 19 |
| | Spring 2007 | 7% | 14% | 79% | 14 |
| Because of CSR, interactions between teachers and students are more positive. | Spring 2006 | 15% | 40% | 45% | 20 |
| | Spring 2007 | 0% | 0% | 100% | 14 |

## School 6

**Table C.6. CSR Teacher Questionnaire Responses for Individual Items Across Constructs 2006 to 2007**

| School 6 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Capacity** | | | | | |
| Teachers are given sufficient planning time to implement our program. | Spring 2006 | 11% | 33% | 56% | 36 |
| | Spring 2007 | 35% | 32% | 32% | 37 |
| Materials (books and other resources) needed to implement our CSR program are readily available. | Spring 2006 | 19% | 34% | 47% | 32 |
| | Spring 2007 | 29% | 53% | 18% | 34 |
| Our school has sufficient faculty and staff to fully implement this program. | Spring 2006 | 21% | 13% | 66% | 38 |
| | Spring 2007 | 35% | 26% | 38% | 34 |
| Because of our CSR program, technological resources have become more available. | Spring 2006 | 13% | 26% | 62% | 39 |
| | Spring 2007 | 26% | 32% | 41% | 34 |
| **Support** | | | | | |
| I have a thorough understanding of this school's CSR program. | Spring 2006 | 15% | 13% | 72% | 39 |
| | Spring 2007 | 31% | 20% | 49% | 35 |
| I have received adequate initial and ongoing professional development/training for CSR program implementation. | Spring 2006 | 18% | 33% | 50% | 40 |
| | Spring 2007 | 37% | 31% | 31% | 35 |
| Professional development provided by external trainers, model developers, and/or designers has been valuable. | Spring 2006 | 16% | 39% | 45% | 38 |
| | Spring 2007 | 17% | 20% | 63% | 35 |
| Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program. | Spring 2006 | 13% | 42% | 45% | 38 |
| | Spring 2007 | 23% | 20% | 57% | 35 |
| My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.). | Spring 2006 | 31% | 23% | 46% | 35 |
| | Spring 2007 | 40% | 37% | 23% | 30 |

| School 6 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Focus** | | | | | |
| Teachers in this school are generally supportive of our CSR program. | Spring 2006 | 12% | 26% | 62% | 34 |
| | Spring 2007 | 19% | 35% | 45% | 31 |
| The elements of our CSR program are effectively integrated to help us meet school improvement goals. | Spring 2006 | 9% | 44% | 47% | 34 |
| | Spring 2007 | 25% | 34% | 41% | 32 |
| As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress. | Spring 2006 | 5% | 10% | 85% | 41 |
| | Spring 2007 | 19% | 17% | 64% | 36 |
| Our school has a plan for evaluating all components of our comprehensive school reform program. | Spring 2006 | 12% | 21% | 68% | 34 |
| | Spring 2007 | 21% | 36% | 43% | 28 |
| I am satisfied with the Federal, State, local, and private resources that are being coordinated to support our CSR program. | Spring 2006 | 25% | 28% | 47% | 32 |
| | Spring 2007 | 41% | 38% | 22% | 32 |
| **Pedagogy** | | | | | |
| Because of our CSR program, I use textbooks, workbooks, and worksheets less than I used to for basic skills or content area instruction. | Spring 2006 | 26% | 38% | 35% | 34 |
| | Spring 2007 | 55% | 21% | 24% | 38 |
| Our comprehensive school reform program has changed classroom learning activities a great deal. | Spring 2006 | 21% | 42% | 36% | 33 |
| | Spring 2007 | 35% | 35% | 29% | 31 |
| Students in my class spend at least two hours per school day in interdisciplinary or project-based work. | Spring 2006 | 28% | 42% | 31% | 36 |
| | Spring 2007 | 46% | 30% | 24% | 37 |
| Students in my class spend much of their time working in cooperative learning teams. | Spring 2006 | 19% | 27% | 54% | 37 |
| | Spring 2007 | 38% | 23% | 40% | 40 |
| Students are using technology more effectively because of our CSR program. | Spring 2006 | 19% | 32% | 49% | 37 |
| | Spring 2007 | 38% | 29% | 32% | 34 |

