Evaluation of the Comprehensive School Reform Program Implementation and Outcomes

Fifth-Year Report

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January 2010

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EXHIBITS

PREFACE

This *Fifth-Year Report* from the Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) is the final report on the outcomes of the federally funded Comprehensive School Reform (CSR) program. It presents findings about the relationship between participation in the U.S. Department of Education's Comprehensive School Reform program in 2002 and subsequent student achievement five years later. This report follows the study's *Third-Year Report* which presented findings as of 2005 and was published in 2008.[1] The *Fifth-Year Report* examines the CSR program throughout the country and its relationship with gains in student achievement as of 2007.

The CSR program was established as a demonstration program in 1998 and authorized as a full program in 2002 as part of the *No Child Left Behind Act (NCLB)*. It is one approach to help low-performing K–12 public schools meet state performance standards. The CSR program emphasizes two major concepts. First, the approach mandates that school reform should be *comprehensive* in nature, strengthening all aspects of school operations—curriculum, instruction, professional development, parental involvement and school organization. Second, the CSR approach should involve the use of *scientifically based research models*—that is, models with evidence of effectiveness in multiple settings.

In 2001, the U.S. Department of Education contracted with WestEd and COSMOS Corporation to conduct a five-year study of the CSR program; ECSRIO, which involved a survey of 500 CSR schools and 500 comparison schools; case studies of 30 sites; and analyses of student achievement in all schools receiving CSR funding in 2002. This report presents the fifth-year findings of this study.

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1. The Second-Year and Fourth-Year reports are internal documents to the U.S. Department of Education. The Second-Year report is titled "Longitudinal Assessment of Comprehensive School Reform Program Implementation and Outcomes" and was compiled October 2004 by the U.S. Department of Education Office of the Under Secretary, Policy and Program Studies Service. The Fourth-Year report is titled "Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO): Interim Internal Report Draft" and was compiled November 2007 by the U.S. Department of Education, Office of Planning, Evaluation, and Policy Development/Policy and Program Studies Service.

ACKNOWLEDGMENTS

EXECUTIVE SUMMARY

The Comprehensive School Reform (CSR) program was first established as a demonstration program in 1998. The program was subsequently authorized under the *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act of 2001 (NCLB)*. The program emphasizes two major concepts. First, the approach mandates that school reform should be *comprehensive* in nature, strengthening all aspects of school operations—curriculum, instruction, professional development, parental involvement and school organization. Second, the CSR approach involves the use of *scientifically based research models*—that is, models with evidence of effectiveness in multiple settings.

In 2001, the U.S. Department of Education contracted with WestEd and COSMOS Corporation to conduct the Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO). This fifth-year final report of the study first updates the *Third-Year Report* (U.S. Department of Education, 2008) by addressing whether schools that received CSR awards had higher achievement gains and/or made greater progress implementing the 11 components than did non-CSR schools. Specifically, we address the following questions:

➢ Was receipt of a CSR award associated with improvements in school-level mathematics and reading achievement five years later?

➢ Were schools that received CSR awards more likely five years later to implement the legislatively specified components of CSR than other schools?

Next, this report's final chapter describes and discusses what we learned over the course of the entire study about school reform by summarizing key findings across the major ECSRIO reports, including the recently completed examination of dramatic school improvement. This chapter also includes recommendations for future federal policy and research.

BACKGROUND

Originally funded as the Comprehensive School Reform Demonstration Program in 1998 with $145 million, the program became part of *NCLB* in 2002 with funding of $310 million. In FY 2003 and FY 2004, Congress allocated $308 million for the CSR program, and in FY 2005, $205 million. Between 1998 and 2006, nearly 7,000 schools nationwide received three-year awards to implement CSR models. In FY 2006, funding was appropriated only for a clearinghouse to support comprehensive school reform and not for school-based activities.

NCLB defines the CSR program as containing 11 components, which are assumed to work together as schools undergo reform (Exhibit E.1).

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Exhibit E.1
Eleven Components of Comprehensive School Reform
Described in the *No Child Left Behind Act*

1. **Proven methods** and strategies for student learning, teaching, and school management that are based on scientifically based research and effective practices and that have been replicated successfully in schools with diverse characteristics.

2. **Comprehensive design** for effective school functioning, integrating instruction, assessment, classroom management, and professional development and aligning these functions into a schoolwide reform plan designed to enable all students to meet challenging state content and performance standards and to address needs identified through a school needs assessment.

3. **Professional development**, including high-quality and continuous teacher and staff professional development and training.

4. **Measurable goals** for student performance and benchmarks for meeting those goals.

5. **Support from staff members,** including school faculty, administrators and other staff members.

6. **Support for staff members,** including school faculty, administrators and other staff members (added in 2001).

7. **Parent and community involvement**, including meaningful involvement of parents and the local community in planning and implementing school improvement activities.

8. **External assistance,** including high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience in schoolwide reform and improvement.

9. **Evaluation,** Including a plan to evaluate the implementation of school reforms and the student results achieved.

10. **Coordination of resources,** which involves identifying how other available resources (federal, state, local and private) help the school coordinate services to support and sustain the school reform.

11. **Scientifically based research** designed to significantly improve the academic achievement of students participating in such programs as compared with students in schools who have not participated in such programs or to provide strong evidence that such programs will significantly improve the academic achievement of participating children (added in 2001).

Source*: Title I, Part F, Section 1606 of the *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act of 2001..*

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ECSRIO, mandated by Section 1607 of the *Elementary and Secondary Education Act*, as amended by the *No Child Left Behind Act*, addresses several broad questions related to the CSR program.

 ➢ How were CSR funds targeted?

 ➢ How was reform implemented in CSR and non-CSR schools?

 ➢ How was reform related to achievement outcomes?

ECSRIO examines the implementation and outcomes of the cohort of CSR awardees that received their initial awards in 2002. Awards spanned three years, although some awardees carried over funds for an additional year.

The series of studies conducted for the project view the CSR program through numerous lenses, including achievement analyses, surveys of school reform implementation, and multiple case studies.

Three distinct methodological approaches were used:

➢ Multivariate statistical analyses comparing all Title I CSR with Title I non-CSR matched comparison schools to determine whether receiving a CSR award was related to school-level achievement increases three and five years later[2]

➢ Quantitative descriptive analyses of CSR reform implementation from a survey of principals and teachers in a random sample of 436 CSR and 382 matched non-CSR comparison schools to determine the comprehensiveness of implementation

➢ Qualitative case study analyses designed to study CSR reform implementation and illustrate the ways CSR components were implemented[3] as well as to understand the process by which chronically low-performing schools turned themselves around and sustained achievement gains[4]

Only a small number of high schools received CSR awards in 2002. Consequently, the sample included too few high schools for analysis, so this report does not focus on them.[5] This study frequently found differences in outcomes between elementary and middle schools, including differences in the relationships between achievement and award receipt. Such differences are possibly related to the different structures in the two types of schools, with middle schools having subject-area departments and elementary schools mainly teaching students in self-contained classrooms. These structural differences may affect not only the nature of the reform approach each level of school adopts but also how well reforms are implemented across all grades, subjects and teachers. Consequently, the report includes separate findings for elementary and middle schools.

It is important to note that ESCRIO is not a study of the implementation of individual CSR models and their relationships with achievement outcomes. Many other researchers have focused on individual models (see Borman, Hewes, Overman, & Brown, 2002, for a meta-analysis of many of these studies). Instead, ECSRIO is a study of average achievement gains in schools that receive CSR grants, irrespective of the models these schools chose.

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2. The achievement analyses rely on (a) standardized school-level achievement scores from the National Longitudinal School-Level State Assessment Score Database (NLSLSASD) maintained by the American Institutes for Research (AIR), (b) data supplied by the Education Data Exchange Network (EDEN) housed at the U.S. Department of Education, (c) the Council of Chief State School Officers (CCSSO), and (d) states' Web sites.

3. These case studies involved the study of CSR reform implementation in (a) 15 pairs of schools (15 CSR schools and 15 matched comparison schools) originally selected to be part of this study to illustrate the ways CSR components were implemented in both CSR and non-CSR schools and (b) case studies in 13 schools (9 improving and 4 comparison schools) selected to extend the previous qualitative case study analyses of CSR and non-CSR schools.

4. Results from the study of how underperforming schools were able to turn around their performance appear in the *Achieving Dramatic School Improvement: An Exploratory Study* report (U.S. Department of Education, 2010).

5. For more information on the number of high schools versus elementary and middle schools that received CSR awards, see Exhibit B-2 on page 57 of *Longitudinal Assessment of Comprehensive School Reform Program Implementation and Outcomes: First-Year Report* (U.S. Department of Education, 2004).

STUDY LIMITATIONS

The multi-method approach to this evaluation, like most studies of practice (Lipsey, 2003), has limitations.

First, all achievement analyses rely on standardized school-level achievement scores from NLSLSASD, CCSSO, EDEN, and state Web sites. The use of school-level outcome measures presents methodological and psychometric challenges.

- School-level scores are aggregate measures of individual student performance within a school and, as such, do not account for variation in academic performance among students within a group.

- These school level analyses are not sensitive to the fact that performance may be contingent on both individual factors and factors related to group membership such as membership in different classrooms and school environments. The multileveled structure of data is not adequately addressed in aggregate analyses, which limits the precision of the estimates produced.

Despite these weaknesses, designating the school as the unit of analysis and using aggregate outcome measures is deemed appropriate given the goals of the evaluation and the nature of the CSR program. The analyses rely on aggregate outcome measures that are both meaningful to schools and relevant to the current policy environment. School-level proficiency is the performance measure for which all schools are held accountable. Although the use of aggregate measures may compromise precision, its relevance for school officials and policy-makers offsets its limitations. Moreover, the CSR program was designed to stimulate comprehensive change through a set of coordinated reform actions that influence school operations across the whole school. In this context, it is appropriate to use the school as the unit of analysis and school-level achievement measures to examine how the CSR program influences achievement.

A second limitation of this study is shared with other efforts to assess program effectiveness across states over time. Such evaluations must overcome the difficulty of using the existing state assessments, which are designed to provide information about students' progress toward mastering the content established in each state's standards. Consequently, assessments differ. In fact, neither the content nor the criteria for determining proficiency are the same from state to state. Also, standards, assessments and proficiency criteria often change, making scores within states difficult to compare over time. Finally, because of the structure of state assessments (especially before *NCLB*), we were unable to track cohorts of students because such data were rare before 2004–05. During the time before *NCLB*, most states assessed students once during the elementary school years (typically fourth grade) and once during the middle school years (typically eighth grade). We chose these grades to represent school-level achievement measures during the baseline years wherever possible because they were the only data available. Throughout the study, we continued to focus on these grades as surrogate measures for school-level achievement to ensure consistency in our measures; that is, we sought to ensure that students at similar levels of age-specific development were being compared with each other rather than attempt to average students across different stages of development in later years

(when more assessment data were available) and compare them with the original group of fourth- and eighth-grade students.

School-level assessment scores were standardized within states for each year to enable us to analyze outcomes across states and assessment instruments.[6] The standardization provides a common metric for all achievement outcomes; however, it does not account for all sources of heterogeneity among states resulting from differences in assessments, the stringency of state proficiency standards, and the fact that the analyses rely on different groups of students in each year.

Third, this study also may be limited by nonrandom attrition of a large number of schools from some analyses because of survey nonresponse, the fact that several states did not report all data to the Common Core of Data, and the removal of non-CSR schools that received CSR awards after 2002. The unrepresentative nature of missing data in the Year 5 sample and the inadvisability of imputing such data from Year 3 responses were factors precluding analyses in this report on the relationship between implementation and achievement.

MAIN FINDINGS

In this section, we address the questions of whether schools that received their initial CSR awards in 2002 realized achievement gains in mathematics and reading five years later, whether CSR schools made gains in implementing the federally mandated components of the CSR program, and whether CSR schools adopting curriculum models with a scientific research base were more likely to experience subsequent achievement gains.

> **Was receipt of a CSR award associated with improvements in school-level mathematics and reading achievement?**

> ➢ Five years after initially receiving their CSR awards, schools receiving awards did not demonstrate larger achievement growth than matched comparison schools not receiving CSR grants. In fact, achievement gains were nonexistent in CSR elementary schools, were marginally lower than their comparison schools in middle school mathematics, and were no different from their comparison schools in middle school reading.

Achievement in CSR schools was largely unchanged in the five years after receiving a CSR award (Exhibit E.2). Comparison schools had higher gains in middle school mathematics and reading, although the differences between CSR and comparison schools were only marginally significant for mathematics achievement and insignificant for reading achievement. These findings are largely consistent with findings from this study's *Third Year Report* (U.S. Department of Education, 2008).

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6. See Exhibit 2 on pages 9–16 in the *Third Year Report* (U.S. Department of Education, 2008) for a list of the measures used for each state for the years 1999–00 to 2004–05 of this study. This report updates those data with percent proficient in 2006–07; they were the only outcome measures available.

Exhibit E.2
Average Gains in Percent Proficient or Higher From 2003 to 2007 for CSR and Matched Non-CSR Schools

		Average Gain in Percent Proficient		
	N	CSR Schools	Non-CSR Schools	Difference
Elementary Mathematics	493	n.s.	n.s.	n.s.
Elementary Reading	563	n.s.	n.s.	n.s.
Middle School Mathematics	291	0.2*	2.8**	-2.6+
Middle School Reading	294	n.s.	2.5*	n.s.

Exhibit highlights: Comprehensive School Reform (CSR) schools had a statistically significant increase between 2002–03 and 2006–07 in middle school mathematics of 0.2 percentage points. However, matched non-CSR schools had larger statistically significant increases in middle school mathematics and reading of 2.8 and 2.5 percentage points, respectively. Nevertheless, only middle school mathematics had a marginally statistically significant difference between CSR schools and their matched non-CSR schools.

Source: CSR Awards Database; Common Core of Data (CCD); National Longitudinal School-Level State Assessment Score Database (NLSLSASD), Education Data Exchange Network (EDEN), Council of Chief State School Officers (CCSSO), and state Web sites.

Note: "n.s." indicates not statistically significant; + $p < .10$; * $p < .05$; ** $p < .01$. Tests for the statistical significance of achievement gains for CSR and non-CSR schools are *t*-tests to assess whether the value is different from zero. The differences between CSR and non-CSR schools are assessed through paired *t*-tests. Values for percent proficient or higher are computed by multiplying the average standard deviation of the achievement measures by the statistically significant estimates for the relationships between scientifically based research model adoption and school-level achievement.

Were schools that received CSR awards more likely to implement the legislatively specified components of CSR than other schools?

➢ No, consistent with earlier study findings, both CSR and non-CSR schools implemented a similar number of legislatively specified components in both 2003 and 2007. The number of components rose slightly for CSR and non-CSR schools during this period at both the elementary and middle school levels.

CSR awards were three-year grants intended to stimulate the implementation of the 11 components identified in *NCLB*. However, by 2007, CSR schools, on average, implemented fewer than five components five years after receiving their CSR awards (Exhibit E.3). Furthermore, implementation of the number of components at the elementary school level was nearly identical in both CSR and non-CSR schools. In 2003, CSR elementary schools reported implementing slightly more components than non-CSR schools; this difference was statistically

significant. However, this difference was no longer statistically significant by 2007. No significant differences existed in either 2003 or 2007 in the number of reform components implemented by CSR and non-CSR middle schools. Both CSR and non-CSR schools increased the number of reform components implemented from 2003 to 2007.

| | Average Number of Components Implemented | | | | | |
| | Elementary School | | | Middle School | | |
School Type	2003	2007	Change from 2003 to 2007	2003	2007	Change from 2003 to 2007
CSR Schools	3.9	4.6	0.7**	3.4	4.1	0.6*
Non-CSR Schools	3.5	4.4	0.8**	3.2	4.2	1.0**
Difference Between CSR Schools and Non-CSR Schools	0.4+	0.2	0.1	0.2	-0.1	0.3

Exhibit E. 3
Average Number of CSR Components Implemented by CSR and Non-CSR Schools in 2003 and 2007

Exhibit highlights: In 2003, Comprehensive School Reform (CSR) elementary schools reported implementing a somewhat higher average number of components than non-CSR schools. No other statistically significant differences between CSR and non-CSR schools exist. Both CSR and non-CSR schools reported similar increases between 2003 and 2007 in the number of components implemented.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) surveys.

Note: $+ p < .10$; $* p < .05$; $** p < .01$. $N = 150$ for CSR elementary schools; $N = 124$ for non-CSR elementary schools; $N = 112$ for CSR and non-CSR middle schools.

Adoption of Scientifically Based Research Models and Achievement Outcomes

In the *Third-Year Report,* we reported on whether schools that received CSR awards adopted models with a scientific research base and whether that adoption was associated with achievement gains after three years.[7] Those ratings derived from the Comprehensive School Reform Quality (CSRQ) Center ratings[8] of the scientific research base in commonly adopted reform models to assess the extent to which the use of CSR approaches with such a base was associated with higher achievement. We found that only one-third of CSR schools adopted models that later received ratings from CSRQ that indicated they had a scientific research base. Most schools chose models that were not rated by CSRQ.

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7. See U.S. Department of Education (2008).
8. The CSRQ Center ratings provide a scale for the breadth and quality of the research base for the 31 most widely adopted CSR models in elementary, middle and high schools. The CSRQ Center conducted a total of 40 ratings because some models were rated at both the elementary and secondary levels. The categories are Very Strong, Moderately Strong, Moderate, Limited, Zero and Negative. The CSRQ Center was funded under the U.S. Department of Education's Comprehensive School Reform Quality Initiatives program.

In general, schools that adopted comprehensive school reform models with scientific research bases had higher mathematics achievement gains compared with reading gains after three years. Mathematics achievement improved in low-performing elementary schools[9] and in all middle schools (including low-performing schools) that adopted models with scientific research bases. Mathematics achievement improved in low-performing CSR elementary schools that adopted models with scientific research bases, but it did not improve in non-low-performing CSR elementary schools (Exhibit E.4).[10] Low-performing CSR elementary schools gained about 2 percentage points in the percentage of students scoring at the proficient level or higher in mathematics if they adopted a model with a limited scientific research base and 4 percentage points if they adopted a model with a moderate or moderately strong scientific research base. There was no relationship between changes in elementary reading achievement and the selection of a model with a scientific research base.

At the middle school level, all CSR schools (including low-performing schools) that adopted models with limited scientific research bases realized gains after three years in the percent proficient or higher levels (about 6 percentage points in mathematics and 3 percentage points in reading), although the relationship with reading achievement is only weakly significant.[11] Furthermore, low-performing CSR middle schools that adopted a model with a moderate or higher research base had gains of about 4 percentage points in the percent proficient or higher levels in mathematics, although this relationship, too, is also only weakly significant.

One possible explanation for these inconsistent findings lies with the way the CSRQ Center determined ratings. The CSRQ Center determined "strength of the research base" by the nature of the evaluation design, with more weight given to more rigorous designs and the number of models evaluated that use such designs. It is possible that some potent strategies had not been evaluated rigorously, so the ratings underplay their potential for effectiveness. It is also possible that implementation in schools in this study may have been less comprehensive than it was in schools included in the studies that the CSRQ Center used. Note that we did not update these results for this *Fifth-Year Report* because we had no way of knowing whether these schools continued to implement the models they chose five years earlier.

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9. Low-performing schools refer to those CSR schools that were in the lowest 25 percent of achievement of all CSR schools in 2001–02.
10. The CSRQ rating scale includes Very Strong, Moderately Strong, Moderate, Limited, Zero and Negative categories. No model received a "Negative" or "Very Strong" rating. The analyses that examine the relationship between strength of the research base and achievement treat the scientific research base variable as a series of dummy coded variables for Limited and Moderate/Moderately Strong CSRQ ratings.
11. Throughout this report, findings that are reported as weakly significant are statistically significant at $p < .10$.

Exhibit E.4
Average Gains in Percent Proficient or Higher From 2002 to 2005, by Subject Area and Strength of Scientific Research Base

	Average Gains in Percent Proficient or Higher			
	Elementary School		Middle School	
	Mathematics	Reading	Mathematics	Reading
All CSR Schools				
Limited Scientific Research Base	n.s.	n.s.	5.92**	3.36+
Moderate/Moderately Strong Research Base	n.s.	n.s.	n.s.	n.s.
Low-Performing CSR Schools				
Limited Scientific Research Base	1.92**	n.s.	5.92**	3.36+
Moderate/Moderately Strong Research Base	4.00*	n.s.	4.16+	n.s.

Exhibit highlights: At the elementary level, low-performing Comprehensive School Reform (CSR) schools that adopted models with limited or moderate to moderately strong scientific research bases had higher mathematics achievement; there was no relationship between reading achievement and models with a scientific research base. At the middle school level, CSR schools that adopted models with limited scientific research bases had higher mathematics and reading achievement gains in the percent proficient or higher levels than those that did not adopt such models; low-performing CSR schools that adopted models with moderate to moderately strong research bases had higher mathematics achievement than those that chose other models.

Source: From "Comprehensive School Reform Quality (CSRQ) Center Report on Elementary School Comprehensive School Reform Models," by CSRQ Center, 2005, Washington, DC: American Institutes for Research; "Comprehensive School Reform Quality (CSRQ) Center Report on Middle and High School Comprehensive School Reform Models," by CSRQ Center, 2006, Washington, DC: American Institutes for Research; CSR Awards Database; Common Core of Data (CCD); National Longitudinal School-Level State Assessment Score Database (NLSLSASD).

Note: n.s. indicates not statistically significant; $+ p < .10$; $* p < .05$; $** p < .01$. Values for percent proficient or higher are computed by multiplying the average standard deviation of the achievement measures by the statistically significant estimates for the relationships between scientifically based research model adoption and school-level achievement.

OVERALL STUDY CONCLUSIONS

In this section, we present the key overall findings from the multiple studies forming the ESCRIO project as well as the major implications for future federal education policy-making and for conducting high-quality research and evaluation studies in this area.

Effectiveness of the Federal CSR Program

The federal CSR program did not yield comprehensively reformed schools. Although states largely succeeded in providing CSR funds to those schools most in need, schools receiving CSR awards made little progress in implementing more than just a few of the legislatively mandated components and were largely indistinguishable from non-CSR schools that were similar in baseline achievement and demographics.

Furthermore, the federal CSR program was not associated with widespread achievement gains. Although CSR schools did realize improvements in mathematics and reading achievement after three years of their initial awards, they improved at quite similar rates as those of comparable, non-CSR Title I schools. After five years, any gains that CSR schools made had evaporated so that mathematics and reading achievement were similar to baseline levels at the time they received their awards.

There were some instances where we did observe achievement gains, however. These gains were somewhat more likely in mathematics in schools that selected models identified as having a scientific research base. However, only one-third of the schools receiving CSR awards selected reform models identified as having a scientific research basis.

Examples of School Improvement

Despite the finding that the federal CSR program as a whole was not associated with improvements in achievement or school operations, we did find instances where targeted, sustained efforts appeared to lead to achievement gains.[12] Results from the A*chieving Dramatic School Improvement: An Exploratory Study* report (U.S. Department of Education, 2010) not only highlighted instances of noteworthy achievement gains among initially low-performing schools but also expanded the knowledge base about the challenges and intricacies of turning around achievement in these schools. In this exploratory set of case studies of rapid-improvement schools (i.e., initially low-performing schools that made substantial achievement gains in a short time period) and schools improving at a slower and steadier pace, we identified leadership, school climate, instruction and data use, and external support as important factors in the schools visited. At the same time, we observed that these factors were "put together" by schools in many different ways. Some, for example, placed greater emphasis on distributed leadership over transparent use of student-level data while others did the reverse. Further, the reform strategies interacted with each other and with their school's preexisting context in multiple ways. We believe these cases add to a growing body of literature associating specific school-level policies and practices with school improvement while also demonstrating that there is no "one way" to implement an effective school improvement program because different factors play out in different ways in different settings.

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12. A substudy was undertaken of CSR schools that made dramatic improvements in achievement, focusing on factors such as the role of leadership, use of data, school climate, and external support in helping to turn around poor performance. While results are reported separately in the *Achieving Dramatic School Improvement* (U.S. Department of Education, 2010), we provide a summary on pages 51–56 of this report.