| School 6 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Outcomes** | | | | | |
| Student achievement has been positively impacted by CSR. | Spring 2006 | 15% | 30% | 55% | 33 |
| | Spring 2007 | 28% | 41% | 31% | 32 |
| Students in this school are more enthusiastic about learning than they were before we became a CSR school. | Spring 2006 | 25% | 31% | 44% | 32 |
| | Spring 2007 | 35% | 45% | 19% | 31 |
| Because of CSR, parents are more involved in the educational program of this school. | Spring 2006 | 36% | 30% | 33% | 33 |
| | Spring 2007 | 45% | 45% | 10% | 31 |
| Community support for our school has increased since comprehensive school reform has been implemented. | Spring 2006 | 19% | 28% | 53% | 32 |
| | Spring 2007 | 48% | 34% | 17% | 29 |
| Students have higher standards for their own work because of our school's program. | Spring 2006 | 22% | 31% | 47% | 32 |
| | Spring 2007 | 50% | 37% | 13% | 30 |
| Teachers are more involved in decision making at this school than they were before we implemented comprehensive school reform. | Spring 2006 | 30% | 43% | 27% | 37 |
| | Spring 2007 | 59% | 19% | 22% | 37 |
| Our program adequately addresses the requirements of students with special needs. | Spring 2006 | 24% | 29% | 47% | 38 |
| | Spring 2007 | 49% | 30% | 22% | 37 |
| Because of our school's program, teachers in this school spend more time working together to develop curriculum and plan instruction. | Spring 2006 | 29% | 20% | 51% | 35 |
| | Spring 2007 | 39% | 19% | 42% | 36 |
| Because of CSR, interactions between teachers and students are more positive. | Spring 2006 | 11% | 57% | 31% | 35 |
| | Spring 2007 | 38% | 31% | 31% | 32 |

## School 7

**Table C.7. CSR Teacher Questionnaire Responses for Individual Items Across Constructs 2006 to 2007**

| School 7 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Capacity** | | | | | |
| Teachers are given sufficient planning time to implement our program. | Spring 2006 | 30% | 16% | 54% | 37 |
| | Spring 2007 | 22% | 27% | 51% | 109 |
| Materials (books and other resources) needed to implement our CSR program are readily available. | Spring 2006 | 19% | 14% | 67% | 36 |
| | Spring 2007 | 14% | 23% | 63% | 108 |
| Our school has sufficient faculty and staff to fully implement this program. | Spring 2006 | 22% | 17% | 61% | 36 |
| | Spring 2007 | 14% | 19% | 67% | 109 |
| Because of our CSR program, technological resources have become more available. | Spring 2006 | 24% | 24% | 53% | 38 |
| | Spring 2007 | 17% | 20% | 63% | 106 |
| **Support** | | | | | |
| I have a thorough understanding of this school's CSR program. | Spring 2006 | 11% | 24% | 65% | 37 |
| | Spring 2007 | 6% | 19% | 75% | 110 |
| I have received adequate initial and ongoing professional development/training for CSR program implementation. | Spring 2006 | 6% | 17% | 77% | 35 |
| | Spring 2007 | 6% | 17% | 77% | 111 |
| Professional development provided by external trainers, model developers, and/or designers has been valuable. | Spring 2006 | 5% | 16% | 78% | 37 |
| | Spring 2007 | 7% | 13% | 79% | 112 |
| Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program. | Spring 2006 | 6% | 17% | 78% | 36 |
| | Spring 2007 | 8% | 13% | 79% | 107 |
| My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.). | Spring 2006 | 21% | 21% | 58% | 33 |
| | Spring 2007 | 9% | 25% | 66% | 102 |

| School 7 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Focus** | | | | | |
| Teachers in this school are generally supportive of our CSR program. | Spring 2006 | 9% | 29% | 63% | 35 |
| | Spring 2007 | 3% | 23% | 74% | 105 |
| The elements of our CSR program are effectively integrated to help us meet school improvement goals. | Spring 2006 | 9% | 29% | 62% | 34 |
| | Spring 2007 | 6% | 20% | 75% | 106 |
| As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress. | Spring 2006 | 14% | 22% | 64% | 36 |
| | Spring 2007 | 6% | 18% | 76% | 114 |
| Our school has a plan for evaluating all components of our comprehensive school reform program. | Spring 2006 | 12% | 21% | 68% | 34 |
| | Spring 2007 | 7% | 20% | 73% | 104 |
| I am satisfied with the Federal, State, local, and private resources that are being coordinated to support our CSR program. | Spring 2006 | 22% | 39% | 39% | 36 |
| | Spring 2007 | 16% | 30% | 53% | 105 |
| **Pedagogy** | | | | | |
| Because of our CSR program, I use textbooks, workbooks, and worksheets less than I used to for basic skills or content area instruction. | Spring 2006 | 31% | 29% | 40% | 35 |
| | Spring 2007 | 17% | 36% | 48% | 103 |
| Our comprehensive school reform program has changed classroom learning activities a great deal. | Spring 2006 | 29% | 18% | 53% | 38 |
| | Spring 2007 | 13% | 32% | 55% | 104 |
| Students in my class spend at least two hours per school day in interdisciplinary or project-based work. | Spring 2006 | 33% | 28% | 39% | 36 |
| | Spring 2007 | 20% | 30% | 50% | 100 |
| Students in my class spend much of their time working in cooperative learning teams. | Spring 2006 | 23% | 31% | 46% | 35 |
| | Spring 2007 | 11% | 24% | 66% | 102 |
| Students are using technology more effectively because of our CSR program. | Spring 2006 | 24% | 16% | 59% | 37 |
| | Spring 2007 | 16% | 30% | 53% | 105 |

| School 7 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Outcomes** | | | | | |
| Student achievement has been positively impacted by CSR. | Spring 2006 | 18% | 26% | 56% | 34 |
| | Spring 2007 | 11% | 27% | 62% | 105 |
| Students in this school are more enthusiastic about learning than they were before we became a CSR school. | Spring 2006 | 32% | 35% | 32% | 34 |
| | Spring 2007 | 24% | 34% | 42% | 103 |
| Because of CSR, parents are more involved in the educational program of this school. | Spring 2006 | 41% | 44% | 16% | 32 |
| | Spring 2007 | 29% | 29% | 42% | 103 |
| Community support for our school has increased since comprehensive school reform has been implemented. | Spring 2006 | 29% | 38% | 32% | 34 |
| | Spring 2007 | 20% | 39% | 41% | 103 |
| Students have higher standards for their own work because of our school's program. | Spring 2006 | 31% | 26% | 43% | 35 |
| | Spring 2007 | 20% | 35% | 45% | 103 |
| Teachers are more involved in decision making at this school than they were before we implemented comprehensive school reform. | Spring 2006 | 26% | 17% | 57% | 35 |
| | Spring 2007 | 17% | 24% | 60% | 109 |
| Our program adequately addresses the requirements of students with special needs. | Spring 2006 | 22% | 22% | 56% | 36 |
| | Spring 2007 | 14% | 27% | 59% | 105 |
| Because of our school's program, teachers in this school spend more time working together to develop curriculum and plan instruction. | Spring 2006 | 26% | 26% | 47% | 38 |
| | Spring 2007 | 8% | 13% | 79% | 108 |
| Because of CSR, interactions between teachers and students are more positive. | Spring 2006 | 18% | 26% | 56% | 34 |
| | Spring 2007 | 9% | 30% | 61% | 98 |