RECOMMENDATIONS FOR FEDERAL POLICY AND RESEARCH

Given the limited effects of the CSR program, how can the federal government foster scalable or systemwide reform that resembles the successes observed in the case study sites? We would posit that with no "one way" to implement a successful school improvement program, federally supported improvement will require highly contextualized and resource intensive support. The U.S. Department of Education would need to begin to provide substantial amounts of direct and individually tailored technical assistance to state departments of education and possibly also to local school districts. The assistance the Department would provide to states could mirror the situationally dependent assistance some states in the case study sites provided to districts and schools.

Future research for improving chronically low-performing schools could play a significant role in shaping the nature of not only subsequent federal efforts but also the efforts of other service providers so they are targeted on interventions most likely to result in positive effects. To do so, we recommend that a future research agenda address three critical needs. First, there is a need for a robust national database of school information—including achievement measures, school characteristics (e.g., demographics and staffing), budgets, and relevant reform activities—to be made publicly available. This recommendation supports the second recommendation—the study of school improvement in "real-time" instead of retrospective efforts. Third, the effective study of school reform relies on the effective measurement of reform activities. Well-developed school reform implementation measures should be both specific enough to effectively characterize the school reform effort and broad enough to allow for comparison across school contexts; research, then, can effectively identify that set of practices a school facing a particular set of circumstances can adopt and feel reasonably confident that those practices have been shown in previous research to yield positive reform.

I. INTRODUCTION

The Comprehensive School Reform (CSR) program was first established as a demonstration program in 1998. The program was subsequently authorized under the *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act of 2001 (NCLB)*. It is one approach to help low-performing K–12 public schools meet state performance standards. The CSR program emphasizes two major concepts. First, the approach mandates that school reform should be *comprehensive* in nature, strengthening all aspects of school operations—curriculum, instruction, professional development, parental involvement and school organization. Second, the CSR approach involves the use of *scientifically based research models*—that is, models with evidence of effectiveness in multiple settings.

Originally funded as the Comprehensive School Reform Demonstration (CSRD) Program in 1998 with $145 million, the program became part of *NCLB* in 2002 with funding of $310 million. In FY 2003 and FY 2004, Congress allocated $308 million for the CSR program, and in FY 2005, $205 million. Between 1998 and 2006, nearly 7,000 schools nationwide received three-year awards to implement CSR models. In FY 2006, funding was appropriated only for a clearinghouse to support comprehensive school reform and not for school-based activities. Since then, there have been no federal funds dedicated to schools under the CSR program.[13]

NCLB defines CSR as containing 11 components, which are assumed to work together as schools undergo reform (Exhibit 1). For example, the "support from staff members" component of the CSR program dictates that the entire school should adopt the reform model, while the "support for staff members" component focuses on helping teachers and other staff members learn to use the reform strategy. This report studies these components and their implementation.

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13. Title I schoolwide schools may use Title I funds to fund the adoption of CSR models. Furthermore, the clearinghouse has continued to receive federal funds.

Exhibit 1
Eleven Components of Comprehensive School Reform
Described in the *No Child Left Behind Act*

1. **Proven methods** and strategies for student learning, teaching, and school management that are based on scientifically based research and effective practices and that have been replicated successfully in schools with diverse characteristics.

2. **Comprehensive design** for effective school functioning, integrating instruction, assessment, classroom management, and professional development and aligning these functions into a schoolwide reform plan designed to enable all students to meet challenging state content and performance standards and to address needs identified through a school needs assessment.

3. **Professional development**, including high-quality and continuous teacher and staff professional development and training.

4. **Measurable goals** for student performance and benchmarks for meeting those goals.

5. **Support from staff members,** including school faculty, administrators and other staff members.

6. **Support for staff members,** including school faculty, administrators and other staff members (added in 2001).

7. **Parent and community involvement**, including meaningful involvement of parents and the local community in planning and implementing school improvement activities.

8. **External assistance,** including high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience in schoolwide reform and improvement.

9. **Evaluation,** Including a plan to evaluate the implementation of school reforms and the student results achieved.

10. **Coordination of resources,** which involves identifying how other available resources (federal, state, local and private) help the school coordinate services to support and sustain the school reform.

11. **Scientifically based research** designed to significantly improve the academic achievement of students participating in such programs as compared with students in schools who have not participated in such programs or to provide strong evidence that such programs will significantly improve the academic achievement of participating children (added in 2001).

Source*: Title I, Part F, Section 1606 of the *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act of 2001*.

In 2001, the U.S. Department of Education contracted with WestEd to conduct a study of the Federal CSR program. The Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO), mandated by Section 1607 of the *Elementary and Secondary Education Act*, as amended by the *No Child Left Behind Act*, addresses four broad questions related to the CSR program.

➢ How were CSR funds targeted?

➢ How was reform implemented in CSR and non-CSR schools?

➢ How did state and district conditions influence reform implementation?

➢ How was reform related to achievement outcomes?

ECSRIO examines the implementation and outcomes of a cohort of CSR awardees that received their initial awards in 2002. Early findings in this study illustrated that states targeted CSR funds to low-performing, high-need schools. The *Third-Year Report* (U.S. Department of Education, 2008) found that neither the receipt of CSR awards nor the implementation of CSR components were associated with achievement gains in mathematics or reading achievement. There were, however, mixed relationships between achievement and the adoption of models with scientific research bases.

As policy-makers grappled with the increasing numbers of schools not making Adequate Yearly Progress (AYP) under *NCLB*, the U.S. Department of Education asked WestEd and the American Institutes for Research (AIR) to identify those CSR schools that made rapid improvement along with some making "slow and steady progress" during the study period and to "unpack" the efforts of those schools to understand what actions led to their improvements. In the 2007-08 school year, teams of researchers from WestEd and AIR visited 11 such schools and interviewed current and former school and district staff members, parents and community members. The results from these case studies can be found in the report *Achieving Dramatic School Improvement: An Exploratory Study* (U.S. Department of Education, 2010).

This fifth-year, final report from the ECSRIO project serves two purposes. First, we update the third-year report by addressing whether schools that received CSR awards had higher achievement gains and/or made greater progress implementing the 11 components than did non-CSR schools. Specifically, we address the following questions:

➢ Was receipt of a CSR award associated with improvements in school-level mathematics and reading achievement five years later?

➢ Were schools that received CSR awards more likely five years later to implement the legislatively specified components of CSR than other schools?

The next chapter describes the data sources used for the Year 5 analyses. The subsequent two chapters report on the overall relationship between CSR award and achievement (Chapter III) and the comprehensiveness of CSR implementation (Chapter IV). These two chapters include discussions of methodological approaches because each question relies on different methodologies and on samples constructed in different manners. The report appendixes include the standard error tables (Appendix A) and data collection instruments (Appendix B).

The second purpose of this report is to describe and discuss what we learned over the course of the entire study about school reform. The final chapter presents a summary of key findings from the entire ECSRIO study, focusing primarily on the lack of any relationship between the federal CSR program and achievement gains and specifically contrasting that finding with those from this project's intensive case studies of dramatic school improvement and from the National Longitudinal Evaluation of Comprehensive School Reform (Aladjem et al., 2006), both of which point to instances where school reform efforts can be effective. This chapter also presents recommendations for improved federal policy and research support for school reform and improvement.

II. DATA SOURCES

This study compares implementation and school-level achievement between schools that received CSR awards and similar schools that did not receive such awards. Comparisons were done by using multiple research methods for collecting and organizing data and by incorporating information from teachers and principals about reform in their schools. Analyses included the following:

➢ Multivariate statistical analyses comparing all Title I CSR with Title I non-CSR matched comparison schools to determine whether receiving a CSR award was related to school-level achievement increases over time[14]

➢ Quantitative descriptive analyses of CSR reform implementation from a survey of principals and teachers in a random sample of 436 CSR and 382 matched non-CSR comparison schools[15]

➢ Qualitative case study analyses of CSR reform implementation in 15 pairs of schools (15 CSR schools and 15 matched comparison schools) originally selected to be part of this study to illustrate the ways CSR components were implemented in both CSR and non-CSR schools and in 13 schools (9 improving and 4 comparison schools) chosen to extend the previous qualitative case study analyses of CSR and non-CSR schools

Using multiple methods increases the validity of key measures and results. In addition, this study is an evaluation of a program as it operates in the field. Such an evaluation cannot control the conditions under which activities take place. Consequently, the study cannot use an experimental design, and no causal claims can be made. The evaluation uses a quasi-experimental design, matching schools that received CSR funds with schools that did not receive funding, in both the quantitative and qualitative aspects of data collection and analysis.

This section describes the samples and the following three data sources for ECSRIO:

➢ School-level achievement measures

➢ Surveys of school reform activities

➢ Case studies of school reform activities

Because each evaluation question relies on different methods and samples constructed in different ways, discussions of the specific methods used are included with the findings for each evaluation question. The last part of this section presents study limitations.

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14. The achievement analyses rely on standardized school-level achievement scores from the National Longitudinal School-Level State Assessment Score Database (NLSLSASD) maintained by AIR, data supplied by the Education Data Exchange Network (EDEN) housed at the U.S. Department of Education, the Council of Chief State School Officers (CCSSO), and states' Websites.
15. Most CSR awards were given to elementary and middle schools. Consequently, the sample included too few high schools for analysis.

SCHOOL-LEVEL ACHIEVEMENT MEASURES

The achievement analyses rely on standardized school-level achievement scores from the National Longitudinal School-Level State Assessment Score Database (NLSLSASD) maintained by AIR, EDEN, CCSSO, and state Web sites. The NLSLSASD includes school-level measures of achievement for nearly all public schools. This database includes seven years of data, spanning 1998–99 through 2004–05; however, many states did not have or provide assessment data for the first year or two. Also, before 2003–04, nearly all states tested only a few grades. Therefore, for this study, one grade (typically fourth) was chosen to represent elementary achievement, and one grade (typically eighth) was chosen to represent middle school achievement in the school. School-level achievement data for 2006–07 were obtained from EDEN at the U.S. Department of Education and were supplemented with data from School Data Direct and from individual states' Web sites.[16] During the time before *NCLB*, most states assessed students once during the elementary school years (typically fourth grade) and once during the middle school years (typically eighth grade). We chose these grades to represent school-level achievement measures during the baseline years wherever possible because they were the only data available. Throughout the study, we continued to focus on these grades as surrogate measures for school-level achievement to ensure consistency in our measures; that is, we sought to ensure that students at similar levels of age-specific development were being compared with each other,, rather than attempt to average students across different stages of development in later years (when more assessment data were available) and compare them with the original group of fourth- and eighth-grade students.

In most instances, the average scale score or percent proficient or higher was used to calculate a standardized *z*-score within each state for each year.[17] In several instances, however, other measures such as percentile ranks were the only available outcome measures, and in those situations, standardization was done in the following manner:

1. In each year, appropriate assessment measures for mathematics and reading/language arts in elementary and middle grades were selected.

2. In many cases, fourth-grade scores were used for elementary schools and eighth-grade scores for middle schools; however, where those scores were not available, other proximate grades were used.

3. The schools in each state in each year were ranked according to their achievement measure.

4. Percentile ranks were computed from these rankings.

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16. School Data Direct is compiled and supported by CCSSO. It can be accessed online at http://www.schooldatadirect.org/.

17. The *z*-score is calculated by subtracting the population mean from an individual score and dividing it by the population standard deviation.

5. Percentile ranks were converted to normal curve equivalent scores.

6. Normal curve equivalent scores were converted to z-scores, so each state was standardized with a 0 mean and a standard deviation of 1.

Where no assessment scores were available for a state in an academic year, the standardized score was estimated by averaging the standardized score from the prior year and that of the year after. For instance, there were no assessment measures available for Idaho in 2004. The elementary mathematics score for each school in Idaho in 2004 was computed by averaging the 2003 and 2005 standardized scores in elementary school mathematics for each school.

Because the standardized scores are standard deviations, coefficients are comparable to effect sizes; that is, coefficients are interpreted as changes in standard deviations of the outcome measure. Coefficients that result from analyses can also be converted to more interpretable measures such as percent proficient or higher (Gill et al., 2005). For example, if the CSR program accounts for an increase in achievement scores of 0.5 standard deviations, this value can be multiplied by the average standard deviation of the percentage of students who achieve at the proficient level or higher across states to develop a rough estimate of the increase in achievement levels associated with the CSR approach. Exhibit 2 presents the standard deviations of elementary and middle school mathematics and reading achievement calculated from the 45 states in which achievement data were expressed as a percentage of those achieving proficient or higher levels in 2007. The average standard deviation for each of the achievement measures in elementary school mathematics and reading is approximately 20 percent and, for middle school mathematics and reading, 24.6 percent. Therefore, a finding that the CSR program accounts for an increase in achievement scores of 0.5 standard deviations corresponds to an increase of about 10 percent in elementary schools and 12.3 percent in middle schools.

Exhibit 2
Standard Deviations of Percent Proficient or Higher for 2007 Elementary and
Middle School Mathematics and Reading Achievement, by State

State	Elementary School		Middle School	
	Mathematics	Reading	Mathematics	Reading
AK	23.7	24.7	25.4	24.8
AL	14.0	10.8	17.3	17.3
AR	17.4	14.8	16.6	16.6
AZ	17.3	19.1	22.8	22.5
CA	19.0	20.4	21.3	21.3
CO	9.3	13.0	17.1	17.1
CT	17.6	21.4	18.2	18.2
DE	17.2	16.7	32.0	31.1
FL	17.7	16.4	23.7	23.2
GA	13.0	10.8	14.9	15.0
HI	15.7	15.9	12.3	12.3
ID	11.4	10.8	14.4	14.4
IL	13.6	17.6	15.1	15.1
IN	13.3	13.0	16.2	16.2
KY	16.6	13.0	15.0	15.1
LA	21.1	18.6	23.5	23.5
MA	12.7	11.3	19.9	19.9
MD	12.5	11.9	24.4	24.4
ME	16.9	14.7	16.7	16.7
MI	15.0	13.3	22.9	22.9
MN	18.0	17.9	19.5	19.4
MO	18.4	16.0	18.6	18.6
MS	13.6	7.4	15.3	15.3
MT	16.2	12.6	19.6	19.6
NC	16.3	10.7	20.7	20.7
ND	15.1	14.3	19.3	18.7
NE	9.1	10.0	11.0	11.0
NH	18.3	18.3	19.9	19.9
NJ	14.0	16.1	21.9	19.5
NV	14.8	16.1	18.8	19.2
NY	15.2	18.4	23.4	21.4
OH	19.7	16.9	21.8	21.6
OR	14.1	11.6	15.4	14.9
PA	16.8	18.0	20.1	20.1
SC	15.0	15.5	13.9	13.4

[continued from previous page]

SD	12.7	9.4	14.4	14.4
TN	11.4	11.3	12.8	12.8
TX	12.3	11.3	16.8	16.3
UT	13.9	12.9	20.1	20.1
VA	11.1	8.4	30.2	18.0
VT	15.3	13.8	15.1	15.0
WA	17.1	13.0	17.9	18.0
WI	16.2	12.7	21.3	21.0
WV	12.2	9.2	9.6	9.6
WY	10.5	15.5	21.1	21.1
Average	**19.9**	**20.1**	**24.6**	**24.6**

Exhibit highlights: The average standard deviation of all of the states was between 19.9 and 24.6 across school level and mathematics and reading subject areas.

Source: Education Data Exchange Network (EDEN), Council of Chief State School Officers (CCSSO), and state Web sites.

SURVEY OF SCHOOL REFORM ACTIVITIES

The implementation analyses rely on survey data from a random sample of CSR schools and matched comparison non-CSR schools developed at the outset of this study. The survey provides descriptive quantitative data on reform implementation—that is, the extent that schools implemented the 11 elements of the CSR program included in *NCLB* and the extent that schools engaged in other non-CSR reform-related activities. The survey also examines other factors that research has associated with successful reform such as school organization (e.g. instructors teach all subjects versus the same subject to most classes; common planning periods).

The evaluation team ensured that the sample of schools in the ECSRIO survey represented the population of schools by randomly selecting a large enough number of CSR awardees for the survey sample. When the sample for the study was drawn at the beginning of this study, the initial CSR universe for calendar year 2002 comprised 38 states and 1,096 schools. The sample of 400 schools was about 36 percent of this universe, representing 35 states. The evaluation team then updated the sample based on new data, increasing the sample by 100 schools from the 15 remaining states (further explained below).

To select the sample, researchers obtained the most complete list of CSR schools from the U.S. Department of Education's CSR Awards Database. The Department of Education required states to report their awardees to the CSR Awards Database. However, the database did not include all states from the year 2002 for two reasons. First, although data collection had been ongoing, at any given time the data may be incomplete because of delinquent reporting by state education agencies. Second, many states award CSR funds to schools biennially or irregularly.

Of the initial 15 states in the 2002 CSR universe that were missing from the original sample, three states were left out as a by-product of the random selection process. Five additional states reported data after the initial sample selection. The remaining seven states did not make any awards in 2002 but reported 2003 data. During the first year of the study, the Department of Education allocated additional funds to gather data from these 15 states.

Researchers purposefully selected an additional 100 schools from a larger random sample of these missing states to ensure that the sample represented all states and school levels. Also, to measure the value added by CSR to Title I schoolwide grants, a larger comparison group of schools with non-CSR Title I schoolwide grants was required. Thus, in the second sample, the choice of comparison schools was limited to those classified as having Title I schoolwide grants in 2002. The resulting combined sample of 500 CSR schools makes up 37 percent of the eventual (now relatively stable) universe of 1,340 awardees of the 2002 cohort. Survey data from the original sample have been combined with the follow-up sample for analyses in this report. Only a small number of high schools received CSR awards in 2002. Consequently, the high school survey sample was too small for statistical analyses, so this report focuses on elementary and middle schools, but not high schools.

Researchers used a two-step process to select potential matches for comparison with CSR schools. First, they created a school equivalency index for all schools in each state (where data were available). Second, they calculated a proximity score between each pair of schools within a state. Matching schools were selected that had the closest proximity on the index to CSR schools within the same district.

A regression-based approach to weighting and combining background characteristics was used to construct the school equivalency index for each state. This method is a simplified version of the California School Characteristics Index (which was used by the Technical Design Group of the Advisory Committee for the *Public Schools Accountability Act of 1999*). Using the NLSLSASD, the team regressed measures of academic performance on measures of schoolwide participation in federally subsidized free or reduced-price lunch programs and on schoolwide counts of student ethnicity. The estimated coefficients led to a composite of background characteristics for each school. In short, each background characteristic was weighted by the amount it contributed to student performance.

The team selected potential matches for each first-year CSR school based on a minimum distance criterion. This method was used in the majority of cases. However, alternative methods were used in two circumstances. First, in some districts (or states), either demographic or performance data were not available. Second, a suitable comparison non-CSR school was not available within the same district because the district was too small or all other comparable schools had previously participated in the CSR program. Each of these contingencies is discussed below.

In some cases, not enough data were available to construct a school equivalency index. Where states or districts did not report free or reduced-price lunch or ethnicity, schools were ranked within districts using only achievement scores. Examples of states where these data were not available are Tennessee and Washington. Achievement data were missing for some schools or districts. The proximity scores in these cases were based on an unweighted composite of free or

reduced-price lunch and ethnicity. Finally, in cases where neither student performance nor demographic data were available, non-CSR comparison schools were matched by school grade span, size, and locale.

In districts where a non-CSR comparison school could not be selected, the team searched for a suitable comparison in an adjacent district or similar locale. Because the school equivalency index included all public schools in the state, the proximity of any school within the state could be calculated. The same criteria were used for selection across districts when data were available. In cases where data were not available, the team used the same procedures that applied to selecting comparison schools within districts.

Among the schools selected at the outset of this study to chart implementation over the life of the CSR awards and beyond, non-CSR schools in the sample were higher-performing than the CSR schools in the sample and among all newly-awarded CSR schools in 2002. The baseline achievement in the ECSRIO sample of elementary CSR schools was slightly more than 0.3 standard deviations lower than their matched non-CSR comparisons while the differences were approximately 0.4 for middle schools (Exhibit 3). This difference may be related to the procedures used to select CSR award recipients. The baseline achievement for the sample of CSR schools was higher than the baseline achievement for the universe of CSR schools. This difference may be because of the purposeful selection of the additional 100 schools.

	Exhibit 3 **Average Baseline Standardized Achievement Measures of All 2002 CSR** **Schools and of the CSR and Non-CSR Schools in the ECSRIO Sample**		
	Standardized Achievement Measures (*z*-scores)		
	CSR Universe(*SD*)	**ECSRIO CSR Sample Schools(*SD*)**	**ECSRIO Non-CSR Sample Schools(*SD*)**
Elementary School Mathematics	-0.95	-0.82	-0.50
Elementary School Reading	-0.95	-0.86	-0.54
Middle School Mathematics	-0.90	-0.87	-0.47
Middle School Reading	-0.91	-0.87	-0.46

Exhibit highlights: The average baseline standardized achievement measures of the Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) Comprehensive School Reform (CSR) schools was slightly more than 0.3 standard deviations lower than the average baseline standardized achievement measures of the ECSRIO non-CSR schools.

Source: CSR Awards Database; National Longitudinal School-Level State Assessment Score Database (NLSLSASD).

In their demographic compositions in 2007, the samples of ECSRIO CSR and non-CSR schools were similar to each other and to the universe of schools that received their CSR awards in 2002 (Exhibit 4). The universe of CSR schools had a higher percentage of students who were eligible for free or reduced-price lunch than did the ECSRIO CSR or non-CSR schools. The universe of

CSR schools had a higher percentage of black students than either the ECSRIO CSR schools or the non-CSR schools. The percentage of Hispanic students was similar across all categories.

Exhibit 4
Average Demographic Measures in 2007 of All 2002 CSR Schools and of the CSR and Non-CSR Schools in the ECSRIO Sample

Demographic Measures	CSR Universe	ECSRIO CSR Sample Schools	ECSRIO Non-CSR Sample Schools
Free or Reduced-Price Lunch (%)	71.24	61.10	57.43
Black (%)	43.05	36.15	31.92
Hispanic (%)	19.09	18.80	19.70
Type of School (%)			
Elementary School (includes K–8)	60.96	66.60	69.00
Middle School	20.74	16.08	13.28
High School	14.83	15.24	14.69
Other Configuration	3.47	2.09	3.27

Exhibit highlights: The average percentages of students receiving free or reduced-price lunch, average percentage of black students, and average percentage of Hispanic students in the Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) Comprehensive School Reform (CSR) schools in 2007 were about the same as in the ECSRIO non-CSR schools.

Source: CSR Awards Database; Common Core of Data (CCD); National Longitudinal School-Level State Assessment Score Database (NLSLSASD).

From the 1,000 schools originally selected for the survey sample, 961 agreed to participate in the study and were surveyed in 2003 and again in 2005. Principals and up to three teachers in each school were surveyed on various aspects of their respective school's reform activities (see Appendix B for the survey instruments). The response rate for the first-year data collection (2003) was 90 percent for the 479 CSR schools and 82 percent for the 482 non-CSR schools. The response rate for the third-year data collection (2005) was 88 percent for CSR schools and 78 percent for non-CSR schools. The response rate for surveyed staff members was 77 percent and 64 percent for principals and teachers, respectively, in 2003 and 75 percent and 71 percent, respectively, in 2005.

In spring 2007, the third round of ECSRIO surveys was administered to principals and teachers. Several districts declined to participate in this round of surveys, reducing the initial sample from 961 to 879 CSR and matched non-CSR schools. In addition, 61 non-CSR schools that received CSR awards after 2002 were removed from the sample so that the comparison would be between schools that received a 2002 CSR award and those that had not received a CSR award at any time, further reducing the total sample size to 818 schools (436 CSR and 382 non-CSR schools). Principals and up to 15 teachers in each school were surveyed on various aspects of their respective school's reform activities. The principal response rate was 65 percent and 66 percent for CSR and non-CSR schools, respectively. Because principals were instructed to provide up to 15 teachers with surveys and the number of possible teacher responses from school to school varied considerably, a conventional response rate for teachers cannot be calculated.

Administration of the teacher survey yielded at least one teacher response from 87 percent of CSR schools and 83 percent of non-CSR schools.

The survey instrument includes items that measure behaviors rather than attitudes and expectations. For example, respondents were asked about procedures that monitor student achievement during implementation rather than whether the reform strategy meets student needs. Although this approach is likely to increase the objectivity of the responses, self-reported responses may still have limitations such as the accuracy of respondent recall and the tendency for respondents to give socially desirable responses (Flower, 1995; Tourangeau, Rips, & Rasinki, 2000). Survey findings were analyzed in conjunction with the results of the case studies to validate information on implementation from both sources.