## School 8

**Table C.8. CSR Teacher Questionnaire Responses for Individual Items Across Constructs 2006 to 2007**

| School 8 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Capacity** | | | | | |
| Teachers are given sufficient planning time to implement our program. | Spring 2006 | 41% | 18% | 41% | 61 |
| | Spring 2007 | 27% | 26% | 47% | 74 |
| Materials (books and other resources) needed to implement our CSR program are readily available. | Spring 2006 | 16% | 29% | 55% | 56 |
| | Spring 2007 | 13% | 24% | 63% | 70 |
| Our school has sufficient faculty and staff to fully implement this program. | Spring 2006 | 17% | 17% | 66% | 59 |
| | Spring 2007 | 19% | 21% | 60% | 70 |
| Because of our CSR program, technological resources have become more available. | Spring 2006 | 14% | 31% | 56% | 59 |
| | Spring 2007 | 9% | 32% | 59% | 69 |
| **Support** | | | | | |
| I have a thorough understanding of this school's CSR program. | Spring 2006 | 15% | 19% | 66% | 62 |
| | Spring 2007 | 8% | 26% | 66% | 76 |
| I have received adequate initial and ongoing professional development/training for CSR program implementation. | Spring 2006 | 15% | 15% | 71% | 62 |
| | Spring 2007 | 4% | 22% | 74% | 76 |
| Professional development provided by external trainers, model developers, and/or designers has been valuable. | Spring 2006 | 7% | 25% | 69% | 61 |
| | Spring 2007 | 5% | 22% | 73% | 74 |
| Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program. | Spring 2006 | 10% | 25% | 64% | 59 |
| | Spring 2007 | 8% | 23% | 69% | 74 |
| My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.). | Spring 2006 | 21% | 32% | 47% | 57 |
| | Spring 2007 | 8% | 36% | 56% | 66 |

| School 8 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Focus** | | | | | |
| Teachers in this school are generally supportive of our CSR program. | Spring 2006 | 4% | 23% | 73% | 56 |
| | Spring 2007 | 9% | 26% | 65% | 68 |
| The elements of our CSR program are effectively integrated to help us meet school improvement goals. | Spring 2006 | 13% | 27% | 61% | 56 |
| | Spring 2007 | 7% | 29% | 63% | 68 |
| As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress. | Spring 2006 | 10% | 15% | 75% | 60 |
| | Spring 2007 | 9% | 26% | 65% | 74 |
| Our school has a plan for evaluating all components of our comprehensive school reform program. | Spring 2006 | 11% | 23% | 66% | 56 |
| | Spring 2007 | 3% | 29% | 68% | 62 |
| I am satisfied with the Federal, State, local, and private resources that are being coordinated to support our CSR program. | Spring 2006 | 26% | 36% | 38% | 58 |
| | Spring 2007 | 10% | 46% | 44% | 63 |
| **Pedagogy** | | | | | |
| Because of our CSR program, I use textbooks, workbooks, and worksheets less than I used to for basic skills or content area instruction. | Spring 2006 | 30% | 33% | 37% | 60 |
| | Spring 2007 | 13% | 39% | 49% | 70 |
| Our comprehensive school reform program has changed classroom learning activities a great deal. | Spring 2006 | 25% | 34% | 41% | 61 |
| | Spring 2007 | 23% | 33% | 44% | 70 |
| Students in my class spend at least two hours per school day in interdisciplinary or project-based work. | Spring 2006 | 40% | 31% | 29% | 55 |
| | Spring 2007 | 34% | 31% | 34% | 70 |
| Students in my class spend much of their time working in cooperative learning teams. | Spring 2006 | 10% | 26% | 64% | 58 |
| | Spring 2007 | 8% | 23% | 68% | 73 |
| Students are using technology more effectively because of our CSR program. | Spring 2006 | 12% | 38% | 50% | 58 |
| | Spring 2007 | 12% | 38% | 51% | 69 |

| School 8 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Outcomes** | | | | | |
| Student achievement has been positively impacted by CSR. | Spring 2006 | 11% | 41% | 48% | 61 |
| | Spring 2007 | 7% | 40% | 53% | 57 |
| Students in this school are more enthusiastic about learning than they were before we became a CSR school. | Spring 2006 | 23% | 39% | 38% | 64 |
| | Spring 2007 | 26% | 36% | 38% | 58 |
| Because of CSR, parents are more involved in the educational program of this school. | Spring 2006 | 14% | 33% | 53% | 66 |
| | Spring 2007 | 33% | 32% | 35% | 57 |
| Community support for our school has increased since comprehensive school reform has been implemented. | Spring 2006 | 11% | 41% | 48% | 66 |
| | Spring 2007 | 32% | 25% | 43% | 56 |
| Students have higher standards for their own work because of our school's program. | Spring 2006 | 24% | 37% | 40% | 68 |
| | Spring 2007 | 27% | 39% | 34% | 59 |
| Teachers are more involved in decision making at this school than they were before we implemented comprehensive school reform. | Spring 2006 | 24% | 25% | 51% | 71 |
| | Spring 2007 | 30% | 28% | 42% | 57 |
| Our program adequately addresses the requirements of students with special needs. | Spring 2006 | 7% | 27% | 66% | 67 |
| | Spring 2007 | 12% | 23% | 65% | 57 |
| Because of our school's program, teachers in this school spend more time working together to develop curriculum and plan instruction. | Spring 2006 | 16% | 24% | 59% | 74 |
| | Spring 2007 | 22% | 22% | 57% | 60 |
| Because of CSR, interactions between teachers and students are more positive. | Spring 2006 | 7% | 43% | 49% | 67 |
| | Spring 2007 | 11% | 33% | 56% | 55 |