CASE STUDIES OF SCHOOL REFORM ACTIVITIES

The case studies included in this evaluation provide in-depth insight into comprehensive school reform implementation processes and outcomes. They also provide clues for interpreting the survey data to determine whether self-reported data reflect inflated or conservative responses.

Of the 1,000 schools selected for the survey sample, a subsample of 15 pairs of schools from 15 districts across 14 states—with each pair containing a CSR school and a non-CSR school—was originally selected to provide case studies that supplement the quantitative analyses with qualitative understanding of implementation dynamics. For example, although almost all schools reported having a comprehensive school plan, the case studies revealed differences in how the plan was used, with some schools developing a plan as a ritual activity and others making it into a living document. With such a small number of case study schools, this sample does not represent either the geographic distribution or the distribution of school levels in the universe of CSR schools. However, the selection ensured that the case study sample included enough geographic and school-level diversity to reflect a variety of state policy environments, including schools in states with a long tradition of local control and others in states that exercise more centralized control over schools.

Researchers selected CSR and comparison pairs that resided in the same district for the field-based study because it was the only way to observe the differential effect of district policies. Also, visiting a single district for each pair minimized the data collection burden for both the evaluators and respondents.

The case studies included two visits to each site, with a "site" defined as a combination of four entities:

1. a CSR-funded school,

2. a demographically matched non-CSR school that did not receive any federal CSR funds before 2002 and is located in the same district as the CSR-funded school,

3. the district within which the two schools are located, and

4. the state education agency in the state within which the district is located.

The first phase of case study data collection occurred from spring 2003 to spring 2004. A second phase of site visits occurred during the 2004–05 school year. During visits to the 15 pairs of schools, the evaluation team used a formal observation instrument to observe classrooms ; reviewed school documents and materials; and interviewed state and district officials, school administrators, teachers, reform developers, and parents.

A new round of case studies was conducted in spring 2007 through fall 2007 to extend the analyses of the earlier case studies. This study, known as the Improving Schools Study, involved 13 schools identified by WestEd. Of this group of 13 schools, 9 were considered "improving schools," and the other 4 were "comparison schools." Ten of the schools in this sample were new to the case study analysis, while 3 were from the original group of 30 case study schools. Furthermore, 7 of the improving schools were CSR schools, and 2 were non-CSR schools. One of the comparison schools was a CSR school, and 3 were not. Site visitors used the same data collection protocols that were used in the 2004–05 round of site visits to the original 15 case study sites.

The case studies include information related to reform implementation as well as its relationship to district and state policies, including those policies that do not focus directly on comprehensive school reform. The case studies follow a formal protocol that calls for integrating information from documents, interviews, focus groups, observations, and quantitative data (see Appendix B).

STUDY LIMITATIONS

The multimethod approach to this evaluation, like most studies of practice (Lipsey, 2003), has limitations.

All achievement analyses presented in this report rely on standardized school-level achievement scores from NLSLSASD, CCSSO, EDEN and state Web sites. The use of school-level outcome measures presents methodological and psychometric challenges. School-level scores are aggregate measures of individual student performance within a school and, as such, do not account for variation in academic performance among students within a group. In addition, such analyses are not sensitive to the fact that performance may be contingent on both individual factors and factors related to group membership such as membership in different classrooms and school environments. The multileveled structure of data is not adequately addressed in aggregate analyses, which limits the precision of the estimates produced. Three major areas have been widely acknowledged as contributing to imprecision in aggregate analyses: aggregation bias, misestimated standard errors, and heterogeneity of regression (Burstein, 1978; Burstein & Miller, 1981; Haney, 1980; Raudenbush & Bryk, 2002):

1. *Aggregation bias* exists because variables at different organizational levels have different contextual meanings and may show varying relationships across organizational levels. Analyses based on aggregate outcomes do not account for differences in variables across organizational levels, leading to biased estimates of effects. Raudenbush and Bryk (2002) use socioeconomic status to explicate aggregation bias. They note that both individual

social class and socioeconomic status of the school influence student achievement. School-level socioeconomic measures may influence achievement beyond the effects estimated at the individual level.

2. ***Misestimation of standard errors*** occurs in single-level analyses because such analyses ignore the similarities based on common experiences among responses from individuals within a group. For example, all students in a classroom are likely to be exposed to the same curriculum. Multilevel analyses calculate standard errors in a way that accounts for the clustering of individuals and adjusts for the dependence of responses from a particular group.

3. ***Heterogeneity of regression*** is an issue because, despite the common experiences, differences exist within all groups. Consequently, the relationships between individual characteristics and outcomes may vary among individuals. This heterogeneity is masked in school-level analyses that assume a single linear relationship between characteristics and outcomes for all individuals within a group. In contrast, multilevel models provide a mechanism to explore the heterogeneity of relationships and potential moderating factors that may account for differences in the relationships between outcomes and explanatory variables. For example, the amount of school resources or level of teacher professional development in schools may influence the relationship between CSR and student achievement.

Despite these weaknesses, designating the school as the unit of analysis and using aggregate outcome measures is deemed appropriate given the goals of the evaluation and the nature of the CSR program. The analyses rely on aggregate outcome measures that are both meaningful to schools and relevant to the current policy environment. School-level proficiency is the performance measure for which all schools are held accountable. Although the use of aggregate measures may compromise precision, its relevance for school officials and policy-makers offsets its limitations. Moreover, the CSR program was designed to stimulate comprehensive change through a set of coordinated reform actions that influence school operations across the whole school. Thus, it is appropriate to use the school as the unit of analysis and school-level achievement measures to examine how the CSR program influences achievement.

Furthermore, although a multilevel model, in which students are nested within schools, would provide more precise estimates of the relationships between CSR participation and achievement outcomes than the models used in this evaluation, collecting individual student records over an extended time period from a large nationally representative sample of CSR and comparison schools places a heavy burden on schools.

A second limitation of this study is shared with other efforts to assess program effectiveness across states over time. Such evaluations must overcome the difficulty of using the existing state assessments, which are designed to provide information about students' progress toward mastering the content established in each state's standards. Consequently, assessments differ. In fact, neither the content nor the criteria for determining proficiency are the same from state to state. Also, standards, assessments, and proficiency criteria often change, making scores within states difficult to compare over time. Finally, because of the structure of state assessments

(especially before *NCLB*), we were unable to track cohorts of students because such data were rare before 2004–05. School-level assessment scores were standardized within states for each year to analyze outcomes across states and assessment instruments.[18] The standardization provides a common metric for all achievement outcomes; however, it does not account for all sources of heterogeneity among states resulting from differences in assessments, the stringency of state proficiency standards, and the fact that the analyses rely on different groups of students in each year. A more precise analytic approach would use a multilevel model of schools nested within states to account for the variation across states. Insufficient within-state samples, stemming from both missing data and the manner in which 2002 CSR grants were awarded across states, precluded the use of a multilevel model to explore the relationships between CSR participation and student academic achievement.

Finally, this study may also be limited by nonrandom attrition of a large number of schools from some analyses because of survey nonresponse, the fact that several states did not report all data to the Common Core of Data, and the removal of non-CSR schools that received CSR awards after 2002. The unrepresentative nature of missing data in the Year 5 sample, and the inadvisability of imputing such data from Year 3 responses, were factors precluding analyses in this report on the relationship between implementation and achievement. Thus, the failure to find a program effect of CSR participation may be a result of limitations in the design of this study as well as the lack of a relationship between the CSR program, its implementation, and achievement outcomes.

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18. See Exhibit 2 on pages 9–16 in the *Third Year Report* (U.S. Department of Education, 2008) for a list of the measures used for each state for the years 1999–2000 to 2004–05 of this study. This report updates those data with percent proficient in 2006–07; they were the only outcome measures available.

III. OVERALL RELATIONSHIP BETWEEN CSR AWARD AND ACHIEVEMENT

Key Finding

Was receipt of a CSR award associated with improvements in school-level mathematics and reading achievement?

➢ Five years after initially receiving their CSR awards, schools receiving awards did not demonstrate larger achievement growth than matched comparison schools not receiving CSR grants. In fact, achievement gains were nonexistent in CSR elementary schools and were lower than their comparison schools at the middle school level.

METHODOLOGY USED TO ASSESS THE RELATIONSHIP BETWEEN RECEIPT OF A CSR AWARD AND ACHIEVEMENT

Analyses of the relationship between CSR award and growth in achievement were restricted to Title I schools that received CSR program funding. The evaluation team selected Title I schools using demographic information from the Common Core of Data, the U.S. Department of Education's national database of school demographics, and the standardized achievement scores developed for this evaluation. Selection of the comparison group was based on data from 2001–02, the year before the CSR schools began implementing their awards.

States targeted CSR awards to low-performing Title I schools, resulting in 96 percent of CSR awards going to such schools. Therefore, analyzing Title I schools allows for inference regarding the population of greatest interest. However, Title I encompasses a wide range of schools; in 2003–04, more than 54,000 schools received Title I assistance as either a Schoolwide Title I or Targeted Assistance School (U.S. Department of Education, 2007). Given the emphasis most states placed on making CSR awards to the lowest performing and highest poverty schools, it comes as no surprise that the population of all Title I non-CSR schools is higher performing, is smaller, and contains lower percentages of students from traditionally underserved minority groups and those eligible for free and reduced-price lunch than Title I CSR schools (Exhibit 5).

Exhibit 5
Differences Between the 2002 Cohort of Title I CSR Schools and Title I Non-CSR Schools in Achievement, School Size, and Demographics in 2001–02

	Non-CSR		CSR		
	N	**Average**	**N**	**Average**	**Difference**
Standardized Assessment Scores					
Elementary Mathematics (SD)	31,960	-0.20	273	-0.87	0.67**
Elementary Reading (SD)	32,117	-0.22	274	-0.90	0.68**
Middle School Mathematics (SD)	12,044	-0.16	105	-0.94	0.78**
Middle School Reading (SD)	12,222	-0.17	105	-0.95	0.78**
Demographic and School Characteristics					
Membership (*N*)	53,758	479	402	544	-65**
Minority (%)	52,016	35.2	386	54.5	-19.3**
FRL (%)	48,872	51.0	362	70.5	-19.5**

Exhibit highlights: Achievement in Title I Comprehensive School Reform (CSR) schools in the 2001–02 school year was approximately three-fourths of a standard deviation lower than in Title I non-CSR schools. The percentage of minority students in Title I CSR schools was about 19 percent higher, and the percentage of students eligible for free and reduced-price lunch was about 21 percent higher than in Title I non-CSR schools.

Source: Common Core of Data (CCD).

Note: ** *p* < .01. "FRL" refers to students eligible for free or reduced-price lunches. All data are for the 2001–02 school year to demonstrate baseline achievement and demographics. These data are restricted to those schools for which achievement data were available in both 2002 and 2007 (see Exhibit 2 for a list of these states). Standard errors are included in Exhibit A.1.

Because of this disparity, the evaluation team developed a comparison group of non-CSR schools for the analysis of the relationship between receiving a CSR award and achievement, using Mahalanobis propensity scoring (Rosenbaum & Rubin, 1983, 1985; Rubin, 1980) based on mathematics and reading achievement, percentage of free and reduced-price lunch, and percentage of minority.[19] In this instance, CSR schools are counted as treated schools and non-CSR schools are counted as untreated schools. For each CSR school, Mahalanobis propensity scoring chooses a comparison school from the pool of untreated schools that most closely matches the CSR school based on the achievement and demographic measures used.[20]

Because some states did not report percentage of free and reduced-price lunch, and because sometimes CSR schools were located in small districts, the propensity score matching was run several times, first starting with the most restrictive matching procedure and then gradually

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19. Note that the comparison group developed for the analysis of the relationship between receiving an award and achievement gains is different from the comparison group developed at the outset of this study. The comparison group used in this section is based only on Title I schools; furthermore, it relies on updated CSR award, Common Core of Data, and NLSLSASD data files not available at the outset of this study.
20. The Mahalanobis propensity score matching was completed using the -mahapick- module in Stata (Kantor, 2006).

relaxing the matching conditions. All matches are based on, at the minimum, mathematics and reading achievement and percentage of minority. Matches were restricted to being located in the same state and having the same school configuration (elementary, K–8, or 6–8 middle school) as the CSR school. The conditions that were used are listed from most restrictive to least restrictive. The comparison school was chosen from the most restrictive set of conditions where a successful comparison school was found.

1. The first set of matches is based on percentage of free and reduced-price lunch and being located in the same school district. Comparison schools selected in this group most closely matched their CSR school on mathematics and reading achievement, percentage of minority, and percentage of free and reduced-price lunch; were located in the same school district as the CSR school; and had the same school configuration as the CSR school.

2. The second set of matches removes free and reduced-price lunch from the restrictions used for the first set.

3. The third set of matches is similar to the first, but instead of restricting the matching to the same district, restricts the matching to the same type of locality (e.g., large city, small city, suburban, or rural) in the state. This approach expands the pool of potential matches for schools in small school districts that may not have many potential matches.

4. The fourth set of matches removes free and reduced-price lunch from the third set of matches.

5. The fifth set of matches includes free and reduced-price lunch and removes any locality restriction (choosing any school in the state).

6. The last set of matches removes free and reduced-price lunch from the restrictions used for the fifth set of matches.

The next two exhibits provide data for CSR schools and their comparison schools selected by the propensity-score matching process described above.[21] Exhibit 6 presents average school-level achievement scores and demographics for schools with elementary mathematics and reading scores, while Exhibit 7 presents these measures for schools with middle school mathematics and reading scores. The CSR and comparison schools are very closely matched on baseline achievement and demographics.

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21. Note that this group of schools chosen for the achievement analysis is different from the group of schools chosen at the outset of the study to document implementation (see pages 12–16). The group of schools chosen for the achievement analysis encompasses all Title I CSR schools and matched comparison Title I schools; the selection process was done toward the end of this study and is based on the most recent data available for CSR schools, which had been updated as recently as spring 2007. The group of CSR schools and their matched comparison schools chosen at the outset of this study to document implementation is based on data that were available only at the beginning of this study; furthermore, it is a sample drawn from the population of CSR schools.

	Exhibit 6				
Differences Between the 2002 Cohort of Title I CSR Schools and Non-CSR Title I Schools Chosen by Propensity Scoring: Schools With Elementary Mathematics and Reading Achievement					
	Non-CSR		**CSR**		
	N	**Average**	**N**	**Average**	**Difference**
Standardized Assessment Scores					
Elementary Mathematics	478	-0.79	234	-0.77	-0.02
Elementary Reading	478	-0.77	235	-0.81	0.04
Demographic and School Characteristics					
Membership (*N*)	478	530	244	497	33
Minority (%)	478	56.2	244	53.1	3.1
FRL (%)	461	68.8	233	71.1	-2.3

Exhibit highlights: There are no statistically significant differences between matched Comprehensive School Reform (CSR) and non-CSR Title I schools in the baseline (2001–02) school year.

Source: CSR Awards Database; Common Core of Data (CCD); National Longitudinal School-Level State Assessment Score Database (NLSLSASD).

Note: "FRL" refers to students eligible for free or reduced-price lunches. These data are restricted to those schools for which achievement data were available in both 2002 and 2007 (see Exhibit 2 for a list of these states). Standard errors are included in Exhibit A.2.

Exhibit 7
Differences Between the 2002 Cohort of Title I CSR Schools and Non-CSR Title I Schools Chosen by Propensity Scoring: Schools with Middle School Mathematics and Reading Achievement

	Non-CSR		CSR		
	N	**Average**	**N**	**Average**	**Difference**
Standardized Assessment Scores					
Middle School Mathematics	248	-0.66	95	-0.74	0.08
Middle School Reading	248	-0.63	95	-0.63	0.06
Demographic and School Characteristics					
Membership (*N*)	248	675	109	615	59
Minority(%)	248	55.9	109	51.1	4.8
FRL (%)	243	65.1	103	65.3	-0.2

Exhibit highlights: There are no statistically significant differences between matched Comprehensive School Reform (CSR) and non-CSR Title I schools in the baseline (2001–02) school year.

Source: CSR Awards Database; Common Core of Data (CCD); National Longitudinal School-Level State Assessment Score Database (NLSLSASD).

Note: "FRL" refers to students eligible for free or reduced-price lunches. These data are restricted to those schools for which achievement data were available in both 2002 and 2007 (see Exhibit 2 for a list of these states). Standard errors are included in Exhibit A.3.

After the selection of the comparison schools, paired *t*-tests were used to assess whether the change in achievement from 2002–03 to 2004–05 is different between CSR schools and their comparisons (Zhao, Li, Gao, & Tierney, 2001; Fraas, Newman, & Pool, 2007).[22]

FINDINGS

Was receipt of a CSR award associated with improvements in school-level mathematics and reading achievement?

➢ Five years after initially receiving their CSR awards, schools receiving awards did not demonstrate larger achievement growth than matched comparison schools not receiving CSR grants. In fact, achievement gains were nonexistent in CSR elementary schools, were marginally lower than their comparison schools in middle school mathematics, and were no different from their comparison schools in middle school reading.

At the elementary school level, changes in mathematics and reading achievement are not statistically significant for both the CSR and matched non-CSR schools (Exhibit 8). At the

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22. *T*-tests are used to test the null hypothesis that the means of two groups (in this instance, CSR and comparison schools) are the same. A *t*-statistic is calculated from the two groups' means and standard deviations, which is then used to determine the probability of correctly rejecting the null hypothesis of no relationship by comparing it with students' *t*-distribution.

middle school level, changes in mathematics achievement are statistically significant for CSR schools but not for non-CSR schools. Differences in achievement change between CSR and non-CSR schools are statistically significant for mathematics achievement, although only at the .10 level, while differences in changes in reading achievement are statistically insignificant. Thus, after five years, schools receiving three-year CSR grants in 2002 were no better at improving achievement than Title I schools that were similar in demographics and achievement in the baseline year.

		Exhibit 8		
		Changes in Standardized Assessment Scores in CSR and Matched Non-CSR Schools from 2002–03 to 2006–07		
		Changes in Standardized Assessment Scores (*SD*)		
	N	**CSR Schools**	**Non-CSR Schools**	**Difference**
Elementary Mathematics	493	0.04	0.00	0.04
Elementary Reading	563	0.02	0.04	-0.02
Middle School Mathematics	291	0.01*	0.11**	-0.10+
Middle School Reading	294	0.04	0.10*	-0.06

Exhibit highlights: Community School Reform (CSR) schools had statistically significant increases between 2002–03 and 2006–07 in middle school mathematics of 0.01 standard deviations. However, matched non-CSR schools had larger statistically significant increases in middle school mathematics and reading of 0.11 and 0.10 standard deviations, respectively, although only middle school mathematics had a marginally statistically significant difference between CSR schools and their matched non-CSR schools.

Source: CSR Awards Database; Common Core of Data (CCD); National Longitudinal School-Level State Assessment Score Database (NLSLSASD); Education Data Exchange Network (EDEN); Council of Chief State School Officers (CCSSO); and state Web sites.

Note: $+ p < .10$; $* p < .05$; $** p < .01$. Tests for the statistical significance of achievement gains for CSR and non-CSR schools are *t*-tests to assess whether the value is different from zero. The differences between CSR and non-CSR schools are assessed through paired *t*-tests. Standard errors are included in Exhibit A.4.

DISCUSSION

Unlike these results, earlier CSR research shows an increase in mathematics and reading achievement over multiple years of implementation (Borman, Hewes, & Overman, 2003). Two possible reasons for the lack of findings here are suggested by the initial case study of 15 pairs of schools. First, a number of schools ended implementation of an original CSR strategy, replacing it with a portfolio of programs. Second, some schools added reform programs, creating competition for teachers' time for professional development.

School W, for example, chose the Comer School Development model after award receipt in 2002. However, a new principal arrived in 2003 and instead chose the Effective Schools model. Teachers indicated they were not involved in this decision and had already scheduled

professional development for the original model for the summer. Staff members then engaged in what they termed a "whirlwind" of professional development on the Effective Schools model. However, key consultants for the Effective Schools model became ill, compounding staff indifference to the program. Ultimately, neither the Effective Schools model nor the Comer School Development model was implemented.

Another school, School E, was encouraged by the district's then superintendent to adopt and implement Accelerated Schools. The external assistance provided by the model developer helped the school arrange common planning time for teachers and offered more than 20 days of professional development in 2002–03. However, in 2003, district leadership changed, and the new superintendent focused efforts on supplementary programs. Teachers were required to attend professional development sessions for the district's priority programs, creating scheduling conflicts. By 2004, Accelerated Schools was no longer present in the school.

Thus, implementation (or lack thereof) may explain the overall lack of a relationship between receiving a CSR award and achievement gains. The next section provides data results of the survey as well as case studies on the implementation of the 11 components and reports on the comprehensiveness of CSR implementation, as measured by the number of components a school implements.

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IV. THE COMPREHENSIVENESS OF CSR IMPLEMENTATION

Key Finding

Were schools that received CSR awards more likely to implement the legislatively specified components of CSR than other schools?

➢ No, consistent with earlier study findings, both CSR and non-CSR schools implemented a similar number of legislative components in both 2003 and 2007. The number of components rose slightly for CSR and non-CSR schools during this period at both the elementary and middle school levels.

This report includes analyses of changes in the extent to which both CSR and non-CSR schools implemented components of the CSR program over a five-year period. This chapter focuses on the implementation of CSR components, comparing schools receiving three-year CSR grants in 2002 with comparison schools that did not receive such grants. It also includes the findings from the case studies of CSR and non-CSR schools.

MEASURING IMPLEMENTATION OF THE CSR COMPONENTS

The analyses of the CSR components rely on measures of the CSR components developed from the surveys administered in 2003, 2005 and 2007 to both CSR and non-CSR schools. The surveys ask principals and teachers about the implementation of activities consistent with the 11 components identified in *NCLB*. For most questions, respondents were presented with a forced choice of "0" for not having implemented the activity and "1" for implementing the activity.[23] Within each component, respondents' answers were averaged to develop a component score for each school.

The component scores were converted into measures of whether a school is counted as implementing a component. That is, schools were assigned a 0 if their component score or their responses to survey questions fell below a certain threshold and a 1 if they exceeded the

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23. This evaluation measures implementation differently from Aladjem et al. (2006), who measured implementation as the difference between what the model developers consider to be full implementation and what the school actually does. To do so, they surveyed each of the model developers and asked them to respond as if they were a school that implemented their model. The researchers compared each school's responses to this measure of implementation to develop a measure of fidelity. To measure implementation in the comparison schools, Aladjem et al. predicted what CSR model the comparison school would have chosen based on its school characteristics and those of the CSR schools. The researchers then compared the school's responses with those of the model developer of the predicted CSR model. This measure of implementation is consistent with the focus on models as compared with this study's focus on fidelity with the 11 components identified in *NCLB*.

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threshold. For most of the components, the school had to report that it was implementing all of the activities to be counted as implementing the component. In some instances, however, this requirement would have resulted in no schools implementing the component, so the threshold was relaxed somewhat. Also, for parental involvement, the measures used were not dichotomies but, instead, were estimates of the percentage of parents engaging in various activities in the school; another threshold was developed based on the distribution of the estimates. The metric used to measure whether a school implemented a component is included in the discussions of how each component is measured. This conversion process was done to measure whether a school implemented a component and was used to calculate the number of components implemented.

The surveys were modified between the three administrations as a result of findings from the 2003 survey concerning the existence of multiple reforms in schools, the need to develop more refined measures of professional development, and the fact that some of the questions in the 2003 survey were no longer applicable in 2005 and 2007. For instance, in the 2003 survey, schools often reported implementing more than one reform method. The 2005 survey was modified to capture information on up to four reforms the school was undertaking (see Appendix B). As a result of these changes, some of the components were not measured consistently across the two time periods; these modifications also required changes in assessing whether a component was implemented. All such changes are documented below in the discussion of each component. As a result, comparisons on some components across time were limited or unavailable.

In addition to the survey results, the results of the case studies are integrated in the sections on components below. Two different sets of case studies were conducted during this longitudinal study. The initial case studies consisted of 15 pairs of schools from 15 districts across 14 states—with each pair containing a CSR school and a non-CSR school—and were selected to supplement the quantitative analyses with qualitative understanding of implementation dynamics. With such a small number of case study schools, this sample does not represent either the geographic distribution or the distribution of school levels in the universe of CSR schools. However, the selection ensured that the case study sample includes enough geographic and school-level diversity to reflect a variety of state policy environments, including schools in states with a long tradition of local control and others in states that exercise more centralized control over schools. Site visitors paid three visits to these schools, in 2003, 2005 and 2007.