## School 9

**Table C.9. CSR Teacher Questionnaire Responses for Individual Items Across Constructs 2006 to 2007**

| School 9 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Capacity** | | | | | |
| Teachers are given sufficient planning time to implement our program. | Spring 2006 | 39% | 36% | 25% | 36 |
| | Spring 2007 | 43% | 21% | 36% | 28 |
| Materials (books and other resources) needed to implement our CSR program are readily available. | Spring 2006 | 20% | 23% | 57% | 35 |
| | Spring 2007 | 15% | 44% | 41% | 27 |
| Our school has sufficient faculty and staff to fully implement this program. | Spring 2006 | 18% | 24% | 58% | 33 |
| | Spring 2007 | 30% | 19% | 52% | 27 |
| Because of our CSR program, technological resources have become more available. | Spring 2006 | 32% | 35% | 32% | 31 |
| | Spring 2007 | 36% | 32% | 32% | 25 |
| **Support** | | | | | |
| I have a thorough understanding of this school's CSR program. | Spring 2006 | 18% | 29% | 53% | 34 |
| | Spring 2007 | 11% | 37% | 52% | 27 |
| I have received adequate initial and ongoing professional development/training for CSR program implementation. | Spring 2006 | 9% | 14% | 77% | 35 |
| | Spring 2007 | 18% | 36% | 46% | 28 |
| Professional development provided by external trainers, model developers, and/or designers has been valuable. | Spring 2006 | 19% | 19% | 61% | 36 |
| | Spring 2007 | 25% | 25% | 50% | 28 |
| Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program. | Spring 2006 | 11% | 17% | 71% | 35 |
| | Spring 2007 | 19% | 26% | 56% | 27 |
| My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.). | Spring 2006 | 11% | 43% | 46% | 28 |
| | Spring 2007 | 20% | 35% | 45% | 20 |

| School 9 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Focus** | | | | | |
| Teachers in this school are generally supportive of our CSR program. | Spring 2006 | 15% | 26% | 59% | 34 |
| | Spring 2007 | 21% | 50% | 29% | 28 |
| The elements of our CSR program are effectively integrated to help us meet school improvement goals. | Spring 2006 | 19% | 41% | 41% | 32 |
| | Spring 2007 | 28% | 40% | 32% | 25 |
| As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress. | Spring 2006 | 9% | 20% | 71% | 35 |
| | Spring 2007 | 14% | 25% | 61% | 28 |
| Our school has a plan for evaluating all components of our comprehensive school reform program. | Spring 2006 | 3% | 23% | 74% | 31 |
| | Spring 2007 | 23% | 23% | 55% | 22 |
| I am satisfied with the Federal, State, local, and private resources that are being coordinated to support our CSR program. | Spring 2006 | 23% | 40% | 37% | 30 |
| | Spring 2007 | 14% | 48% | 38% | 21 |
| **Pedagogy** | | | | | |
| Because of our CSR program, I use textbooks, workbooks, and worksheets less than I used to for basic skills or content area instruction. | Spring 2006 | 47% | 29% | 24% | 34 |
| | Spring 2007 | 26% | 52% | 22% | 27 |
| Our comprehensive school reform program has changed classroom learning activities a great deal. | Spring 2006 | 38% | 34% | 28% | 32 |
| | Spring 2007 | 44% | 30% | 26% | 27 |
| Students in my class spend at least two hours per school day in interdisciplinary or project-based work. | Spring 2006 | 33% | 40% | 27% | 30 |
| | Spring 2007 | 39% | 39% | 22% | 23 |
| Students in my class spend much of their time working in cooperative learning teams. | Spring 2006 | 41% | 25% | 34% | 32 |
| | Spring 2007 | 28% | 34% | 38% | 29 |
| Students are using technology more effectively because of our CSR program. | Spring 2006 | 33% | 30% | 36% | 33 |
| | Spring 2007 | 44% | 32% | 24% | 25 |