The COSMOS Corporation conducted an additional round of data collection beyond the original 30 case study schools. This round of case studies, known as the Improving Schools Study, involved 13 schools identified by WestEd. Of this group, 9 were considered "improving schools," and the other 4 were "comparison schools." Ten of the schools in this sample were new to the case study analysis, while 3 were from the original group of 30 case study schools. Furthermore, 7 of the improving schools were CSR schools, and 2 were non-CSR schools. One of the comparison schools was a CSR school, and 3 were not. The 13 schools in the Improving Schools Study were visited in spring through fall 2007. Site visitors relied on the same site visit protocols as were used in the original 15 case study sites during the 2004–05 site visits.

Components 1 and 11—Research-Based Design and Evidence-Based Practice

Given the substantial similarity between *Research-Based Design and Evidence-Based Practice* components, the decision was made to combine them into one measure. As defined in *NCLB*, evidence-based practice focuses on proven methods and strategies for student learning, teaching and school management that reflect scientifically based research and effective practices replicated successfully in schools with diverse characteristics. Added in *NCLB*, the research-based design component calls for the adoption of programs that use scientifically based research to document either significant improvement in the academic achievement of students participating in such programs as compared with students in schools that have not participated in such programs or the existence of strong evidence that such programs will significantly improve the academic achievement of participating children.

The 2003 measure consists of a principal's responses to three questions, each of which was a yes or no question on the survey: whether there was evidence based on independent research supporting the model (33 percent indicating yes), whether there was evidence based on research conducted by the reform developer (34 percent indicating yes), and whether there was evidence that relied on the use of control or comparison groups (21 percent indicating yes). The 2003 measure was calculated as the average of these three items (Exhibit 9). A school was counted as implementing this component if it reported that at least two of the three types of evidence were present.

The 2005 measure consists of similar items as the 2003 measure: whether the reform model has evidence that it improves student achievement (89 percent indicating yes), relies on a comparison or control group (60 percent indicating yes), and was shown to improve student achievement at other schools (91 percent indicating yes). Each of these items was also a yes or no question. Nonmissing responses were totaled, and the school was counted as implementing this component if the average of the nonmissing responses was 1. Thus, if a school reported on only two of the measures and reported that it implemented both of them, then that school was counted as implementing a research-based design.

The 2007 measure relies on principals' identification of three sources of evidence that contribute to the selection of reform. Fifty-nine percent of principals indicated that the theoretical or research foundation of the reform model was important in its selection; 55 percent stated that successful implementation at other schools was important; and 21 percent indicated that the best published results were important. The measure for implementation was constructed in the same manner as in previous years.

Exhibit 9
Means and Standard Deviations of Survey Items Used to Construct Research-Based Design and Evidence-Based Practice Measure

Year	Evidence Items	N	Mean	Standard Deviation
2003	Independent research	716	0.33	0.47
	Research by reform designer	716	0.34	0.47
	Comparison or control groups	716	0.21	0.41
2005	Improves achievement	654	0.89	0.28
	Comparison or control groups	632	0.60	0.45
	Student achievement at other schools	628	0.91	0.26
2007	Theoretical or research foundation	536	0.59	0.49
	Successful implementation at other schools	536	0.55	0.50
	Best published results	536	0.21	0.41

Exhibit highlights: The survey items used to construct the research-based design and evidence-based practice measure changed from year to year. The reader may compute the means into a percentage by multiplying the mean value by 100. For example, the 2003 mean score of 0.21 for comparison or control groups indicates that 21 percent of respondents indicated that the reform method they chose had evidence based on comparison or control groups.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) Surveys.

Case Study Findings

Nearly all of the 15 matched-pair original case study schools reported the use of scientifically based research. In three instances, there was no information or evidence of use in CSR schools, and in another CSR school, the reform effort had been dropped. Two of the comparison schools were reported to be having "issues with implementation" of scientifically based research to support reform efforts.

Component 2: Comprehensive Planning

Questions on the survey forms measure two aspects of comprehensive planning—classroom-based planning and school-based planning. Surveys asked respondents about both aspects consistently in all survey years. On all questions, respondents were asked whether their school improvement plans contained nine components of planning; they could answer yes or no to each. The classroom-based measures include curriculum and instruction, student assessment, classroom management, and professional development. Results show that there was an increase of schools identifying the items in their school improvement plans between 2003 and 2005, followed by a decrease in the number of schools in each item in 2007 (Exhibit 10). The school-based planning measure includes measurable goals for reform, periodic evaluation, parental involvement, professional development, participation in school management, and integration of new technology. As with the previous exhibit, the same trend of reporting appears with an

increase in items between 2003 and 2005 followed by a decrease in 2007 (Exhibit 11). Note that professional development occurs in both school- and classroom-level planning because professional development opportunities may be around subject-specific topics or school-reform related topics. In all years, a school was counted as implementing these components if it reported that the school improvement plan contained all of the items.

<table>
<thead>
<tr><th colspan="7">Exhibit 10
Means and Standard Deviations of Survey Items Used to Construct Comprehensive Planning-Classroom Measure, by Year</th></tr>
<tr><th rowspan="2">Aspects of Reform Covered by School Improvement Plan</th><th colspan="2">2003</th><th colspan="2">2005</th><th colspan="2">2007</th></tr>
<tr><th>Mean</th><th>Standard Deviation</th><th>Mean</th><th>Standard Deviation</th><th>Mean</th><th>Standard Deviation</th></tr>
</thead>
<tbody>
<tr><td>Curriculum and instruction</td><td>0.88</td><td>0.32</td><td>0.95</td><td>0.22</td><td>0.81</td><td>0.39</td></tr>
<tr><td>Student assessment</td><td>0.50</td><td>0.50</td><td>0.64</td><td>0.48</td><td>0.36</td><td>0.48</td></tr>
<tr><td>Classroom management</td><td>0.43</td><td>0.49</td><td>0.57</td><td>0.49</td><td>0.31</td><td>0.46</td></tr>
<tr><td>Professional development</td><td>0.93</td><td>0.26</td><td>0.96</td><td>0.20</td><td>0.87</td><td>0.34</td></tr>
</tbody>
</table>

Exhibit highlights: The survey items used to construct the comprehensive planning-classroom measure were consistent across years. The reader may compute the means into a percentage by multiplying the mean value by 100. For example, the 2003 mean curriculum and instruction score of 0.88 indicates that 88 percent of respondents indicated that the school improvement plan covered curriculum and instruction.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) Surveys.

Note: There are 720 observations in 2003, 673 observations in 2005, and 536 observations in 2007.

Exhibit 11
Means and Standard Deviations of Survey Items Used to Construct Comprehensive Planning-School Measure, by Year

Aspects of Reform Covered by School Improvement Plan	2003		2005		2007	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Measurable goals	0.97	0.16	0.98	0.15	0.95	0.22
Periodic evaluation	0.84	0.37	0.91	0.28	0.80	0.40
Parental involvement	0.80	0.40	0.85	0.36	0.79	0.41
Professional development	0.93	0.27	0.96	0.20	0.87	0.34
Participation in school management	0.53	0.50	0.63	0.48	0.41	0.49
New technology	0.72	0.45	0.78	0.42	0.62	0.49

Exhibit highlights: The survey items used to construct the comprehensive planning-school measure were consistent across years. The reader may compute the means into a percentage by multiplying the mean value by 100. For example, the 2003 mean parental involvement score of 0.80 indicates that 80 percent of respondents indicated that their school improvement plan covered parental involvement.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) Surveys.

Note: There are 720 observations in 2003, 673 observations in 2005, and 536 observations in 2007.

Case Study Findings

In spite of the fact that coherent strategies imply planned and systematic approaches, there was little documented evidence in any of the original 15 case study sites that such comprehensive planning was used to address the reform strategies. Planning was primarily focused on instruction and use of assessment data. While data were widely used, it was not clear how these data were used to implement or modify the CSR program or other initiatives. Some schools found what formative evaluations were done to be helpful, but no explanations were offered as to how these evaluations resulted in plan modifications or adjustments.

The 13 improving schools case study sites used complementary research-based supporting strategies that seemed to indicate a well-planned approach to reform. For example, nearly half of the schools used differentiated learning as a supporting strategy for the primary approach to literacy instruction. In another example, 9 of 13 schools implemented whole-school literacy reform across all grades, suggesting a coherent approach.

Component 3: Professional Development

The professional development component relies on the reported number of days of professional development; however, it was measured differently across survey years and any changes should be interpreted cautiously. On the 2003 survey, respondents were asked whether their school

provided at least 10 days of professional development. Principals could respond yes or no, and the school was counted as fully implementing the measure if they responded yes. On the 2005 and 2007 surveys, teachers were asked to report the number of hours of professional development they received in the last year. For analysis and reporting, the teacher's response was converted to days by taking the number of hours and dividing by six (approximately the length of an average school day). Schools were counted as implementing professional development if the average number of days of professional development received was 10 or more. The result of the survey shows that in 2005, 65 percent of schools provided 10 or more days of professional development as reported by teachers, which was an increase from 2003 results provided by the principals (48 percent). There was a decrease in the number of schools that provided 10 or more professional development days, as reported by teachers, in 2007 compared with 2005 (Exhibit 12).

Exhibit 12
Means and Standard Deviations of the Survey Item Used to Construct the Professional Development Measure, by Year

Professional Development Item	2003			2005			2007		
	N	Mean	Standard Deviation	*N*	Mean	Standard Deviation	*N*	Mean	Standard Deviation
Professional Development	695	0.48	0.50	714	0.65	0.48	686	0.53	0.50

Exhibit highlights: The reader may compute the means into a percentage by multiplying the mean value by 100. For example, the 2003 mean professional development score of 0.48 indicates that 48 percent of respondents indicated that the school offered at least 10 days of professional development to teachers.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) Surveys.

Case Study Findings

Within the case study schools, two different findings emerged. First, while documentation of professional development hours did not occur for all case study schools, professional development activities seemed to be more sustained at some schools. At one school for example, a database was used to document teacher professional development activities that were provided to each staff member and how these activities were linked to both the school and individual professional development plans. Stipends were available to teachers who exceeded 24 hours of professional development. Teachers averaged between 24 and 34 hours per year in Year 2 of the study and 20 to 40 hours in Year 3.

Second, all but 2 of the 13 schools in the improving schools case study used literacy coaches to support teachers in implementing specific strategies. Numbers of coaches per school varied from one or two who focused on both mathematics and literacy to one high-performing school with one coach and five reading specialists. Coaches not only provided professional development but also assisted teachers one-on-one, modeled lessons within classrooms, and often led grade-level

and vertical planning sessions. Coaches were also responsible for keeping track of student performance. One school reported providing more than 1,700 hours of coaching support to teachers throughout the school year.

Component 4: Goals and Benchmarks

The goals and benchmark measures rely on a somewhat different set of items across survey years and any change should be interpreted cautiously. Four questions from the 2003 surveys were used to construct the measure for goals and benchmarks (see Exhibit 13): whether the school improvement plan includes student assessment rubrics (50 percent indicating yes), whether the school improvement plan includes measurable goals and objectives (97 percent), whether the school has end-of-year student achievement goals (88 percent), and whether the school has interim student achievement goals (70 percent). Nonmissing responses were totaled, and the school was counted as implementing this component if the average of the nonmissing responses was 1. Thus, if a school reported on two of the measures and indicated those were in place, the school was counted as implementing goals and benchmarks.

The 2005 goals and benchmark measure relies on the same two school improvement plan items as the 2003 measure, that is, student assessment rubric (64 percent) and measurable goals and objectives (98 percent). However, the two questions about student goals were not asked in the 2005 surveys. Instead, respondents were asked whether the reform strategies were accompanied by implementation benchmarks (75 percent indicating yes). One of the earlier findings in this study is that schools were often implementing more than one reform strategy simultaneously. As a result, reform-specific questions were asked four times for each respondent. In some cases, the respondent indicated that there was only one reform going on in the school; in other cases, respondents listed up to four reform strategies. The responses were averaged to derive a school-level measure for this item that ranged between 0 and 1. The 2005 goals and benchmarks measure was created by averaging the nonmissing responses; schools with a score of 1 were counted as implementing goals and benchmarks.

The 2007 goals and benchmark measure relies on the same two school improvement plan items as the measures from previous years, that is, student assessment rubric (36 percent) and measurable goals and objectives (95 percent). In addition, the 2007 measure includes an item on whether the school improvement plan included a mechanism for periodic evaluation of goals (80 percent indicating yes). The 2007 goals and benchmarks measure was created by averaging the nonmissing responses; schools with a score of 1 were counted as implementing goals and benchmarks.

Exhibit 13
Means and Standard Deviations of Survey Items Used to Construct the Goals and Benchmarks Measure, by Year

Year	Goals and Benchmark Items	N	Mean	Standard Deviation
2003	Does the SIP include student assessment rubrics?	720	0.50	0.50
	Does the SIP include measurable goals or objectives?	720	0.97	0.16
	Does the school have student goals at the end of the year?	526	0.88	0.33
	Does the school have intermediate student goals?	571	0.70	0.46
2005	Does the SIP include student assessment rubrics?	673	0.64	0.48
	Does the SIP include measurable goals or objectives?	673	0.98	0.15
	Strategies accompanied by implementation benchmarks?	651	0.75	0.38
2007	Does the SIP include student assessment rubrics?	536	0.36	0.48
	Does the SIP include measurable goals or objectives?	536	0.95	0.22
	Does the SIP include periodic evaluation of goals?	536	0.80	0.48

Exhibit highlights: The goals and benchmarks measures rely on a somewhat different set of items across survey years and any change should be interpreted cautiously. The reader may compute the means into a percentage by multiplying the mean value by 100. For example, the 2003 mean score of 0.50 for whether the school improvement plan includes student assessment rubrics indicates that 50 percent of respondents indicated that the school improvement plan includes student assessment rubrics.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) Surveys.

Note: "SIP" refers to school improvement plan.

Case Study Findings

The use of data-driven decision making was evident in case study schools. However, in almost all cases, use of data for the specific objective of benchmarking and goal setting was not clearly identified. Case study schools approached this task in a variety of ways, including test analysis by grade level, student performance across grades (involving vertical planning), use of data coaches, and use of technology to support and facilitate analysis. Emphasis on the use of data seemed to be a function of the degree of district focus and support. In instances where use of data was the strongest, usually part of weekly team or planning meetings, similar findings were noted for both CSR schools and their matched comparison schools. In one instance, use of data was cited as part of the "school culture" for a CSR school and its comparison school.

Use of data for instructional decision making was evident in case study schools. Use of assessments other than those mandated by the state or district or use of formative assessment strategies was less evident. In two instances both CSR schools and their comparison schools were noted for using a wide array of assessments. For one pair of schools, these assessments included state results from criterion-referenced and norm-referenced tests as well as a phonics

assessment, reading assessments for all grades, district assessment data for each nine-week period, and alternative assessments for special education students. Only one school was reported to have used student work samples as part of its ongoing analysis of data.

Case study schools were more likely to use data to assess and modify instruction than to evaluate school initiatives and programs. In one example, a school used results from the Iowa Tests of Basic Skills not only to examine performance of subgroups of students that missed AYP targets but also to determine what specific professional development was needed to address the needs of these students. Another school combined results from a state-provided "gap analysis" that identified misalignment between students' scores and state standards, benchmarks from previous school improvement plans, and information from the formative evaluation process to revise the comprehensive school improvement plan.

In the case study sites, training on data use was more likely to be provided by the district than by the state. In one district, principals received monthly training on how to make data-driven decisions and were expected to share training with their schools' staff members. The district also organized a course for teachers at a local college on using data to inform decisions.

As noted in Component 3 results from the improving schools case study, coaches tended to be the data keepers and provided the faculty with performance results by student and by classroom that could then be used to inform instruction. Most coaches kept data books with detailed performance findings. At two schools, coaches prepared "data rooms" where teachers met and planned lesson content. At one of these schools, the library wall had a color-coded card for each student with the student's performance on each assessment as well as the prescribed intervention. Coaches updated the wall after each assessment, and during one site visit, clusters of teachers were observed at the wall discussing overall classroom and individual student performance.

Component 5: Staff Participation

The 2003 and 2005 measures for staff participation rely on almost the same survey items; the 2003 measure includes one additional item that was not asked on the 2005 survey (Exhibit 14). Both measures rely on yes or no questions about all teachers participating in reform and about factors that limit participation (i.e., funding and subject-specific reform). The 2003 measure includes estimation by the principal of the percent of teachers who participate in reform. The 2007 measure relies on principal survey items that asked whether administrators and teachers participated in a vote to implement the current reform (43 percent and 45 percent, respectively), whether there were no limitations on teacher participation in the reform (63 percent), and whether the reform has support from staff members (56 percent). The staff participation was an aggregate measure, which was developed by averaging all the nonmissing responses within a school; schools with a score of 1 were counted as implementing.

Exhibit 14
Means and Standard Deviations of Survey Items Used to Construct Staff Participation Measure, by Year

Year	Staff Participation Items	N	Mean	Standard Deviation
2003	Percentage of teachers who participate in reform	655	0.88	0.33
	All teachers participate in reform (yes or no)	715	0.80	0.40
	Participation is not limited by subject-specific reform	715	0.79	0.41
	Participation is not limited because of funding	716	0.93	0.25
2005	All teachers participate in reform (yes or no)	674	0.78	0.42
	Participation is not limited by subject-specific reform	674	0.90	0.30
	Participation is not limited because of funding	674	0.88	0.33
2007	Administrators voted for the current reforms	536	0.43	0.49
	Teachers voted for the current reforms	536	0.45	0.50
	No limits on teacher participation	536	0.63	0.48
	Support from staff	508	0.56	0.50

Exhibit highlights: Survey items used to measure staff participation changed each year of the survey. The reader may compute the means into a percentage by multiplying the mean value by 100. For example, the 2003 mean score of 0.80 for whether all teachers participate in reform indicates that 80 percent of respondents indicated that all teachers participate in reform.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) Surveys.

Case Study Findings

The case studies pointed to several examples of staff support for school reform. In one school, charts and posters on walls throughout the school indicated participation in, and support of, the reform method by both teachers and students. The charts and posters reflected all of the methods and strategies being used. At another school, the faculty was initially unanimously behind the reform method but then voted to discontinue it after two years. This faculty remained involved in implementation of school improvement strategies through faculty meetings, grade-level planning, and curriculum content meetings. Finally, there were instances where faculty support, or lack thereof, was dependent on the principal. For example, one school had strong support for the reform method, yet when the program ended and a new principal took over, the new principal emphasized an individual approach to teaching in which teachers used their own methods to prepare students for the state assessment.

Teachers in the Improving Schools Study were generally supportive of the reforms. In the case of K–8 schools, teachers at the lower grades were more supportive than teachers at the upper grades. In 7 of the 13 schools in the Improving Schools Study, staff members selected the research-based strategy. In one case where the principal selected the strategy, it was no longer in use in 2006–07. As noted earlier, coaches played a major role in providing teacher support for specific reforms strategies.

Component 6: District Support

For 2003 and 2005, the district support measure is a combination of the same six items pertaining to the types of district support: needs assessment, additional staff, selecting a reform model, writing grant proposals, professional development, and release time for teachers. Each of these items is formatted as a yes or no question. All six items saw an increase in district support between 2003 and 2005, except writing grant proposals, which remained relatively consistent (Exhibit 15). For 2007, the district support measure is a combination of five different items pertaining to types of district support: developing school improvement plan (71 percent), reviewing school improvement plan (70 percent), providing data for school improvement plan review (81 percent), providing training on school improvement plan development or review (76 percent), and establishing school goals or benchmarks (63 percent). In each year, the nonmissing scores were averaged, and a school with an average score of 0.8 or higher was counted as implementing this measure.

Exhibit 15
Means and Standard Deviations of Survey Items Used to Construct the District Support Measure, by Year

Year	District Support Items	N	Mean	Standard Deviation
2003	Needs assessment	722	0.45	0.50
	Additional staff	722	0.41	0.49
	Selecting a reform model	722	0.37	0.48
	Writing grant proposals	722	0.58	0.49
	Professional development	722	0.76	0.43
	Release time for teachers	722	0.61	0.49
2005	Needs assessment	671	0.54	0.50
	Additional staff	671	0.45	0.50
	Selecting a reform model	671	0.43	0.49
	Writing grant proposals	671	0.56	0.50
	Professional development	671	0.82	0.39
	Release time for teachers	671	0.63	0.48
2007	Developing school improvement plan	536	0.71	0.45
	Reviewing school improvement plan	536	0.70	0.46
	Providing data for school improvement plan review	536	0.81	0.39
	Providing training on school improvement plan development or review	536	0.76	0.43
	Establishing school goals or benchmarks	536	0.63	0.43

Exhibit highlights: Although survey items used to measure district support were the same in 2003 and 2005, they changed in 2007. The reader may compute the means into a percentage by multiplying the mean value by 100. For example, the 2003 mean needs assessment score of 0.45 indicates that 45 percent of respondents indicated that the district assisted the school in conducting a needs assessment.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) Surveys.

Case Study Findings

The most widespread strategy in case study schools was for the district to provide coaches to assist in schools. Peer observations and reviews were the most frequently mentioned use of coaches. Coaches were also reported to mentor new teachers in several schools while another school specifically noted lesson modeling provided by a coach.

Several schools in the improving schools case study used bonuses as a teacher retention strategy. At one school, bonuses based on achievement of growth targets varied from $3,700 to $8,000 per teacher. Although the source of these funds was not mentioned, the amount suggests district support at the very least. At another school, teachers received extended pay for working in an inner-city school.

Component 7: Parental Involvement

For 2003 and 2005, the parental involvement measures were calculated from the same five items (Exhibit 16). Teachers were asked to estimate the percentage of parents who participated in their schools through parent-teacher conferences (64 percent and 58 percent for 2003 and 2005, respectively), by demanding frequent reports (36 percent and 30 percent, respectively), by actively volunteering (16 percent and 12 percent, respectively), by observing classrooms (11 percent and 10 percent, respectively), and by being active in PTA or PTO organizations (16 percent and 14 percent, respectively). The 2007 parental involvement measure included four different items relating to parental involvement: school improvement plan involved parental involvement (79 percent), parents involved in selecting school reform (25 percent), school encourages parents to be involved in mission and goals (59 percent), and parents and community preferences were influential in classroom teaching (37 percent). In each year, nonmissing responses were averaged, and a school was credited as implementing the parental involvement measure if the average was equal to or greater than 0.4.

Exhibit 16
Means and Standard Deviations of Survey Items Used to Construct the Parental Involvement Measure, by Year

Year	Parental Involvement Items	N	Mean	Standard Deviation
2003	Parent-teacher conferences	706	0.64	0.26
	Demanding frequent reports	656	0.36	0.32
	Actively volunteering	693	0.16	0.17
	Observing classrooms	661	0.11	0.17
	Actively participate in PTO	666	0.16	0.20
2005	Parent-teacher conferences	731	0.58	0.28
	Demanding frequent reports	732	0.30	0.23
	Actively volunteering	729	0.12	0.12
	Observing classrooms	725	0.10	0.12
	Actively participate in PTO	721	0.14	0.15
2007	School improvement plan covers parental involvement	536	0.79	0.41
	Parents involved in selecting school reform	536	0.25	0.43
	School encourages parents to be involved in mission and goals	536	0.59	0.49
	Parent and community preferences are influential in classroom teaching	536	0.37	0.48

Exhibit highlights: Although survey items used to measure parental involvement were the same in 2003 and 2005, they changed in 2007. The reader may compute the means into a percentage by multiplying the mean value by 100. For example, the 2003 mean score of 0.64 indicates that respondents estimated that 64 percent of parents were active in their schools through parent-teacher conferences.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) Surveys.

Case Study Findings

Several types of parental involvement were evident from the case studies. Schools reported parent sign-off on homework as the most frequently used parent involvement strategy. They also reported use of parent resource centers and use of parent liaisons or parent coordinators. Several schools reported parent involvement in school advisory councils or committees. Instances of parents assisting in classes were reported only in two schools in the original group of 15 case study sites (encompassing 30 schools).

A specific example of effective parent involvement involved a school in which parents helped with fund-raising events, ran an after-school program, and served as advocates at the district office for facilities and maintenance. Support was gained by use of a Communities in Schools program that linked families with services such as a migrant program, ESL classes, housing assistance, family violence prevention, and health services. In addition, the school sought bilingual staff members, parent representatives were elected annually to the school council, and parents had a voice in the school. Although a decline in parent attendance was noted during the second site visit, increasing participation was reported during the third visit. The increase in the

third year was reported to be the result of leadership exerted by a core group of parents. Parent volunteers were also reported to have provided adult ESL and computer training.

All of the schools in the improving schools case study had some form of parent involvement initiatives. Seven had a parent resource center and a range of strategies for involving parents in their students' learning, including homework sign-off, family nights, and family literacy. Two schools had full-time parent coordinators and an additional two schools had part-time coordinators. Finally, one school had the staff members visit all students' homes.

Component 8: External Assistance

The external assistance measures constructed for 2003 and 2007 rely on different items than the 2005 measure (Exhibit 17). Consequently, any year-to-year comparisons should be made with caution. In 2003 and 2007, the external assistance measure is constructed from six yes or no questions on the types of external assistance available. Nonmissing responses were averaged, and a school was credited as implementing the external assistance measure if the school reported that at least 80 percent of the nonmissing items were reported implemented.

The 2005 survey includes four items that make up the external assistance measure. First, teachers were asked how many hours of training on reform they had received. The highest number reported was 959 hours. Some respondents may have interpreted this question as meaning over the life of the reform program, while others may have interpreted the question as the number of hours in the last year. Also, because there is often high teacher turnover in lower-performing schools, some respondents may have been in their school for only a portion of the CSR award implementation period. However, to scale this number to vary between 0 and 1, it was divided by 1,000 and thus varies between 0 and 0.96. The next three questions (strategies include curriculum materials; all teachers received training on all strategies; and ongoing support is available) were asked up to four times, once for each reform identified in the school. The responses for each question were averaged to derive a school-level measure for each item that varied between 0 and 1. The external assistance measure was constructed by taking the average of the nonmissing four items, and schools with an average of at least 0.7 were counted as having implemented this item.

Exhibit 17
Means and Standard Deviations of Survey Items Used to Construct the External Assistance Measure, by Year

Year	External Assistance Items	N	Mean	Standard Deviation
2003	Onsite consulting	725	0.70	0.46
	Professional development	725	0.89	0.31
	Networking	725	0.56	0.50
	Written materials for students	725	0.43	0.50
	Written materials for teachers	725	0.67	0.47
	Software or technology	725	0.45	0.50
2005	Hours (1,000) of training on reform strategy	736	0.06	0.09
	Strategies include curriculum materials	667	0.68	0.40
	All teachers received training on all strategies	653	0.73	0.39
	Ongoing support is available	652	0.77	0.37
2007	Onsite consulting	536	0.53	0.50
	Professional development	536	0.79	0.41
	Networking	536	0.45	0.50
	Written material for students	536	0.32	0.47
	Written material for teachers	536	0.54	0.50
	Software or technology	536	0.34	0.48

Exhibit highlights: The external assistance measures constructed for 2003 and 2007 rely on different items than the 2005 measure. The reader may compute the means into a percentage by multiplying the mean value by 100. For example, the 2003 mean onsite consulting score of 0.70 indicates that 70 percent of respondents indicated that onsite consulting from external entities was available.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) Surveys.

Case Study Findings

External consultants served as one source of assistance for schools. At one school, the reform model developer was reported not only to have provided classroom demonstration but also to have worked with another external facilitator to help teachers incorporate method strategies into action plans, assist with curriculum mapping, and help teachers recognize the link between the school improvement plan and classroom activities. In another example, a school received a National Science Foundation grant and used the money to fund one mathematics facilitator and one science facilitator to focus on closing the achievement gap for traditionally underachieving groups of students. These facilitators provided professional development throughout the course of the study. Other types of external support received by schools included funding (National Science Foundation and 21st Century Fund), assistance from regional labs, a business partner, outside experts, and support from universities.

Component 9: Evaluation

The 2003 and 2005 measures for evaluation are nearly the same, but one item in the 2003 measure (whether there is a formal written plan to evaluate progress) was not asked of respondents in 2005 (Exhibit 18). All of the questions asked in both years were yes or no questions. For each year, nonmissing responses were averaged, and a school was credited as implementing the evaluation component if the average score was 1.0 in 2003 and at least 0.75 in 2005. This distinction was made because of the one item not present in the 2005 survey and the large drop in several of the items from 2003 to 2005.

For 2007, the evaluation measure relies on only one item in which respondents were asked whether their school improvement plan included periodic evaluation goals. Eighty percent of the principals who responded indicated that their plan does have periodic evaluation goals.

Case study results showed that no school reported that it evaluated whole-school reform. Therefore, no case study discussion is included for this component.

<table>
<tr>
<th colspan="10">Exhibit 18
Means and Standard Deviations of Survey Items Used to Construct the Evaluation Measures, by Year</th>
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<th colspan="3">2007</th>
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<th>Mean</th>
<th>Standard Deviation</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
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<td>Utility of external assistance</td>
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<td>Sources of financial support</td>
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<tr>
<td>Is there a formal written plan to evaluate progress</td>
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</table>

Exhibit highlights: Although survey items used to construct the evaluation measure were largely the same in 2003 and 2005, they changed in 2007. The reader may compute the means into a percentage by multiplying the mean value by 100. For example, the 2003 mean score of 0.84 for whether the school improvement plan has a mechanism for periodic evaluation indicates that 84 percent of respondents indicated that the plan did have such a mechanism.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) Surveys.

Component 10: Coordination of Resources

The 2003 and 2005 measures for the coordination of resources component are constructed from different measures (Exhibit 19), and any year-to-year comparisons should be made cautiously. All of the questions asked in both years were yes or no questions. For each year, nonmissing responses were averaged, and a school was credited as implementing the coordination of resources component if the average score was 1.0 in 2003 and at least 0.7 in 2005. This distinction was made because of the increase in the types of funds that were asked about in 2005. That is, some schools may not have received foundation grants or local donations and may have reported on their survey that they did not have control over these funds.

In 2007, the coordination of resources measure relies on an item in which principals were asked whether their school had funding flexibility needed to implement the major elements of the reform at their school. Eighteen percent of principals responded that they definitely did have that flexibility.

Exhibit 19
Means and Standard Deviations of Survey Items Used to Construct Coordination of Resources Measure, by Year

Year	Items	N	Mean	Standard Deviation
2003	The school has control over budgetary issues	711	0.77	0.42
	The school has control over personnel decisions	708	0.78	0.41
	How have existing resources been coordinated			
	Align district professional development	711	0.86	0.35
	Align Title I activities	711	0.69	0.46
	Align other funds	711	0.31	0.46
	Reallocate staff	711	0.40	0.49
2005	**The school has control over the following resources**			
	Federal CSR funds	662	0.52	0.50
	Title I funds	662	0.68	0.47
	Other federal funds	662	0.33	0.47
	Special state grants	662	0.40	0.49
	Discretionary district funds	662	0.59	0.49
	Foundation grants	662	0.25	0.43
	Local community or business donations	662	0.62	0.49
2007	Funding flexibility	536	0.18	0.38

Exhibit highlights: The coordination of resources measure was constructed on different survey items each year. The reader may compute the means into a percentage by multiplying the mean value by 100. For example, the 2003 mean score of 0.77 for the school has control over budgetary issues indicates that 77 percent of respondents indicated that the school does have such control.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) Surveys.

Case Study Findings

There was evidence of district support and coordination in a majority of schools visited from the original 15 case study sites. In addition, a majority of schools qualified for support under Title I, although detail on how Title I services were coordinated with other aspects of the reform efforts was generally lacking. State support and coordination was less evident, however.

There were a few examples where coordination across all levels was in place. In one instance, a school facilitator worked with the method developer to refine curriculum mapping while the state provided a review and approval of the reform model evaluation plan. District support and coordination was evident also during the second visit to this school. Finally, findings from the third site visit revealed that the school had used Title I funding to hire a consultant to work with

the school and coordinate with the district coaches to ensure that aspects of the reform model continued to be emphasized across the school.

There were also examples of an absence of integration and coordination between the district and the state. In one case, the state was the driver not only of the CSR effort but also of reform efforts in non-CSR schools. The district, in contrast, used its own program improvement initiatives, and the CSR program was a low priority. Although there was no information as to how, or whether, this conflict was resolved, the ultimate reliance on state assessments and benchmarks for the accountability measure may have been the deciding factor. In another instance, the state tried to use the reform model as the umbrella for other reforms. In this district, the model did not match the district curricula. In the final year, the model was discontinued because the district reforms were considered robust.

District decisions could also have a negative effect. In one instance, a district designated an improving school to serve as a "lighthouse" school that received students from other schools as part of the district's choice plan. The district also added additional grades to the school, with little time for preparation, and the improving school subsequently lost its status because of low student performance. This school then became a sending school rather than a receiving school and may illustrate the fragile nature of some school improvement efforts.

State frameworks in the form of school improvement plan expectations, grade-level content expectations, and core curriculum and professional development requirements supported reform and had an effect in at least two of the improving schools. In one instance, the state's format for school improvement planning guided the school's reform efforts for more than five years, with some adjustments.

FINDINGS

Were schools that received CSR awards more likely to implement the legislatively specified components of CSR than other schools?

➢ No, consistent with earlier study findings, both CSR and non-CSR schools implemented a similar number of legislatively specified components in both 2003 and 2007. The number of components rose slightly for CSR and non-CSR schools during this period at both the elementary and middle school levels.

Both CSR and non-CSR schools implemented an average of four or fewer components in 2003 and fewer than five in 2007 at both the elementary and middle school levels (Exhibit 20). Both CSR and non-CSR elementary schools reported making similar gains in implementing components in that the number of components implemented increased by 0.7 in CSR schools and 0.8 in non-CSR schools. At the middle school level, CSR and non-CSR schools in both 2003 and 2007 also reported similar increases in the number of components implemented.

Exhibit 20
Average Number of CSR Components Implemented by CSR
and Non-CSR Schools in 2003 and 2007

	Elementary Schools			Middle Schools		
School Type	**2003**	**2007**	**Change from 2003 to 2007**	**2003**	**2007**	**Change from 2003 to 2007**
CSR Schools	3.9	4.6	0.7**	3.4	4.1	0.6*
Non-CSR Schools	3.5	4.4	0.8**	3.2	4.2	1.0**
Difference Between CSR and Non-CSR Schools	0.4+	0.1	0.1	0.2	-0.1	0.3

Exhibit highlights: In 2003, CSR elementary schools reported implementing a somewhat higher average number of components than non-CSR schools. No other significant differences between CSR and non-CSR schools were found. Both CSR and non-CSR schools reported increases between 2003 and 2007 in the number of components implemented.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) surveys.

Note: $+ p < .10$; $* p < .05$; $** p < .01$; $N = 150$ for CSR elementary schools; $N = 124$ for non-CSR elementary schools; $N = 112$ for CSR and non-CSR middle schools. Standard errors for elementary schools are included in Exhibit A.5; standard errors for middle schools are in Exhibit A.6.

Although the average number of components reported implemented in CSR and non-CSR schools was similar, the distribution of components implemented indicates minor differences in comprehensiveness between CSR and non-CSR schools. Nearly similar percentages of CSR and non-CSR elementary schools implemented more than seven components in 2007 (Exhibit 21). At the middle school level, a higher percentage of non-CSR schools than CSR schools implemented between four and six components (Exhibit 22).

Exhibit 21
Number of Components Implemented in CSR and Non-CSR
Elementary Schools in 2007
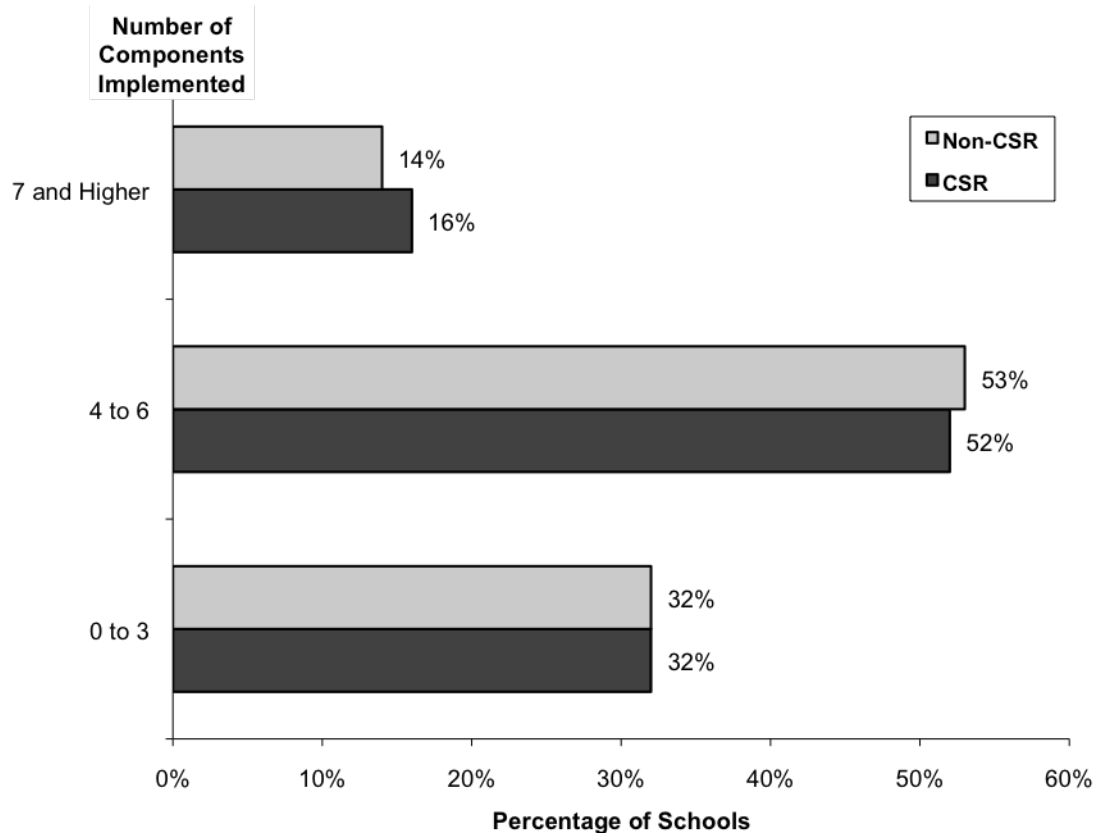
Exhibit highlights: A slightly higher percentage of Comprehensive School Reform (CSR) elementary schools reported implementing seven or more components in 2007 than did non-CSR schools. A slightly higher percentage of non-CSR schools than CSR schools implemented four to six components. The same percentage of CSR and non-CSR schools implemented zero to three components.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) surveys.

Exhibit 22
Number of Components Implemented in CSR and Non-CSR
Middle Schools in 2007
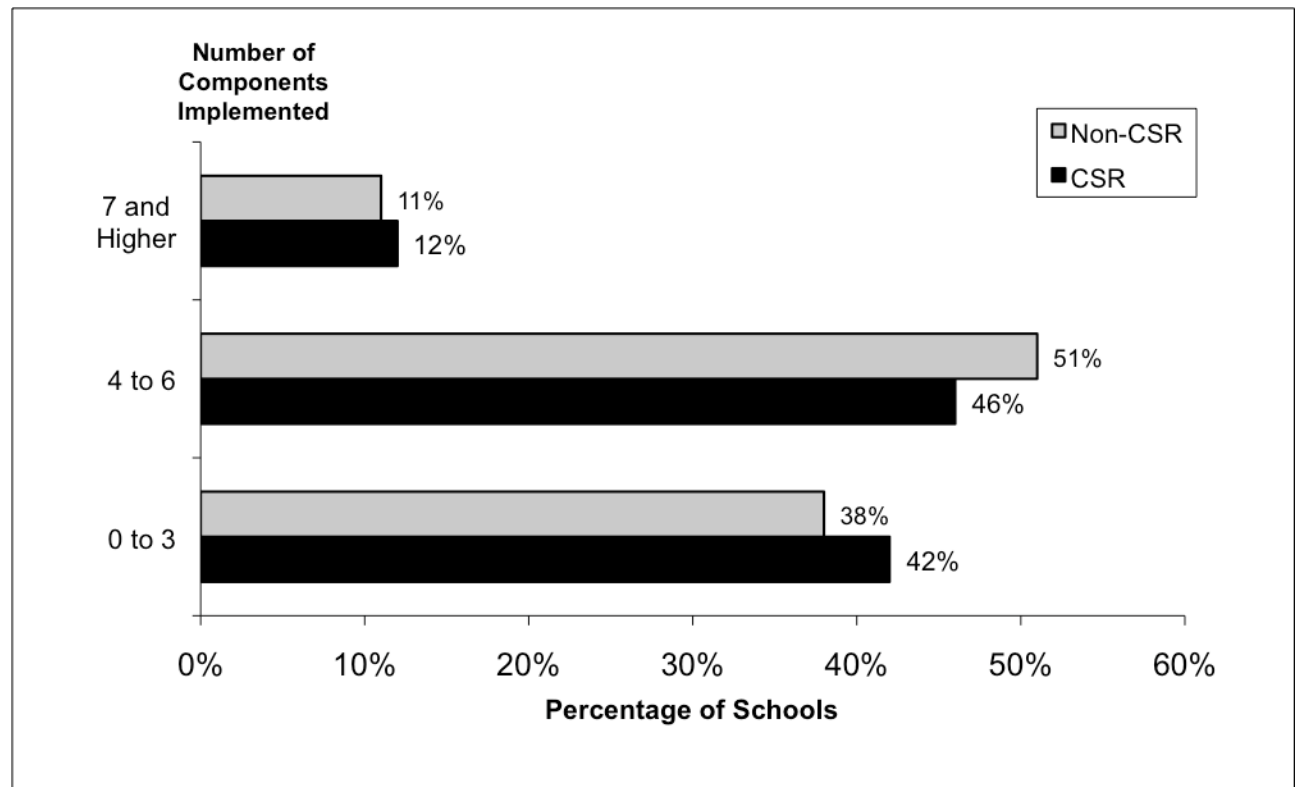
Exhibit highlights: A slightly higher percentage of Comprehensive School Reform (CSR) middle schools implemented seven or more components in 2007 than did non-CSR schools. A slightly higher percentage of non-CSR middle schools reported implementing at least four components. The percentage of CSR schools implementing zero to three components was 4 percentage points higher than that of non-CSR middle schools.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) surveys.

Three reasons may explain the similar implementation gains in both CSR and non-CSR school reform models. First, as shown in three of the case study sites, a school's receipt of a CSR award can allow its school district to shift resources away from that school and toward other non-CSR schools also in need of improvement. Second, *NCLB* was in its first full year in 2002–03; newly available assessment data may have prodded school districts to assist schools identified as low-performing. Third, as school districts gained experience with implementing the CSR program, they may have taken the lessons learned from those schools and applied them to non-CSR schools. This behavior was evident in two of the case study sites.

V. OVERALL STUDY CONCLUSIONS

This study views the CSR program through numerous lenses, including achievement analyses, surveys of school reform implementation, and multiple case studies. This chapter summarizes the key findings deriving from this project and details what we see as the major implications for future federal education policy-making as well as for conducting high-quality research and evaluation studies in this area.

SUMMARY OF FINDINGS

In this summary of findings, we first lay out what we found about the implementation of the federal CSR program and related achievement outcomes. Specifically, we describe how states allocated their federal CSR program dollars and supported schools. We then detail the progress schools made in implementing their CSR awards by focusing on the implementation of the legislatively mandated components and the adoption of models with a scientific research basis. Finally, we describe achievement outcomes associated with the federal CSR program and its implementation.

Our findings indicate that, overall, the federal CSR program did not lead to much comprehensive school reform or achievement gains. However, we also found that achievement gains were somewhat more likely in schools selecting models subsequently identified as having a scientific research base. The importance of adopting such models was generally more important in mathematics than in reading.

Overall Results of the Federal Comprehensive School Reform Program

The federal Comprehensive School Reform program did not yield comprehensively reformed schools nor was it associated with widespread achievement gains. There were some instances where we did observe achievement gains, however. These instances were somewhat more likely in mathematics in schools that selected models identified as having a scientific research base.

In addition, through intensive case study investigations, we did find some instances where schools undertaking comprehensive school reform substantially improved their operations and subsequent achievement outcomes. After the discussion of the federal CSR program as a whole, we will turn to identifying the central conclusions from these case studies. We found that there was not a single route to improving low-performing schools; rather, success relied on the substantial overlap and interconnectedness among the many activities schools undertook as well as the alignment of those activities to specific contextual factors within the school.

Implementation of the Federal Comprehensive School Reform Program

CSR funds were strongly directed to high-poverty schools, i.e. those with poverty rates of at least 75 percent, and those with high concentrations of minority students. Almost half (45 percent) of the CSR schools were high-poverty schools, nearly three times greater than the percentage of all

high-poverty schools (16 percent) and more than one and a half times the percentage of Title I schools (26 percent).

Many states and districts gave priority for CSR funding to such schools.[24] One state, for example, listed all the schools identified in need of improvement and provided CSR funds to the most "in need," working through the list until the funds ran out. Slightly more than half of the states awarded CSR funds based on a combination of merit and academic need. Significantly, when states evaluated CSR applications based solely on merit, fewer high-poverty schools received CSR awards. High-poverty schools may lack capacity to develop proposals, which was mitigated by including need as a criterion.

Although states largely succeeded in providing CSR funds to those schools most in need, schools receiving CSR awards made little progress in implementing more than just a few of the legislatively mandated components and were largely indistinguishable from non-CSR schools that were similar in baseline achievement and demographics. By the third year of their grants, CSR schools reported implementing 4 of the 11 mandated components on average; two years later, they had not made much progress beyond that. These levels of implementation are quite similar to a group of comparison non-CSR schools that participated in this study, indicating low-performing, high-need schools (both CSR and non-CSR) were reforming at similar rates.

Furthermore, only one-third of the schools receiving CSR awards selected reform models that would eventually be identified as having a scientific research basis. Schools primarily adopted externally developed models that lacked such a research base, or "home-grown," locally developed models.[25]

This finding is similar to that of another major national study of comprehensive school reform, the National Longitudinal Examination of Comprehensive School Reform (NLECSR) (Aladjem et al., 2006), which studied implementation of seven of the most commonly adopted, externally developed CSR models. The NLECSR study also found that CSR schools had implemented the components of their CSR models at levels similar to non-CSR comparison schools and that both groups of schools had similar increases in fidelity of implementation over time. However, whereas the NLECSR found that implementation increased between the first and third years of model implementation, such increases were not evident in ECSRIO. The NLECSR also found that the degree of implementation was related to the model being implemented: those models that are considered highly prescriptive, for example, Success for All, tended to be implemented with greater fidelity than models that were not as prescriptive. ECSRIO did not focus on differences

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24. Findings on how states allocated their CSR funds to districts and schools derive from the Second-Year report, "Longitudinal Assessment of Comprehensive School Reform Program Implementation and Outcomes," which is an internal document to the U.S. Department of Education, compiled by the Office of Planning, Evaluation, and Policy Development/ Policy and Program Studies Service, November 2007.
25. Reports from the CSRQ Center, which formed the foundation for our measures of the research base of CSR models (see U.S. Department of Education, 2008, for a complete discussion of how research bases of CSR models were measured), were not available at the time that 2002 CSR awardees made their model selections; however, schools may have used data from two earlier reviews of CSR models: Herman (1999) and Borman, Hewes, Overman, & Brown (2002). The CSRQ reports drew heavily from the data used in previous reviews of CSR models. Of the 40 ratings conducted, 25 models were rated as having some evidence of effectiveness. The CSRQ Center relied on the number and quality of research studies of the models to develop its ratings.

between models and, as a result, may have missed this potentially important covariate of implementation.

Three reasons may potentially explain the similar implementation gains in both CSR and non-CSR school reform models in our study. First, as shown in three of the case study sites, a school's receipt of a CSR award can allow its school district to shift resources away from that school and toward other non-CSR schools also in need of improvement. Second, *NCLB* was in its first full year in 2002–03; newly available assessment data may have prodded school districts to assist all schools (CSR and non-CSR) identified as low-performing. Finally, as school districts gained experience with implementing CSR, they may have taken the lessons learned from those schools and applied them to non-CSR schools. This behavior was evident in two of the case study sites and was cited as a potential explanation in NLECSR.