| School 9 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Outcomes** | | | | | |
| Student achievement has been positively impacted by CSR. | Spring 2006 | 32% | 35% | 32% | 31 |
| | Spring 2007 | 33% | 33% | 33% | 24 |
| Students in this school are more enthusiastic about learning than they were before we became a CSR school. | Spring 2006 | 53% | 23% | 23% | 30 |
| | Spring 2007 | 48% | 33% | 19% | 27 |
| Because of CSR, parents are more involved in the educational program of this school. | Spring 2006 | 58% | 27% | 15% | 33 |
| | Spring 2007 | 52% | 41% | 7% | 27 |
| Community support for our school has increased since comprehensive school reform has been implemented. | Spring 2006 | 52% | 35% | 13% | 31 |
| | Spring 2007 | 44% | 28% | 28% | 25 |
| Students have higher standards for their own work because of our school's program. | Spring 2006 | 53% | 31% | 16% | 32 |
| | Spring 2007 | 44% | 41% | 15% | 27 |
| Teachers are more involved in decision making at this school than they were before we implemented comprehensive school reform. | Spring 2006 | 19% | 33% | 47% | 36 |
| | Spring 2007 | 50% | 31% | 19% | 26 |
| Our program adequately addresses the requirements of students with special needs. | Spring 2006 | 9% | 34% | 56% | 32 |
| | Spring 2007 | 4% | 35% | 61% | 23 |
| Because of our school's program, teachers in this school spend more time working together to develop curriculum and plan instruction. | Spring 2006 | 27% | 24% | 48% | 33 |
| | Spring 2007 | 44% | 30% | 26% | 27 |
| Because of CSR, interactions between teachers and students are more positive. | Spring 2006 | 26% | 32% | 42% | 31 |
| | Spring 2007 | 33% | 41% | 26% | 27 |

## School 10

**Table C.10. CSR Teacher Questionnaire Responses for Individual Items Across Constructs 2006 to 2007**

| School 10 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Capacity** | | | | | |
| Teachers are given sufficient planning time to implement our program. | Spring 2006 | 16% | 26% | 58% | 19 |
| | Spring 2007 | 16% | 29% | 55% | 31 |
| Materials (books and other resources) needed to implement our CSR program are readily available. | Spring 2006 | 0% | 32% | 68% | 19 |
| | Spring 2007 | 3% | 34% | 62% | 29 |
| Our school has sufficient faculty and staff to fully implement this program. | Spring 2006 | 22% | 17% | 61% | 18 |
| | Spring 2007 | 16% | 13% | 72% | 32 |
| Because of our CSR program, technological resources have become more available. | Spring 2006 | 0% | 16% | 84% | 19 |
| | Spring 2007 | 3% | 13% | 84% | 31 |
| **Support** | | | | | |
| I have a thorough understanding of this school's CSR program. | Spring 2006 | 6% | 33% | 61% | 18 |
| | Spring 2007 | 6% | 30% | 64% | 33 |
| I have received adequate initial and ongoing professional development/training for CSR program implementation. | Spring 2006 | 0% | 21% | 79% | 19 |
| | Spring 2007 | 13% | 25% | 63% | 32 |
| Professional development provided by external trainers, model developers, and/or designers has been valuable. | Spring 2006 | 0% | 21% | 79% | 19 |
| | Spring 2007 | 3% | 29% | 68% | 31 |
| Guidance and support provided by our school's external facilitator, support team, or other state-identified resource personnel have helped our school implement its program. | Spring 2006 | 0% | 22% | 78% | 18 |
| | Spring 2007 | 0% | 27% | 73% | 30 |
| My school receives effective assistance from external partners (e.g., university, businesses, agencies, etc.). | Spring 2006 | 6% | 25% | 69% | 16 |
| | Spring 2007 | 4% | 32% | 64% | 25 |