If these explanations are valid, then the federal CSR program may be responsible for more reform than is being given credit here. That is, it may have provided states and districts with the resources and information to assist a large number of schools identified as being in need of improvement, whether they were CSR schools or not. Conversely, other factors might explain the absence of difference in implementation of reforms between CSR and non-CSR schools in this study. The pressing need of assisting large numbers of schools may have prevented states and districts from supporting CSR schools that needed in-depth assistance. Further, with the accountability requirements in *NCLB*, many schools may have pursued strategies targeting assistance to those students nearest the state's proficiency cut point as well as to specific population groups (such as English language learners). Such strategies might well have diverted attention from more comprehensive approaches to school reform.

Achievement Outcomes Associated With the Federal Comprehensive School Reform Program

The federal CSR program did not result in achievement gains. During the time that schools were implementing their awards, the 2002 cohort of CSR schools made small statistically significant gains in elementary mathematics and reading achievement. However, a group of comparison schools made similar gains, indicating that the CSR program was no better than comparable Title I schools at improving achievement after three years. Similarly, five years after initially receiving their CSR awards, schools receiving awards did not demonstrate larger achievement growth than matched comparison schools not receiving CSR grants. In fact, achievement gains were nonexistent in CSR elementary schools and lower than their comparison schools at the middle school level.

When we examined the relationship between implementation and achievement, we found in the ECSRIO study that the number of components a school implemented after three years did not predict achievement gains. In contrast, the NLECSR study found a relationship between implementation and achievement. In that study, CSR schools that implemented their models with fidelity, especially between implementation years three and five, had higher achievement gains than other schools. The NLECSR also found model-specific achievement effects. Schools that adopted Success for All tended to implement it faithfully and thus realized achievement gains.

One potential explanation for the differences in study findings is the different foci of the two studies: specifically, NLECSR focused on fidelity to specific curriculum models while ECSRIO focused on fidelity to the principles in the comprehensive school reform law. The focus of ECSRIO on fidelity to the law, though appropriate for a program evaluation of a federal effort, may not capture those more nuanced aspects of implementation related to achievement.[26]

One instance where ECSRIO found some evidence of improved achievement is when CSR schools adopted models with a scientific research base. In general, the results demonstrated stronger relationships between the presence of models with scientific research bases and improved achievement in mathematics compared with those models and reading. Specifically, schools implementing reform models with some scientific research backing of effectiveness were more likely than others to experience achievement gains in middle school mathematics. In addition, low-performing schools that adopted CSR models with scientific evidence of effectiveness had a better chance of improving their elementary mathematics scores than schools adopting models without evidence of effectiveness. There was also some evidence, albeit weaker, that schools adopting models with some scientific evidence of effectiveness were more likely to experience achievement gains in middle school reading than schools adopting other models.

Case Studies of School Improvement

Despite the finding that the federal CSR program as a whole did not lead to improvements in achievement or school operations, we did find instances where targeted, sustained efforts resulted in achievement gains. Results reported in the *Achieving Dramatic School Improvement: An Exploratory Study* report (U.S. Department of Education, 2010) not only highlighted instances of achievement gains but also expanded the knowledge base about the challenges and intricacies of comprehensive school reform. That study of rapid improvement schools (i.e., those that made substantial achievement gains in a short time period) and of schools improving at a slower and steadier pace specifically identified leadership, school climate, instruction, and data use as important factors in the improvement process.

School Leadership

One of the most frequently cited practices for improving schools is changing the school leader. The arrival of a new principal sends a clear message that change is necessary. In line with the research literature, this study found that both the principal and distributed leadership were important in stimulating, implementing, and, in some cases, sustaining reforms to improve student achievement. That is, although we found instances where strong principals arrived in a low-performing school and almost single-handedly began the turnaround process, evidence emerged in many of our case studies that improving schools possess varying degrees of distributed leadership. This distributed leadership strategy appeared to be especially important in providing continuity when schools experienced turnover of a principal.

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26. The NLECSR study examined schools that were receiving and not receiving CSR funding.

Principals created conditions and structures to distribute leadership by mobilizing staff members and building a professional community—some with selected participants, others requiring universal participation. In all cases, principals tied those structures to school improvement efforts. For instance, several principals in the case study schools placed a major emphasis on enhancing the roles and responsibilities of school staff members for school improvement by recruiting more experienced staff members to participate in school decision making, opening up the decision-making process to the broader staff community (particularly when the previous involvement had been limited to a few members), and/or instituting committees or research teams that zeroed in on specific topics to support school improvement.

Reported benefits of distributed leadership were interrelated and included shared responsibility, greater staff buy-in, more effective implementation of new practices, continuity of leadership, and enhanced collaboration. For example, by drawing on teachers from across grade levels, the organization of committees in one of the schools enhanced both horizontal (within grade) and vertical (across grades) collaboration. Teachers at another school believed that they were creating their own reforms, even though they were receiving considerable external help, because their own senior teachers were rolling out the strategies.

Another benefit of distributed leadership is that it can be critical to maintaining continuity of leadership and thereby sustaining reforms despite leadership changes. At one school, for example, the staff members selected by the principal to serve on the management team continued to serve in pivotal leadership roles at the school five years later. When the principal left a school after the 2005–06 school year, its teacher leaders continued to lead and run the school with seemingly little guidance from the new principal. This case study information leads us to hypothesize that these schools' continued achievement growth across two school leaders might be partially attributed to the continuity provided by a distributed leadership model.[27]

School Climate

The literature on school improvement and turnaround schools suggests that improving the climate in troubled schools can accompany—and facilitate—improved achievement (Herman et al., 2008). Changes to the climate that make the school safer and more orderly can serve a dual purpose: they demonstrate that it is possible to make quick and dramatic changes to the school, motivating staff members and students to support successful turnaround efforts (Herman et al., 2008), and they eliminate a set of pressing, nonacademic needs to allow staff members to focus on academics (Kowal & Hassel, 2005).

All of the schools visited in our study faced school climate challenges at the beginning of the improvement period, for example, a disruptive student learning environment or uninvolved parents, and each school adopted specific strategies intended to improve this condition. Nearly all of the schools considered changes to improve school climate as important, and in about half of the schools, new principals considered addressing school climate concerns as a necessary first step in laying the groundwork for instructional improvement efforts. Common approaches to

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27. For additional information, please see Chapter 3: Leadership from *Achieving Dramatic School Improvement: An Exploratory Study* (U.S. Department of Education, 2010).

improving school climate included enhancing behavior management efforts, involving parents meaningfully in school governance, and soliciting resources from the community.[28]

Instruction

The literature on turning around low-performing schools suggests that a relentless focus on improving student achievement is a common success factor. All of the case study schools that made dramatic improvement reported making instructional improvements to raise student achievement. Common strategies to enhance instruction, in line with the research literature, included aligning the curriculum to district or state standards and assessments; adopting a new curriculum; and increasing learning time through an extended school year, after-school programs, or block scheduling within the school day.

To support instructional improvement efforts, almost all schools reported sharing and systematically using data to guide instructional changes. One school, for example, prominently displayed data boards throughout the school and, instead of using them for punitive monitoring, established a shared responsibility for results, with one teacher noting "we all sink, or we all swim." At another school, the notion of data display and transparency was extended to students, who regularly tracked their own progress against an "aim line" that served as a means of comparing their current achievement with established goals.

Professional development from coaches and external consultants, often hired through district or state support, also appeared to be key in improving instruction. This strategy not only provided immediate instructional assistance but also laid the groundwork for schools becoming less reliant on funding and external assistance. Involvement in extensive professional development helped identify and develop teacher leaders who helped to sustain and institutionalize reforms.[29]

Federal and State Support

In addition to actions at the school level, districts, states and the federal government can play an important role in stimulating both rapid improvement and more incremental achievement gains. We found that accountability requirements can push schools to change, and additional resources can support these efforts. Respondents in about half of the schools that were visited in the dramatic school improvement study cited district support, guidance and assistance as being instrumental to their success. Furthermore, four of these schools received substantial state support. While respondents were somewhat less likely to mention states and the federal government as specifically and directly affecting local reform, the overall accountability context appeared to have an important motivating effect at the local level. Respondents noted that the consequences for chronic low performance, as determined by federal and state accountability measures, had stimulated change.

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28. For additional information, please see Chapter 4: School Climate from *Achieving Dramatic School Improvement: An Exploratory Study* (U.S. Department of Education, 2010).
29. For additional information, please see Chapter 5: Instructional Improvement Strategies from *Achieving Dramatic School Improvement: An Exploratory Study* (U.S. Department of Education, 2010).

Although the primary form of external support was financial, some respondents provided examples of in-kind assistance, predominantly from the districts. In-kind assistance was generally in the form of consultation and professional development for instructional coaches and teachers. In some cases, schools and districts used funding to purchase assistance directly from state and private agencies. Other forms of district support included assigning experienced principals with the explicit purpose of turning the school around or guiding reform efforts by establishing consistent expectations.[30]

Sustaining Improvement

Each of the schools visited in the study faced challenges in sustaining their improvement strategies and achievement gains, including challenges caused by lost resources and staff turnover. Some respondents perceived their schools' achievement gains as being related to the actions of, and resources provided by, districts, states, and, in some cases, the federal government. These respondents were concerned about the potential loss of external support. Some of these schools found ways to replace lost resources, and some have succeeded in institutionalizing improved instructional practices.

Most schools developed strategies to alleviate resource fluctuations, for example, by seeking supplemental fiscal resources to replace lost funds and building expertise among staff members to reduce reliance on external support. Schools generally had an influx of resources over several years at a time. As grant funding streams ended, 8 of the 11 schools studied were able to rely on new funding streams.

Several schools made themselves less reliant on funding and external assistance by providing extensive professional development for their teachers and by building teacher leaders through distributed leadership opportunities. Five schools used their funds and other resources to focus on enhancing the knowledge and skills of their staff members through professional development or to purchase or develop materials or instructional programs that would remain in place once funding ended. One school's principal focused on securing grants that would build staff skills to outlive the life of the grant. Regional consultants at another school trained a selected group of teacher leaders on instructional practices and on training other teachers in those strategies. Near the end of our study, that school lost its school improvement specialist because of lack of funding. However, much of the implementation of the instructional practices had become institutionalized.

Respondents also identified staff turnover, both voluntary and involuntary, as an impediment to sustaining academic achievement. One charter school consistently saw high staff turnover as teachers sought to move from that school to regular, higher paying, tenure-track positions in the local public school district. Another school reported nearly half of the teaching staff being new to the school in 2004–05, largely because of a new school opening up in the district. To combat the problems associated with staff turnover, a few schools strengthened the orientation of new staff members. At two schools, teachers participated in a new teacher academy. Yet another instituted

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30. For additional information, please see Chapter 6: External Support from *Achieving Dramatic School Improvement: An Exploratory Study* (U.S. Department of Education, 2010).

a mentor system that assigned new teachers to an experienced member of the staff to help integrate and acculturate the new teachers to the school.

Closing Discussion: No One Way to Improve Low-Performing Schools

One of the key findings from the *Achieving Dramatic School Improvement: An Exploratory Study* (U.S. Department of Education, 2010) report is that although there are several overarching categories of activity on which improving schools generally rely, the paths toward school improvement varied based on local needs and conditions. Some placed greater emphasis on one factor (e.g., distributed leadership) than another (e.g., transparent use of student-level data); others chose a different order of factors or they combined features of reform into unique ways to establish a coherent whole-school approach. Furthermore, reform strategies interacted in multiple ways, suggesting that the same reforms may be more or less successful depending on differences in leadership, staff capacity, community support and other factors. There is no "one way" to implement an effective school improvement program since different factors play out in different ways in different settings.

This report also highlighted the multiple ways by which schools can improve quickly and dramatically. The NLECSR findings similarly illustrated the interdependence of CSR model components. Neither this study nor NLECSR identified a single path to improvement or a unique bundle of components or activities associated with school improvement. On the contrary, both studies demonstrated that sustained improvement implies substantial overlap and interconnectedness among the many activities that schools undertake. These suggested multiple connections lead directly to the question of how the federal government can foster scalable or systemwide reform that resemble the successes observed in our case study sites and in NLECSR.

We would posit that systemwide reform or scaled-up improvement of this type requires highly contextualized and resource-intensive support. The U.S. Department of Education would need to begin to provide substantial amounts of direct and individually tailored technical assistance to state departments of education and possibly also to local school districts. The assistance the Department would provide to states would mirror the situationally dependent assistance some states in the case studies provided districts and schools.

The Department could expand the scope of work of its network of regional Comprehensive Centers to provide this kind of support to states and districts attempting to turn around low-performing schools. Currently, the Comprehensive Centers are tasked with providing assistance primarily to state education agencies to implement *NCLB*; to use scientifically valid teaching methods and assessment tools; and to facilitate communication between education experts, school officials and parents. A new expanded mission for these Centers could take the form of developing and providing training to assist states, districts and schools in identifying the organizational approach or approaches (e.g., leadership changes, accountability systems, and/or the implementation of research-based school reform models with fidelity) needed to improve quality instruction in schools.

FUTURE RESEARCH NEEDED FOR IMPROVING CHRONICALLY LOW-PERFORMING SCHOOLS

Future research for improving chronically low-performing schools could play a significant role in shaping the nature of subsequent federal efforts and of other service providers so they are targeted on interventions most likely to result in positive effects. To do so, we recommend that such an agenda address the following critical needs.

1. The need for a more robust national database. In our national study of the federal CSR program, CSR award databases provided limited information about the CSR model chosen beyond the initial year of funding. These databases also lacked information about the total amount of funding provided beyond the first year of the award.

Similarly, one challenge in selecting sites for the case studies of dramatic school improvement was the absence of up-to-date national data on student achievement. Reliable estimates of school-level performance should ideally be derived from longitudinal, student-level data to ameliorate problems inherent in "percent proficient" school-level calculations through the use of robust student growth curve models. This issue is of particular importance in schools that experience high levels of student mobility, which is the case in many low-performing schools.

We were also constrained in our work by having a data set that not only was out of date but also provided achievement information only at the school level. Because the school-level data available from the NLSLSASD were not updated, we needed to gather data from individual states that varied in their completeness and in how recent they were.

Although one might reasonably expect future updates to national school-level data sets such as the NLSLSASD, it seems unlikely that a comparable national database of student-level data will be compiled in the near future. Nevertheless, the U.S. Department of Education could work with the states to enhance the EdFacts database by including relevant activities within the schools. Critical data elements should address principal and faculty stability, measures of school climate, reform models) in use, award amounts from federal funds and other major sources, use of extended hours for instruction, use of data, and instructional support such as teacher mentors and internal and/or external coaches. Furthermore, the Department should make these data available to the research community in real time so that timely, relevant analyses can be conducted.

2. The need for real-time investigations and the avoidance of retrospective analyses. Researchers, policy-makers, and practitioners in recent years have paid much attention to the scientific search for "what works" to improve schools and turn them around. Our study's findings underscore the challenges inherent in such efforts by drawing attention to the fact that comprehensive school reform is not just about adopting a set of effective or promising practices. It is also about navigating and adapting to a constantly changing landscape that needs to be monitored on an ongoing basis. Real-time feedback and analysis is needed to accomplish this type of reform.

With a more robust database as described above, researchers could identify potential low-performing schools that turned around as soon as dramatic improvements in achievement were observed. As schools are identified as potential case study sites, researchers could identify

matched comparison schools. Next, with potential treatment and comparisons identified, researchers could quickly begin more in-depth, qualitative work to examine and track practices close in time to each school's achievement improvement. Such an approach not only would minimize the error induced by retrospective data collection but also would provide critically important counterfactual data from the identified comparison sites.

Finally, after tracking these matched pairs of successful turnaround and comparison schools for several years, enough should have been learned about the process of dramatic school improvement to design one or several interventions that would be the basis for experimental or quasi-experimental studies of particular attributes of successful school turnaround identified in the first two stages of this study.

This ability to design interventions could also suggest an alternative, expanded role for the Regional Educational Laboratories, whose goal is to provide "access to high-quality, scientifically valid education research through applied research and development projects, studies, and other related technical assistance activities."[31] The Regional Educational Laboratories could be charged with identifying and conducting real-time investigations of low-performing schools that dramatically improved in their regions that could be used to develop interventions with descriptions of the conditions under which those interventions seem to work best.

3. The need for well-developed implementation measures. One of the key differences between the NLECSR and ECSRIO is in the definition of implementation. By focusing on fidelity to the law, ECSRIO did not capture differences in models and essentially treated all models as having the same components. However, the findings from the dramatically improving schools case studies and from the NLECSR highlight the fact that school reform is context-specific. That is, while certain overarching themes should be addressed (e.g., leadership, school climate and instruction), the specifics of addressing these critical areas rely on the particular circumstances of the school.

Thus, what is needed are well-developed school reform implementation measures serving two purposes that are at risk of potentially conflicting with each other. First, implementation measures need to be specific enough to effectively characterize the school reform effort. Effective leadership occurs not just through the presence of an effective leader but, rather, evolves through the correct style and distribution of leadership in a school to match that school's context. Second, implementation measures must be broad enough to allow for comparison across school contexts so that research can effectively identify the set of practices that a school can adopt in a particular set of circumstances and feel reasonably confident that those practices have been shown in previous research to yield positive reform.

Once these measures are developed, it would not be unreasonable to expect states, districts and schools receiving funding for school reform to provide periodic robust information about implementation. The systematic collection and analysis of such data would be a major step

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31. See the welcome statement of the U.S. Department of Education's Institute of Education Sciences, Regional Education Laboratory Program, which is found on the program's home page at http://ies.ed.gov/ncee/edlabs/.

toward a continuously more refined and comprehensive understanding of the implementation phenomena and how they relate to improved teaching and learning in classrooms. This in-depth understanding would in turn help policy-makers design better interventions over time, leading to more effective reforms for low-achieving schools and heightened student achievement.

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APPENDIX A.
STANDARD ERROR TABLES FOR ANALYSES

This appendix includes the standard error tables for the analyses presented throughout the report.

STANDARD ERRORS FOR REPORT EXHIBITS

Exhibit A.1 Standard Errors for Differences Between the 2002 Cohort of Title I CSR Schools and Title I Non-CSR Schools				
	Non-CSR		CSR	
	N	Standard Error	*N*	Standard Error
Standardized Assessment Scores				
Elementary Mathematics	31,960	0.005	273	0.056
Elementary Reading	32,117	0.005	274	0.054
Middle School Mathematics	12,044	0.009	105	0.081
Middle School Reading	12,222	0.009	105	0.090
Membership	53,758	1.552	402	19.365
Percentage Minority	52,016	0.156	386	1.839
Percentage FRL	48,872	0.122	362	1.096
Exhibit highlights: Standard errors for estimates presented in Exhibit 5 in the main body of the report. Source: Common Core of Data (CCD). Note: "FRL" refers to students eligible for free or reduced-price lunches.				

Exhibit A.2
Standard Errors for Differences Between the 2002 Cohort of Title I CSR Schools and Non-CSR Title I Schools Chosen by Propensity Scoring: Schools With Elementary Mathematics and Reading Achievement

	Non-CSR		CSR	
	N	Standard Error	*N*	Standard Error
Standardized Assessment Scores				
Elementary Mathematics	478	0.042	234	0.063
Elementary Reading	478	0.041	235	0.059
Membership	478	11.266	244	17.670
Percentage Minority	478	1.599	244	2.324
Percentage FRL	461	1.002	233	1.338

Exhibit highlights: Standard errors for estimates presented in Exhibit 6 in the main body of the report.

Source: Comprehensive School Reform (CSR) Awards Database; Common Core of Data (CCD); National Longitudinal School-Level State Assessment Score Database (NLSLSASD).

Note: "FRL" refers to students eligible for free or reduced-price lunches.

Exhibit A.3
Standard Errors for Differences Between the 2002 Cohort of Title I CSR Schools and Non-CSR Title I Schools Chosen by Propensity Scoring: Schools With Middle School Mathematics and Reading Achievement

	Non-CSR		CSR	
	N	Standard Error	*N*	Standard Error
Standardized Assessment Scores				
Middle School Mathematics	248	0.053	95	0.082
Middle School Reading	248	0.048	95	0.093
Membership	248	26.716	109	43.026
Percentage Minority	248	2.283	109	3.516
Percentage FRL	243	1.442	103	2.287

Exhibit highlights: Standard errors for estimates presented in Exhibit 7 in the main body of the report.

Source: Comprehensive School Reform (CSR) Awards Database; Common Core of Data (CCD); National Longitudinal School-Level State Assessment Score Database (NLSLSASD).

Note: "FRL" refers to students eligible for free or reduced-price lunches.

	N	CSR Schools	Non-CSR Schools
Exhibit A.4 **Standard Errors for Changes in Standardized Assessment Scores in CSR and Non-CSR Schools From 2002–03 to 2006–07**			
Elementary Mathematics	560	0.043	0.041
Elementary Reading	563	0.038	0.040
Middle School Mathematics	291	0.040	0.041
Middle School Reading	294	0.045	0.045

Exhibit highlights: Standard errors for estimates presented in Exhibit 8 in the main body of the report.

Source: Comprehensive School Reform (CSR) Awards Database; Common Core of Data (CCD); National Longitudinal School-Level State Assessment Score Database (NLSLSASD).

Exhibit A.5
Standard Errors for Average Number of CSR Components Implemented by
CSR and Non-CSR Elementary Schools in 2003 and 2007

School Type	2003	2005
CSR Schools (*N* = 153)	0.136	0.156
Non-CSR Schools (*N* = 128)	0.143	0.162

Exhibit highlights: Standard errors for estimates presented in Exhibit 20 in the main body of the report.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) surveys.

Exhibit A.6
Standard Errors for Average Number of CSR Components Implemented by CSR and
Non-CSR Middle Schools in 2003 and 2007

School Type	2003	2005
CSR Schools (*N* = 69)	0.170	0. 230
Non-CSR Schools (*N* = 55)	0.262	0.259

Exhibit highlights: Standard errors for estimates presented in Exhibit 20 in the main body of the report.

Source: Evaluation of the Comprehensive School Reform Program Implementation and Outcomes (ECSRIO) surveys.

APPENDIX B.
DATA COLLECTION INSTRUMENTS

Longitudinal Assessment of Comprehensive School Reform

PRINCIPAL INVENTORY

Paperwork Burden Statement
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1875-0222. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: WestEd.

INVENTORY OF SCHOOL REFORM EFFORTS

Dear Principal,

WHO IS CONDUCTING THIS INVENTORY?
WestEd and COSMOS Corporation, educational research organizations under contract to the U.S. Department of Education, request your participation in this inventory. WestEd and the Department of Education are conducting this inventory by the authority of Section 1607 of the *No Child Left Behind Act of 2001* (P.L. 107-110).

WHAT IS THE PURPOSE OF THIS INVENTORY?
This inventory is designed to understand how reform at your school changes the ways that you and your staff approach teaching and learning. This inventory focuses on changes that can affect every facet of school operations including classrooms, professional development, schoolwide operations (*e.g.* scheduling) and management, and administration of the school building.

HOW WILL THE RESULTS BE USED?
The data from this inventory will be used by the U.S. Department of Education and Congress to evaluate the implementation and effectiveness of federal school reform legislation. Data will be reported only in statistical summaries; your individual responses will be kept confidential.

WHY SHOULD YOU PARTICIPATE IN THIS INVENTORY?
We are conducting this inventory with only a sample of schools. Therefore, the value of your individual contribution is greatly increased because it represents many other schools. We encourage you to participate in this voluntary inventory.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?
Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, or have other inquiries, call toll free 1–866-880-2773 or email csr@duerrevaluation.com. You may also mail your questionnaire to:

WestEd
Attn: John Flaherty
4665 Lampson Avenue
Los Alamitos, CA 90720

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT! As soon as we receive your questionnaire, remuneration for you or your school will be mailed immediately.

Instructions:

The questions on this inventory apply to reform being implemented at your school. All questions refer to reform occurring at your school *during the last school year* (2002-2003).

Please refer to the state of reform at your school at the end of last year when answering each question. Some questions ask that you mark the *one* best response, while others ask you to mark *all that apply*.

I. School Planning

1. **How formal is the school improvement plan at your school?**

   <u>Last year (2002-03)</u>
   (mark one response)

a.	Comprehensive written plan	❏
b.	Outline of a plan	❏
c.	Written mission statement only	❏
d.	No formal plan but teachers generally share the same ideas	❏
e.	Multiple plans	❏
f.	No plan (**Skip to question 4**)	❏

2. **What aspects of reform are covered by the school improvement plan?**

   <u>Last year (2002-03)</u>
   (mark all that apply)

a.	Measurable goals or objectives	❏
b.	Mechanism for periodic evaluation of goals	❏
c.	Curriculum and instruction content	❏
d.	Student assessment rubrics	❏
e.	Classroom management guidelines	❏
f.	Professional development activities	❏
g.	Parental involvement plan	❏
h.	Framework for participation in school management	❏
i.	Integration of new technology	❏
j.	Other (specify) _____	❏

3. **What factors influenced the content of your formal school improvement plan?**

(mark all that apply)

a.	State or district content standards	❑
b.	State or district performance standards	❑
c.	Needs identified through a school needs assessment	❑
d.	School performance standards	❑
e.	Specifications of adopted/adapted reform design	❑
f.	Assigned by district/state	❑
g.	Other (specify) _____	❑

4. **Has your school been *identified* as a low performing school?**

Last year (2002-03)

(mark one response)

a.	Yes	❑
b.	No	❑

5. **Has your school been *sanctioned* because of low performance?**

Last year (2002-03)

(mark one response)

a.	Yes	❑
b.	No	❑

II. Reform Characteristics

6. **How is reform at your school designed?**

Last year (2002-03)

(mark one response)

a.	Totally designed at this school	❑
b.	Adapted with modifications from external source	❑
c.	Adapted selected parts from multiple external sources	❑
d.	Adopted unmodified from external source	❑

7. **Indicate the primary designer for the reform efforts at your school:**

Last year (2002-03)

(mark one response)

a.	Locally developed	❑
b.	School district	❑
c.	University	❑
d.	Private developer or publisher	❑
e.	Other (specify) _____	❑

8. Does the *primary* reform effort at your school have a name? **Last year (2002-03)**

(mark one response)

a.	Yes	❒
b.	No	❒
c.	Don't know	❒

9. If so, write the name here: _____

10. Is your school currently implementing more than one reform? **Last year (2002-03)**

(mark one response)

a.	Yes	❒
b.	No	❒
c.	Don't know	❒

11. If so, list the names here: _____

12. At which grade levels in your school are reforms mainly focused?

K 1 2 3 4 5 6 7 8 9 10 11 12 **(mark all that apply)**

13. Which categories best describe the focus of reform efforts at your school? **Last year (2002-03)**

(mark all that apply)

a.	Whole-school	❒
b.	Reading/language arts	❒
c.	Mathematics	❒
d.	Science	❒
e.	Social studies	❒
f.	Arts	❒
g.	Other (specify) _____	❒

14. Who is primarily responsible for selecting the school reform in which your school participates? **Last year (2002-03)**

(mark all that apply)

a.	School board	❒
b.	District central office	❒
c.	School administrators	❒
d.	School improvement team	❒
e.	Teachers	❒
f.	Parents	❒
g.	Other (specify) _____	❒

15. Which of the following factors contribute to the selection of reform at your school?

(mark all that apply)

a.	Cost of reform	❏
b.	Theoretical or research foundation	❏
c.	Successful implementation at other schools	❏
d.	"Fit" with school needs	❏
e.	State or district mandate	❏
f.	Compatibility with assessment tools	❏
g.	Best published results	❏
h.	Don't know	❏
i.	Other (specify) _____	❏

16. Does your school have control over budgetary issues at the school site?

Last year (2002-03)

(mark one response)

a.	Yes	❏
b.	No	❏

17. Does your school have control over personnel decisions at the school site?

Last year (2002-03)

(mark one response)

a.	Yes	❏
b.	No	❏

III. Faculty Role in Reform

18. Did the faculty formally vote to adopt the current reform in your school?

Last year (2002-03)

(mark one response)

a.	Yes	❏
b.	No	❏
c.	N/A No adopted reform	❏

19. Estimate the percentage of teachers who participate in reform at your school (write percentage in space at right):

_____

20. What factors determine the extent of teacher participation in reform at your school?

Last year (2002-03)

(mark all that apply)

a.	All teachers participate at this school	❏
b.	Our reform is subject-specific	❏
c.	Our funding limits the number of teachers who can participate	❏
d.	Our school reform is being phased in over time	❏
e.	Other reason (specify) _____	❏

21. **What evidence shows that the reform chosen at your school improves student achievement?**

(mark all that apply)

a.	Independent research	❐
b.	Research conducted by reform designer	❐
c.	Research that included comparison or control groups	❐
d.	Results from students at this school	❐
e.	Other (specify) _____	❐
f.	Don't know	❐

22. **Does your school have performance goals for students *at the end* of each school year?**

Last year (2002-03)

(mark one response)

a.	Yes, by grade level	❐
b.	Yes, by content area	❐
c.	Other (specify) _____	❐
d.	No	❐

23. **Does your school have *intermediate* student performance goals within each school year to gauge student progress?**

Last year (2002-03)

(mark one response)

a.	Yes, by grade level	❐
b.	Yes, by content area	❐
c.	Other (specify) _____	❐
d.	No	❐

24. **What factors influenced the creation of performance goals at your school?**

Last year (2002-03)

(mark all that apply)

a.	State content standards	❐
b.	State testing requirements	❐
c.	Local standards or testing requirements	❐
d.	Postsecondary eligibility requirements	❐
e.	Reform efforts	❐
f.	School priorities	❐
g.	Parent concerns	❐
h.	Other (specify) _____	❐
i.	None, our school does not have performance goals	❐

25. Which academic subjects are covered by goals or benchmarks at your school for student achievement?

(mark all that apply)

a.	Reading/language arts	❏
b.	Mathematics	❏
c.	Science	❏
d.	Social Studies	❏
e.	Arts	❏
f.	Other (specify) _____	❏

26. Does your school have a formal test preparation program to prepare students for mandated state tests?

Last year (2002-03)

(mark one response)

a.	Yes	❏
b.	No **(Skip to question 29)**	❏

27. If so, which grade levels participate in the test preparation program? (mark all that apply)

K 1 2 3 4 5 6 7 8 9 10 11 12 **(mark all that apply)**

28. If so, how much time do students spend in the test preparation program each year?

Last year (2002-03)

(mark one response)

a.	2 days or less	❏
b.	Between 2 and 5 days	❏
c.	Between 5 and 10 days	❏
d.	More than 10 days	❏

V. Evaluation

29. Does your school have a formal written plan to evaluate progress toward improvement goals?

Last year (2002-03)

(mark one response)

a.	Yes	❏
b.	No	❏

30. Which of the following factors influence the direction of evaluation?

Last year (2002-03)

(mark all that apply)

a.	School-developed requirements	❏
b.	Requirements of reform	❏
c.	District requirements	❏
d.	State requirements	❏
e.	Federal Title I requirements	❏
f.	Other (specify) _____	❏

31. What topics are addressed in the formal evaluation plan?

(mark all that apply)

a.	Student performance	❐
b.	Program implementation	❐
c.	Parental participation	❐
d.	Staff development	❐
e.	Utility of external assistance	❐
f.	Sources of financial support	❐
g.	Other (specify) _____	❐

VI. Support for School Reform

32. Does the *state* reward districts or schools for meeting student achievement goals?

Last year (2002-03)

(mark one response)

a.	Yes	❐
b.	No	❐

33. Does the *state* sanction districts or schools for failing to meet student achievement goals?

Last year (2002-03)

(mark one response)

a.	Yes	❐
b.	No	❐

34. Which sources of funding contribute to implementation and operation of reform efforts at your school?

Last year (2002-03)

(mark all that apply)

a.	Federal CSR funds	❐
b.	Title I	❐
c.	Other federal funds	❐
d.	Special state grants	❐
e.	Discretionary district funds	❐
f.	Foundation grants	❐
g.	Local community or business donations	❐
h.	Other (specify) _____	❐

35. How have existing resources been coordinated to support reform efforts at your school?

(mark all that apply)

a.	Alignment of district professional development	☐
b.	Alignment of Title I activities	☐
c.	Alignment of other special funds (*e.g.* bilingual education, or magnet schools)	☐
d.	Reallocation of staff positions	☐
e.	Other (specify) _____	☐

36. Which one of these external entities is *primarily* responsible for supporting reform efforts at your school? (choose only one)

Last year (2002-03)

(mark one response)

a.	University	☐
b.	Regional Education Laboratory	☐
c.	State agency	☐
d.	School district	☐
e.	Reform program developer	☐
f.	Teachers from other schools	☐
g.	Non-affiliated consultants	☐
h.	Other (specify) _____	☐
i.	None, our school does not use external support	☐

37. What kind of assistance does this *primary* external entity provide to support reform efforts at your school?

Last year (2002-03)

(mark all that apply)

a.	Onsite consulting	☐
b.	Professional development	☐
c.	Networking opportunities	☐
d.	Written materials for students	☐
e.	Written materials for teachers	☐
f.	Software or technological assistance	☐
g.	Other (specify) _____	☐
h.	None, our school does not use external support	☐

38. What type of additional support has been available through your *district* for school reform efforts?

Last year (2002-03)

(mark all that apply)

a.	Administering a needs assessment	❒
b.	Providing additional school staff to support school reform	❒
c.	Selecting a school reform model	❒
d.	Writing grants to support school reform	❒
e.	Providing professional development for school reform	❒
f.	Release time for teachers	❒
g.	Other (specify) _____	❒
h.	None, the district does not supply additional support	❒

39. What type of additional support has been available through your *state* for school reform efforts?

Last year (2002-03)

(mark all that apply)

a.	Administering a needs assessment	❒
b.	Selecting a school reform model	❒
c.	Writing grants to support school reform	❒
d.	Providing professional development for school reform	❒
e.	Release time for teachers	❒
f.	Other (specify) _____	❒
g.	None, the state does not supply additional support	❒

VII. Instructional Practice and Professional Development

40. What teacher enhancement opportunities are available to teachers in your school?

Last year (2002-03)

(mark all that apply)

a.	Mentoring new teachers	❒
b.	Coaching other teachers	❒
c.	Making management decisions	❒
d.	Making decisions related to curriculum development	❒
e.	Participating on grade-level teams	❒
f.	Participating on content area teams across grades	❒
g.	Other (specify) _____	❒

41. Are teachers scheduled to have a common planning period during the day?

Last year (2002-03)

(mark all that apply)

a.	Yes, by grade level	❑
b.	Yes, by content area	❑
c.	Other (specify) _____	❑
d.	No, no common planning time is scheduled	❑

42. Who organizes the scope and sequence of the curriculum at your school?

Last year (2002-03)

(mark all that apply)

a.	State	❑
b.	District	❑
c.	School	❑
d.	Individual teachers	❑

43. How is professional development organized at your school?

Last year (2002-03)

(mark all that apply)

a.	Teachers select activities sponsored by the district or other organizations	❑
b.	The district identifies common professional development themes for all teachers	❑
c.	The school reform plan includes professional development activities for all teachers	❑
d.	All teachers participate in the same professional development activities	❑
e.	Each teacher has an individual professional development plan	❑

44. Which kinds of professional development opportunities are available to teachers at your school?

Last year (2002-03)

(mark all that apply)

a.	Reading/language arts instruction	❑
b.	Mathematics instruction	❑
c.	Instructional strategies for low-achieving, limited-English-proficient, special education, and/or migrant students	❑
d.	Ensuring that curriculum and instruction are consistent with state and/or district content standards	❑
e.	Ensuring that curriculum and instruction are consistent with state and/or district assessments	❑
f.	Implementation of a school reform model	❑
g.	Monitoring individual students' progress toward learning goals	❑
h.	Interpreting reports of student achievement data	❑
i.	Other (specify) _____	❑

45. In what format or setting is professional development offered to teachers at your school?

(mark all that apply)

a.	Seminars	❐
b.	Workshops	❐
c.	Study groups	❐
d.	Make and take	❐
e.	Regional and national conferences	❐
f.	Courses for college credit	❐
g.	Other (specify) _____	❐
h.	None, our school does not provide formal professional development	❐

46. How is time allocated to enable teachers to participate in formal professional development opportunities?

Last year (2002-03)

(mark all that apply)

a.	Pupil-free days	❐
b.	Release time	❐
c.	Faculty meeting time	❐
d.	Personal time (evenings and weekends)	❐
e.	Holidays (including summer vacation)	❐
f.	Our school does not provide formal professional development	❐

47. Does your school provide the equivalent of over 10 days of professional development per year?

Last year (2002-03)

(mark one response)

a.	Yes	❐
b.	No	❐

VIII. Role of Parents

48. By what means does your school formally communicate with parents?

Last year (2002-03)

(mark all that apply)

a.	Designated parent coordinator	❐
b.	Regular newsletter	❐
c.	Telephone calls	❐
d.	Email	❐
e.	Website	❐
f.	In the language spoken at home (other than English)	❐
g.	Other (specify) _____	❐
h.	No formal communication with parents	❐

49. In what ways does your school encourage parents to be involved in governance?

(mark all that apply)

a.	Defining school mission and goals	❏
b.	Choosing instructional materials	❏
c.	Hiring teachers and staff	❏
d.	Scheduling and school calendar	❏
e.	Evaluating school improvement	❏
f.	Fundraising	❏
g.	Other (specify) _____	❏
h.	School governance does not involve parents	❏

50. Estimate the percentage of parents who are engaged with the school in the following ways (write percentage in space at right):

Last year (2002-03)

a.	Attend parent-teacher conferences	_____
b.	Demand frequent reports on their children's progress	_____
c.	Actively volunteer	_____
d.	Observe classroom activities	_____
e.	Actively participate in a formal parent organization (PTA/PTO)	_____
f.	Other (specify) _____	_____

IX. Principal Characteristics

51. How many years have you been a principal? _____

52. How many years have you been a principal at this school? _____

Are any of the following design(s) currently in use at your school? (mark all that apply)

Entire-School
- ❐ Accelerated Schools
- ❐ America's Choice
- ❐ ATLAS Communities
- ❐ Audrey Cohen College: Purpose-Centered Education
- ❐ Center for Effective Schools
- ❐ Child Development Project
- ❐ Coalition of Essential Schools
- ❐ Community for Learning
- ❐ Co-nect
- ❐ Core Knowledge
- ❐ Different Ways of Knowing
- ❐ Direct Instruction
- ❐ Edison Schools
- ❐ Expeditionary Learning Outward Bound
- ❐ High Schools That Work
- ❐ High/Scope Primary Grades Approach to Education
- ❐ Integrated Thematic Instruction
- ❐ MicroSociety®
- ❐ Modern Red Schoolhouse
- ❐ Montessori
- ❐ Onward to Excellence
- ❐ Paideia
- ❐ QuEST
- ❐ Roots & Wings

- ❐ School Development Program (Comer)
- ❐ Success for All
- ❐ Talent Development HS with Career Academies
- ❐ Talent Development Middle School
- ❐ The Learning Network
- ❐ Turning Points
- ❐ Urban Learning Centers
- ❐ Ventures Initiative and Focus® System
- ❐ Other whole-school reform

Reading/Language Arts
- ❐ Breakthrough to Literacy
- ❐ Carbo Reading Styles Program
- ❐ CELL/ExLL
- ❐ CORE
- ❐ Early Intervention in Reading
- ❐ Exemplary Center for Reading Instruction
- ❐ First Steps
- ❐ Junior Great Books
- ❐ Literacy Collaborative
- ❐ National Writing Project
- ❐ Reading Recovery
- ❐ Other reading/language arts design

Mathematics
- ❐ Connected Mathematics Project
- ❐ Core Plus Mathematics Project
- ❐ Growing with Mathematics
- ❐ Interactive Mathematics Program
- ❐ MATH Connections®
- ❐ U. of Chicago School Mathematics Project
- ❐ Other mathematics design

Science
- ❐ Developmental Approaches to Science, Health and Technology
- ❐ Foundational Approaches in Science Teaching
- ❐ GALAXY Classroom Science
- ❐ Iowa Chautauqua Program
- ❐ Other science design

Other
- ❐ ACCESS
- ❐ Basic Skill Builders
- ❐ COMP: Creating Conditions for Learning
- ❐ Feuerstein's Instrumental Enrichment
- ❐ HOSTS
- ❐ HOTS
- ❐ Lightspan Achieve Now
- ❐ Positive Action
- ❐ Responsive Classroom
- ❐ Success-in-the-Making
- ❐ Other - not listed on this page

Thanks for your participation! **As soon as we receive your questionnaire, remuneration for you or your school will be mailed immediately.**

Longitudinal Assessment of
Comprehensive School Reform

PRINCIPAL SURVEY
2004-2005 School Year

Dear Principal,

WHO IS CONDUCTING THIS SURVEY?
WestEd and Cosmos Corporation, educational research organizations under contract to the U.S. Department of Education, request your participation in this survey. WestEd and the Department of Education are conducting this survey by the authority of Section 1607 of the *No Child Left Behind Act of 2001* (P.L. 107-110).

WHAT IS THE PURPOSE OF THIS SURVEY?
This survey is designed to understand how comprehensive reform at your school changes the ways that you and your staff approach teaching and learning. This survey focuses on changes that can affect every facet of school operations including classrooms, professional development, school-wide operations (*e.g.* scheduling) and management, and administration of the school building.

HOW WILL THE RESULTS BE USED?
The data from this survey will be used by the U.S. Department of Education and Congress to evaluate the implementation and effectiveness of federal school reform legislation. Data will be reported only in statistical summaries; your individual responses will be kept confidential.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?
We are conducting this survey with only a sample of schools. Therefore, the value of your individual contribution is greatly increased because it represents many other schools. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?
Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, you can mail the survey to the address below, or contact the study team via email or using our toll-free number provided below.

Longitudinal Assessment of Comprehensive School Reform
Attn: Susan Cragle
55 Hanover Lane
Chico, CA 95973
1-866-880-2773
csr@duerrevaluation.com

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT!

Adequate Yearly Progress

1. **Has your school been identified as having failed to make adequate yearly progress (AYP) as defined by the accountability provisions of NCLB during the 2003-04 school year?**   *(mark one response)*

   a. Yes   ☐

   b. No (skip to question 3)   ☐

2. **How many consecutive years has your school failed to meet AYP?**   _____ years

School Improvement Plan

3. **Does your school improvement plan cover the following?**   *(mark all that apply)*

   a. Measurable goals or objectives   ☐

   b. Mechanism for periodic evaluation of goals   ☐

   c. Curriculum and instruction content   ☐

   d. Student assessment rubrics   ☐

   e. Classroom management guidelines   ☐

   f. Professional development activities   ☐

   g. Parental involvement plan   ☐

   h. Framework for participation in school management   ☐

   i. Integration of new technology   ☐

   j. Other (specify) _____   ☐

   k. No school improvement plan   ☐

4. **What factors influenced the content of your formal school improvement plan?**   *(mark all that apply)*

   a. State or district content standards   ☐

   b. State or district performance standards   ☐

   c. Needs identified through a school needs assessment   ☐

   d. School performance standards   ☐

   e. Specifications of adopted/adapted reform design   ☐

   f. Assigned by district/state   ☐

   g. Other (specify) _____   ☐

   h. No school improvement plan   ☐

School Reform

The following questions refer to the most important reform strategy or strategies in your school. Such reform strategies are those intended to improve school operations and student outcomes.

5. **Please name the most important reform strategy or strategies in use at your school. (The table at the end of the survey will ask for more descriptive information about each strategy.)**

   _____

   _____

   _____

   _____

6. **At which grade levels in your school is reform mainly focused?**

   K   1   2   3   4   5   6   7   8   9   10   11   12   *(mark all that apply)*

Evaluation

7. **In what ways does your school evaluate progress toward school reform goals?**   *(mark all that apply)*

   a. Student performance   ☐

   b. Program implementation   ☐

   c. Parental participation   ☐

   d. Staff development   ☐

   e. Utility of external assistance   ☐

   f. Sources of financial support   ☐

   g. Other (specify) _____   ☐

   h. No evaluation plan at our school   ☐

8. **To what extent do you believe reform at your school:** *(Circle one number in each row.)*

	Not at all	To a small extent	To some extent	To a fairly large extent	To a great extent
a. helps improve student learning	1	2	3	4	5
b. helps teachers to teach more effectively	1	2	3	4	5
c. detracts from more important efforts	1	2	3	4	5
d. improves communication among teachers	1	2	3	4	5
e. helps to improve student behavior	1	2	3	4	5

9. **What factors limit teacher participation in reform at your school?** *(mark all that apply)*

a. No limitations - all teachers participate at this school	☐
b. Our reform is subject-specific – only teachers in a specific subject participate	☐
c. Our funding limits the number of teachers who can participate	☐
d. Our school reform is being phased in over time	☐
e. Other reason (specify) _____	☐

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Professional Development

This question refers to all activities intended to help teachers develop and improve their content knowledge and classroom instruction. Examples of professional development activities include mentoring programs and coaching in addition to more traditional activities such as internships, workshops, conferences, institutes, and college courses. These may be conducted within the school or outside the school setting.

10. **How is professional development organized at your school? Include only workshops, coursework, and conferences sponsored by your school, district, or state during the 2003-04 school year (including summer 2004).**

(mark all that apply)

a. Teachers select activities sponsored by the district or other organizations ☐

b. The district identifies common professional development themes for all teachers ☐

c. The school reform plan includes professional development activities for all teachers ☐

d. All teachers participate in the same professional development activities ☐

e. Each teacher has an individual professional development plan ☐

Parent Involvement

11. **In what ways does your school encourage parents to be involved in governance-related activities?**

(mark all that apply)

a. Defining school mission and goals ☐

b. Choosing instructional materials ☐

c. Hiring teachers and staff ☐

d. Scheduling and school calendar ☐

e. Evaluating school improvement ☐

f. Fundraising ☐

g. Other (specify) _____ ☐

h. School governance does not involve parents ☐

12. **Over which of the following resources do you have control at the school site for implementation and operation of reform efforts at your school?** *(mark all that apply)*

a. Federal Comprehensive School Reform funds ☐

b. Title I ☐

c. Other federal funds ☐

d. Special state grants ☐

e. Discretionary district funds ☐

f. Foundation grants ☐

g. Local community or business donations ☐

h. Other (specify) _____ ☐

13. **What type of support has been available through your *district* for school reform efforts?** *(mark all that apply)*

a. Administering a needs assessment ☐

b. Providing additional school staff to support school reform ☐

c. Selecting a school reform model ☐

d. Writing grants to support school reform ☐

e. Providing professional development for school reform ☐

f. Release time for teachers ☐

g. Other (specify) _____ ☐

h. None, the district does not supply support ☐

14. **Which of the following external entities supports reform efforts at your school?** *(mark all that apply)*

a. University ☐

b. Regional Education Laboratory ☐

c. State agency ☐

d. Reform program developer ☐

e. Teachers from other schools ☐

f. Non-affiliated consultants ☐

g. Other (specify) _____ ☐

h. None, our school does not use external support ☐

Reform Strategies

Schools often use single or multiple reform strategies designed locally or by external program developers. Some strategies are externally designed, for example Success for All or Co-nect. Other strategies are local and may not have a formal name. On this page we are collecting specific information about each strategy in use at your school. Begin by writing the name of the most important reform strategy at the top of the first column and then answer each question considering that strategy only. Then, using the next column, repeat the process again for each additional strategy at your school. If your school is using a single strategy, complete the first column only. If your school has no reform strategy, write "none" in the first column.