| School 10 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Focus** | | | | | |
| Teachers in this school are generally supportive of our CSR program. | Spring 2006 | 0% | 11% | 89% | 18 |
| | Spring 2007 | 0% | 7% | 93% | 30 |
| The elements of our CSR program are effectively integrated to help us meet school improvement goals. | Spring 2006 | 0% | 22% | 78% | 18 |
| | Spring 2007 | 3% | 10% | 87% | 30 |
| As a school staff, we regularly review implementation and outcome benchmarks to evaluate our progress. | Spring 2006 | 0% | 12% | 88% | 17 |
| | Spring 2007 | 9% | 16% | 75% | 32 |
| Our school has a plan for evaluating all components of our comprehensive school reform program. | Spring 2006 | 0% | 23% | 77% | 13 |
| | Spring 2007 | 0% | 7% | 93% | 27 |
| I am satisfied with the Federal, State, local, and private resources that are being coordinated to support our CSR program. | Spring 2006 | 20% | 33% | 47% | 15 |
| | Spring 2007 | 0% | 39% | 61% | 23 |
| **Pedagogy** | | | | | |
| Because of our CSR program, I use textbooks, workbooks, and worksheets less than I used to for basic skills or content area instruction. | Spring 2006 | 26% | 32% | 42% | 19 |
| | Spring 2007 | 14% | 32% | 54% | 28 |
| Our comprehensive school reform program has changed classroom learning activities a great deal. | Spring 2006 | 5% | 26% | 68% | 19 |
| | Spring 2007 | 3% | 30% | 67% | 30 |
| Students in my class spend at least two hours per school day in interdisciplinary or project-based work. | Spring 2006 | 28% | 33% | 39% | 18 |
| | Spring 2007 | 19% | 54% | 27% | 26 |
| Students in my class spend much of their time working in cooperative learning teams. | Spring 2006 | 21% | 37% | 42% | 19 |
| | Spring 2007 | 10% | 50% | 40% | 30 |
| Students are using technology more effectively because of our CSR program. | Spring 2006 | 5% | 5% | 89% | 19 |
| | Spring 2007 | 0% | 11% | 89% | 28 |

| School 10 | Survey Administration | Strongly Disagree OR Disagree | Neutral | Strongly Agree OR Agree | N |
|---|---|---|---|---|---|
| **Outcomes** | | | | | |
| Student achievement has been positively impacted by CSR. | Spring 2006 | 6% | 17% | 78% | 18 |
| | Spring 2007 | 0% | 11% | 89% | 28 |
| Students in this school are more enthusiastic about learning than they were before we became a CSR school. | Spring 2006 | 6% | 35% | 59% | 17 |
| | Spring 2007 | 4% | 37% | 59% | 27 |
| Because of CSR, parents are more involved in the educational program of this school. | Spring 2006 | 6% | 69% | 25% | 16 |
| | Spring 2007 | 9% | 55% | 36% | 22 |
| Community support for our school has increased since comprehensive school reform has been implemented. | Spring 2006 | 6% | 44% | 50% | 16 |
| | Spring 2007 | 5% | 59% | 36% | 22 |
| Students have higher standards for their own work because of our school's program. | Spring 2006 | 6% | 41% | 53% | 17 |
| | Spring 2007 | 15% | 46% | 38% | 26 |
| Teachers are more involved in decision making at this school than they were before we implemented comprehensive school reform. | Spring 2006 | 6% | 44% | 50% | 18 |
| | Spring 2007 | 4% | 43% | 54% | 28 |
| Our program adequately addresses the requirements of students with special needs. | Spring 2006 | 6% | 44% | 50% | 18 |
| | Spring 2007 | 3% | 17% | 79% | 29 |
| Because of our school's program, teachers in this school spend more time working together to develop curriculum and plan instruction. | Spring 2006 | 5% | 58% | 37% | 19 |
| | Spring 2007 | 13% | 37% | 50% | 30 |
| Because of CSR, interactions between teachers and students are more positive. | Spring 2006 | 0% | 17% | 83% | 18 |
| | Spring 2007 | 0% | 28% | 72% | 29 |