Reform Strategy Name ➔ ➔ ➔ ➔ ➔ ➔ ➔ ➔	(circle one)	(circle one)	(circle one)	(circle one)
Description of Reform Strategy				
Does the strategy target curricular areas for improvement?	Yes No	Yes No	Yes No	Yes No
If yes, indicate curricular area(s) targeted: *(Circle all that apply.)*	Language Arts Mathematics Social Studies Science Arts Other	Language Arts Mathematics Social Studies Science Arts Other	Language Arts Mathematics Social Studies Science Arts Other	Language Arts Mathematics Social Studies Science Arts Other
Does the strategy target school organization and management for improvement?	Yes No	Yes No	Yes No	Yes No
Does the strategy target community and parent involvement?	Yes No	Yes No	Yes No	Yes No
Do you have evidence that this strategy improves student achievement?	Yes No	Yes No	Yes No	Yes No
Does the evidence include comparison groups?	Yes No	Yes No	Yes No	Yes No
Has the strategy been demonstrated to improve student achievement at other schools?	Yes No	Yes No	Yes No	Yes No
Status of Reform Strategy				
Are all grades included in the strategy?	Yes No	Yes No	Yes No	Yes No
Is this strategy being phased-in?	Yes No	Yes No	Yes No	Yes No
Is the strategy accompanied by benchmarks for implementation?	Yes No	Yes No	Yes No	Yes No
Did your district mandate this strategy?	Yes No	Yes No	Yes No	Yes No
Will sanctions result from failure to implement this strategy?	Yes No	Yes No	Yes No	Yes No
Support Provided through Reform Strategy				
Was this strategy developed externally?	Yes No	Yes No	Yes No	Yes No
Does the strategy include specific curricular materials?	Yes No	Yes No	Yes No	Yes No
Do guidelines for classroom practice accompany the strategy?	Yes No	Yes No	Yes No	Yes No
How many hours of training on the strategy did teachers receive from the program developer?	____ hours	____ hours	____ hours	____ hours
How many hours of training on the strategy did teachers receive from the district?	____ hours	____ hours	____ hours	____ hours
How many hours of training on the strategy did teachers receive from the state?	____ hours	____ hours	____ hours	____ hours
How many of these total training hours (from the developer, district and state) occurred at your school?	____ total hrs.	____ total hrs.	____ total hrs.	____ total hrs.
Did all teachers at your school receive training to use the strategy?	Yes No	Yes No	Yes No	Yes No
Is ongoing support for the strategy available through an onsite facilitator?	Yes No	Yes No	Yes No	Yes No

Background

15. **How many years have you been a principal?** _____ years

16. **How many years have you been a principal at this school?** _____ years

THANK YOU FOR PARTICIPATING!

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Longitudinal Assessment of
Comprehensive School Reform

Principal Survey

2006-07 School Year

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This survey is designed to understand how comprehensive reform at your school changes the ways that you and your staff approach teaching and learning. This survey focuses on changes that can affect every facet of school operations including grade-level planning, curriculum and instruction, data driven decision making, professional development and alignment with state and district reform efforts and priorities.

HOW WILL THE RESULTS BE USED?
The data from this survey will be used by the U.S. Department of Education and Congress to evaluate the implementation and effectiveness of federal school reform legislation. Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as may be required by law.

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Grade-Level and Content Planning

1. On average during the last 12 months, how many hours per week have you spent with others in common planning time? *(Write in the number of hours)*   _____ hours per week

2. **Who participates in these planning activities?** *(Circle one number in each row)*

		Never	Once or a few times a year	Once or twice a month	Once or twice a week	Daily or almost daily
a.	Classroom teachers	1	2	3	4	5
b.	Teachers on special assignment	1	2	3	4	5
c.	Curriculum coaches	1	2	3	4	5
d.	School administrators	1	2	3	4	5
e.	Teachers from other schools	1	2	3	4	5
f.	District officials	1	2	3	4	5
g.	State officials	1	2	3	4	5
h.	Reform program developers	1	2	3	4	5
i.	Other (specify) _____	1	2	3	4	5

Coordinated Curriculum and Instruction

3. **How much does each of the following influence what is taught in the classroom?** *(Circle one number in each row)*

		Strong negative influence	Somewhat negative influence	Little or no influence	Somewhat positive influence	Strong positive influence
a.	State curriculum frameworks or content standards	1	2	3	4	5
b.	District curriculum frameworks or content standards	1	2	3	4	5
c.	Textbook/instructional materials	1	2	3	4	5
d.	State testing requirements	1	2	3	4	5
e.	District testing requirements	1	2	3	4	5
f.	Students' special needs or individual instructional plans	1	2	3	4	5
g.	Parent or community preferences	1	2	3	4	5
h.	Professional development experiences	1	2	3	4	5
i.	Diagnostic or classroom assessment results	1	2	3	4	5

4. **Which entities – state, district or school officials – are involved in decision-making for each of the following?** *(mark all that apply)*

		State	District	School
a.	Selecting textbooks and other instructional materials	☐	☐	☐
b.	Selecting content, topics, skills to be taught	☐	☐	☐
c.	Selecting teaching techniques	☐	☐	☐
d.	Creating student ability groups for instruction	☐	☐	☐
e.	Allocating instructional time for each academic subject	☐	☐	☐
f.	Determining the content of in-service professional development in which teachers participate	☐	☐	☐
g.	Hiring new full-time teachers	☐	☐	☐
h.	Planning school budgets	☐	☐	☐
i.	Determining professional and teaching assignments	☐	☐	☐
j.	Establishing the school curriculum	☐	☐	☐
k.	Other (specify) _____	☐	☐	☐

5. **Has your school received any of the following designed to align curriculum and instruction with state and/or district content standards?** *(mark all that apply)*

a.	Detailed standards-based curriculum guides	☐
b.	Detailed pacing schedules	☐
c.	Classroom-embedded assessments with a standard scoring rubric to monitor progress toward district or state standards	☐
d.	Curriculum map aligning the required curricula and instructional programs to *standards*	☐
e.	Curriculum map aligning the required curricula and instructional programs to *assessments*	☐
f.	Model lesson plans based on the standards	☐
g.	Analytic reports summarizing student achievement data to identify specific strengths and weaknesses related to the attainment of standards	☐
h.	Information on listservs related to standards	☐
i.	Professional development designed to ensure that curriculum and instruction are consistent with state and/or district content standards	☐
j.	Professional development designed to ensure that curriculum and instruction are consistent with state and/or district assessments	☐
k.	Other (specify) _____	☐

6. **Does your school receive reports or a summary of assessment results from state or district tests?** *(mark one response)*

   a. Yes ☐

   b. No ☐

7. **Does your school receive any of the following to support the use of assessment results?** *(mark all that apply)*

   a. Test results disaggregated by classroom ☐

   b. Test results disaggregated for special populations of students ☐

   c. Test results disaggregated by grade ☐

   d. Test results disaggregated by sub-test ☐

   e. Item-by-item review of test results ☐

   f. School reports showing trends over three years or more ☐

   g. Training and consultation for school staff to allow school-based analysis of student achievement data ☐

8. **Did you receive state or district assessment results summarized by any of the following categories of students?** *(mark all that apply)*

   a. Race or ethnicity ☐

   b. Gender ☐

   c. Title I participation ☐

   d. Migrant status ☐

   e. Poverty status ☐

   f. Limited English Proficiency (LEP) status ☐

   g. Students Individualized Education Programs (IEPs) ☐

9. **Who at your school receives such reports or summaries of assessment results?** *(mark all that apply)*

   a. Principals/administrators ☐

   b. Teachers ☐

   c. Parents ☐

   d. Students ☐

10. **Have you received any assistance or training on how to interpret or analyze state or district assessment results?** *(mark all that apply)*

a.	Yes, from the state	☐
b.	Yes, from the district	☐
c.	Yes, from another external entity	☐
d.	No assistance or training on interpreting or analyzing assessment results	☐

11. **Which data sources are available to you and your school for student assessment or planning purposes?** *(mark all that apply)*

a.	"Raw" student performance data on state or district tests	☐
b.	Reports summarizing student performance on state or district tests	☐
c.	Reports that analyze or interpret student performance on state or district tests based upon demographic characteristics (such as race or gender) or educational program (such as results for students with special needs)	☐
d.	Reviews or evaluations of program implementation by external entity	☐
e.	Diagnostic tests to measure student readiness	☐
f.	Classroom observations by peers or administrators	☐
g.	Reviews of student projects or portfolios	☐
h.	Surveys of students, parents, teachers or staff regarding the school climate and satisfaction	☐
i.	Research reports from external resources on the efficacy of improvement strategies	☐
j.	Research conducted at the school (e.g., teacher or administrator action research projects; staff analysis of school data) on the efficacy of current improvement strategies	☐
k.	Tests of student knowledge or skills at the end of instructional units	☐
l.	Tests of student knowledge and skills at regularly scheduled times (e.g., quarterly or every six weeks)	☐

12. To what extent have state or district assessment results been used for the following purposes?

(circle one number per row)

		Little or no use	Moderate use	Great use
a.	Measuring student progress toward meeting state or district standards or benchmarks	1	2	3
b.	Identifying students for intervention or support services	1	2	3
c.	Placement of students into remedial or advanced courses	1	2	3
d.	Identifying areas where more professional development is needed	1	2	3
e.	Assessing teacher performance	1	2	3
f.	Helping teachers align their instruction to the school curriculum	1	2	3
g.	Establishing priorities for future instruction (e.g., more emphasis on subjects or topics where students scored low)	1	2	3
h.	Revising the school improvement plan (SIP)	1	2	3
i.	Evaluating school initiatives/programs	1	2	3

School Improvement Plans

13. How formal is the school improvement plan at your school?

(mark one response)

a.	Comprehensive written plan	☐
b.	Outline of a plan	☐
c.	Written mission statement only	☐
d.	No formal plan but teachers generally share the same ideas	☐
e.	Multiple plans	☐
f.	No plan (**Skip to question 18**)	☐

14. Does your school improvement plan cover the following?

(mark all that apply)

a.	Measurable goals or objectives	☐
b.	Mechanism for periodic evaluation of goals	☐
c.	Curriculum and instruction content	☐
d.	Student assessment rubrics	☐
e.	Classroom management guidelines	☐
f.	Professional development activities	☐
g.	Parental involvement plan	☐
h.	Framework for participation in school management	☐
i.	Integration of new technology	☐
j.	Other (specify) _____	☐

---

15. **What factors influenced the content of your formal school improvement plan?** *(mark all that apply)*

a.	State or district content standards	☐
b.	State or district performance standards	☐
c.	Needs identified through a school needs assessment	☐
d.	School performance standards	☐
e.	Specifications of adopted/adapted reform design	☐
f.	Assigned by district/state	☐
g.	Other (specify) _____	☐

16. **Which entities – state, district or school officials – are involved in decision-making for each of the following?** *(mark all that apply)*

		State	*District*	*School*
a.	Developing the school improvement plan	☐	☐	☐
b.	Reexamining the school improvement plan	☐	☐	☐
c.	Providing data to review for the school improvement plan (e.g., standardized test data)	☐	☐	☐
d.	Provide training on developing and/or reexamining the school improvement plan	☐	☐	☐
e.	Establishing goals and benchmarks for the school	☐	☐	☐

17. **How often does your school review or monitor progress toward the school improvement plan's goals?** *(mark one response)*

a.	Never	☐
b.	Once every two years	☐
c.	Annually	☐
d.	Two or three times a year	☐
e.	Quarterly	☐
f.	Monthly	☐
g.	Other (specify) _____	☐

Professional Development

The question in this section refers to all activities intended to help teachers develop and improve their content knowledge and classroom instruction. Examples of professional development activities include mentoring programs and coaching in addition to more traditional activities such as internships, workshops, conferences, institutes, and college courses. These may be conducted within the school or outside the school setting.

18. **How is professional development organized at your school? Include only workshop, coursework, and conferences sponsored by your school, district, or state during the last 12 months.** *(mark all that apply)*

a.	Teachers select activities sponsored by the district or other organizations	☐
b.	The district identifies common professional development themes for all teachers	☐
c.	The school reform plan includes professional development activities for all teachers	☐
d.	All teachers participate in the same professional development activities	☐
e.	Each teacher has an individual professional development plan	☐

Adoption of Scientifically Based Methods

19. **Is your school using a school reform strategy or any combination of school reform strategies?** *(mark one response)*

a.	Yes	☐
b.	No	☐
c.	Not sure	☐

20.

Please name the most important reform strategy or strategies in use at your school.

_____

_____

_____

_____

21. In what year did your school begin implementing the most important reform model or strategy? _____ year

22.

At which grade levels in your school is reform mainly focused?

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | *(mark all that apply)* |

23.

How is reform at your school designed?   *(mark one response)*

a.	Totally designed at this school	☐
b.	Adapted with modifications from external source	☐
c.	Adapted selected parts from multiple external sources	☐
d.	Adopted unmodified from external source	☐

24.

Indicate the primary designer for the reform efforts at your school: *(mark one response)*

a.	Locally developed	☐
b.	School district	☐
c.	University	☐
d.	Private developer or publisher	☐
e.	Other (specify) _____	☐

25.

Which categories best describe the focus of reform efforts at your school?   *(mark all that apply)*

a.	Whole-school	☐
b.	Reading/language arts	☐
c.	Mathematics	☐
d.	Science	☐
e.	Social studies	☐
f.	Arts	☐
g.	Other (specify) _____	☐

26.

<u>Who is responsible for selecting the school reform in which your school participates?</u> *(mark all that apply)*

a.	School board	☐
b.	District central office	☐
c.	School administrators	☐
d.	School improvement team	☐
e.	Teachers	☐
f.	Parents	☐
g.	Other (specify) _____	☐

27.

<u>Which of the following factors contribute to the selection of reform at your school?</u> *(mark all that apply)*

a.	Cost of reform	☐
b.	Theoretical or research foundation	☐
c.	Successful implementation at other schools	☐
d.	"Fit" with school needs	☐
e.	State or district mandate	☐
f.	Compatibility with assessment tools	☐
g.	Best published results	☐
h.	Don't know	☐
i.	Other (specify) _____	☐

The following questions refer to the most important reform strategy or strategies in your school. Such reform strategies are those intended to improve school operations and student outcomes.

28.

Which of these external entities is *primarily* responsible for supporting reform efforts at your school?
(mark one response)

a.	University	☐
b.	Regional Education Laboratory	☐
c.	State agency	☐
d.	School district	☐
e.	Reform program developer	☐
f.	Teachers from other schools	☐
g.	Non-affiliated consultants	☐
h.	State-designated assistance providers	☐
i.	Other (specify) _____	☐
j.	None, our school does not use external support	☐

29.

What kind of assistance does this primary external entity provide to support reform efforts at your school?
(mark all that apply)

a.	Onsite consulting	☐
b.	Professional development	☐
c.	Networking opportunities	☐
d.	Written materials for students	☐
e.	Written materials for teachers	☐
f.	Software or technological assistance	☐
g.	Other (specify) _____	☐
h.	None, our school does not use external support	☐

30.

Was there a vote at your school to adopt or implement the current reform at your school? If so, who participated in the voting?
(mark all that apply)

a.	Administrators	☐
b.	Teachers	☐
c.	Students	☐
d.	Parents	☐
e.	None, there was no vote on the reform	☐

31.

Do you willingly participate in reform-related activities at your school?   *(mark one response)*

a.	Yes	☐
b.	No	☐

32. **To what extent do you believe reform at your school:** *(Circle one number in each row)*

		Not at all	To a small extent	To some extent	To a fairly large extent	To a great extent
a.	Helps improve student learning	1	2	3	4	5
b.	Helps teachers to teach more effectively	1	2	3	4	5
c.	Detracts from more important efforts	1	2	3	4	5
d.	Improves communication among teachers	1	2	3	4	5
e.	Helps to improve student behavior	1	2	3	4	5

33.

What factors limit teacher participation in reform at your school?   *(mark all that apply)*

a.	No limitation – all teachers participate at this school	☐
b.	Our reform is subject-specific – only teachers in a specific subject participate	☐
c.	Our funding limits the number of teachers who can participate	☐
d.	Our school reform is being phased in over time	☐
e.	Other reason (specify) _____	☐

34. **To what extent do you disagree or agree with the following statements about the academic program at your school?** *(Circle one number in each row)*

		Strongly disagree	Disagree	To some extent	Agree	Strongly agree
a.	At this school, we have a common understanding of the objectives we're trying to achieve with students	1	2	3	4	5
b.	Goals and priorities for the school are clear	1	2	3	4	5
c.	Most teachers at this school have values and philosophies of education similar to my own	1	2	3	4	5
d.	Most of my colleagues share my beliefs and values about what the central mission of the school should be	1	2	3	4	5
e.	Most staff in this school share a focused vision for student learning	1	2	3	4	5
f.	Teachers are committed to developing partnerships with parent(s)/guardian(s) for student learning	1	2	3	4	5
g.	The school encourages parents to be involved in defining the school mission and goals	1	2	3	4	5

35. **To what extent does your school have the resources needed to implement the major elements of the reform at your school?** *(circle one number per row)*

		Not available	**Somewhat available**	**Definitely available**
a.	Design team materials to support instruction	1	2	3
b.	Availability of design team materials to further implement the design in your school	1	2	3
c.	Professional development for teachers	1	2	3
d.	Time for planning, collaboration, and development	1	2	3
e.	Staff or consultants to mentor, advise, and provide ongoing support	1	2	3
f.	Technology and connectivity	1	2	3
g.	Funds	1	2	3
h.	Funding flexibility	1	2	3
i.	Support from staff	1	2	3

36.   <u>How many years have you been a principal?</u>   <u>   </u> <u>years</u>

37.   <u>How many years have you been a principal at this school?</u>   <u>   </u> <u>years</u>

THANK YOU FOR PARTICIPATING!

Please return your completed questionnaire in the enclosed envelope. If you do
not have the return envelope, you can mail the survey to the address below, or contact the study
team via email or using our toll-free number provided below.

Longitudinal Assessment of Comprehensive School Reform
Attn: Susan Cragle
55 Hanover Lane
Chico, CA 95973
1-866-880-2773
csr@duerrevaluation.com

Longitudinal Assessment of Comprehensive School Reform

TEACHER INVENTORY

INVENTORY OF SCHOOL REFORM EFFORTS

Dear Teacher,

WHO IS CONDUCTING THIS INVENTORY?
WestEd and COSMOS Corporation, educational research organizations under contract to the U.S. Department of Education, request your participation in this inventory. WestEd and the Department of Education are conducting this inventory by the authority of Section 1607 of the *No Child Left Behind Act of 2001* (P.L. 107-110).

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HOW WILL THE RESULTS BE USED?
The data from this inventory will be used by the U.S. Department of Education and Congress to evaluate the implementation and effectiveness of federal school reform legislation. Data will be reported only in statistical summaries; your individual responses will be kept confidential.

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WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?
Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, or have other inquiries, call toll free 1–866-880-2773 or email csr@duerrevaluation.com. You may also mail your questionnaire to:

WestEd
Attn: John Flaherty
4665 Lampson Avenue
Los Alamitos, CA 90720

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT! As soon as we receive your questionnaire, remuneration for you or your school will be mailed immediately.

Instructions:

The questions on this inventory apply to reform being implemented at your school. All questions refer to reform occurring at your school *during the last school year* (2002-2003).

Please refer to the state of reform at your school at the end of last year when answering each question. Some questions ask that you mark the *one* best response, while others ask you to mark *all that apply*.

I. Teacher Characteristics

1. **How many years have you been a teacher?** _____

2. **How many years have you taught at this school?** _____

3. **How many years have you taught the same grade/subject area?** _____

4. **What type of credential(s) do you hold?**

    Last year (2002-03)
    (mark all that apply)

a.	Professional	❏
b.	Preliminary	❏
c.	Emergency	❏
d.	Substitute	❏
e.	Other _____	❏

II. School Planning

5. **How formal is the school improvement plan at your school?**

    Last year (2002-03)
    (mark one response)

a.	Comprehensive written plan	❏
b.	Outline of a plan	❏
c.	Written mission statement only	❏
d.	No formal plan but teachers generally share the same ideas	❏
e.	Multiple plans	❏
f.	No plan **(Skip to question 8**)	❏

6. **What aspects of reform are covered by the school improvement plan?**

(mark all that apply)

a.	Measurable goals or objectives	❏
b.	Mechanism for periodic evaluation of goals	❏
c.	Curriculum and instruction content	❏
d.	Student assessment rubrics	❏
e.	Classroom management guidelines	❏
f.	Professional development activities	❏
g.	Parental involvement plan	❏
h.	Framework for participation in school management	❏
i.	Integration of new technology	❏
j.	Other (specify) _____	❏

7. **What factors influenced the content of your formal school improvement plan?**

Last year (2002-03)

(mark all that apply)

a.	State or district content standards	❏
b.	State or district performance standards	❏
c.	Needs identified through a school needs assessment	❏
d.	School performance standards	❏
e.	Specifications of adopted/adapted reform design	❏
f.	Assigned by district/state	❏
g.	Other (specify) _____	❏

8. **Has your school been *identified* as a low performing school?**

Last year (2002-03)

(mark one response)

a.	Yes	❏
b.	No	❏

9. **Has your school been *sanctioned* because of low performance?**

Last year (2002-03)

(mark one response)

a.	Yes	❏
b.	No	❏

III. Reform Characteristics

10. Does the *primary* reform effort at your school have a name?

(mark one response)

a.	Yes	❑
b.	No	❑
c.	Don't know	❑

11. If so, write the name here: _____

12. Is your school currently implementing more than one reform?

Last year (2002-03)
(mark one response)

a.	Yes	❑
b.	No	❑
c.	Don't know	❑

13. If so, list the names here: _____

14. At which grade levels in your school are reforms mainly focused?

K	1	2	3	4	5	6	7	8	9	10	11	12	**(mark all that apply)**

15. Which categories best describe the focus of reform efforts at your school?

Last year (2002-03)
(mark all that apply)

a.	Whole-school	❑
b.	Reading/language arts	❑
c.	Mathematics	❑
d.	Science	❑
e.	Social studies	❑
f.	Arts	❑
g.	Other (specify) _____	❑

16. Which of the following factors contribute to selection of a reform at your school?

Last year (2002-03)
(mark all that apply)

a.	Cost of reform	❑
b.	Theoretical or research foundation	❑
c.	Successful implementation at other schools	❑
d.	"Fit" with school needs	❑
e.	State or district mandate	❑
f.	Compatibility with assessment tools	❑
g.	Best published results	❑
h.	Don't know	❑
i.	Other (specify) _____	❑

IV. Faculty Role in Reform

17. **Did the faculty formally vote to adopt the current reform in your school?**

(mark one response)

a.	Yes	❑
b.	No	❑
c.	N/A No adopted reform	❑

18. **Were you employed at this school when faculty voted formally to adopt the current reform?**

Last year (2002-03)

(mark one response)

a.	Yes	❑
b.	No	❑
c.	N/A No formal vote or adopted reform	❑

19. **Do you willingly participate in reform-related activities at your school?**

Last year (2002-03)

(mark one response)

a.	Yes	❑
b.	No	❑

V. School Performance Goals

20. **Does your school have performance goals for students *at the end* of each school year?**

Last year (2002-03)

(mark all that apply)

a.	Yes, by grade level	❑
b.	Yes, by content area	❑
c.	Other (specify) _____	❑
d.	No	❑

21. **Does your school have *intermediate* student performance goals within each school year to gauge student progress?**

Last year (2002-03)

(mark all that apply)

a.	Yes, by grade level	❑
b.	Yes, by content area	❑
c.	Other (specify) _____	❑
d.	No	❑

22. Which academic subjects are covered by goals or benchmarks at your school for student achievement?

(mark all that apply)

a. Reading/language arts	❒
b. Mathematics	❒
c. Science	❒
d. Social Studies	❒
e. Arts	❒
f. Other (specify) _____	❒

23. Does your school have a formal test preparation program to prepare students for mandated state tests?

Last year (2002-03)

(mark one response)

a. Yes	❒
b. No **(Skip to question 26)**	❒

24. If so, which grade levels participate in the test preparation program? (mark all that apply)

K	1	2	3	4	5	6	7	8	9	10	11	12	**(mark all that apply)**

25. If so, how much time do students spend in the test preparation program each year?

Last year (2002-03)

(mark one response)

a. 2 days or less	❒
b. Between 2 and 5 days	❒
c. Between 5 and 10 days	❒
d. More than 10 days	❒

26. Which one of these external entities is *primarily* responsible for supporting reform efforts at your school? (choose only one)

Last year (2002-03)

(mark one response)

a. University	❒
b. Regional Education Laboratory	❒
c. State agency	❒
d. School district	❒
e. Reform program developer	❒
f. Teachers from other schools	❒
g. Non-affiliated consultants	❒
h. Other (specify) _____	❒
i. None, our school does not use external support	❒

27. What kind of assistance does this *primary* external entity provide to support reform efforts at your school?

(mark all that apply)

a. Onsite consulting	❏
b. Professional development	❏
c. Networking opportunities	❏
d. Written materials for students	❏
e. Written materials for teachers	❏
f. Software or technological assistance	❏
g. Other (specify) _____	❏
h. None, our school does not use external support	❏

28. What type of additional support has been available through your *district* for school reform efforts?

Last year (2002-03)

(mark all that apply)

a. Administering a needs assessment	❏
b. Providing additional school staff to support school reform	❏
c. Selecting a school reform model	❏
d. Writing grants to support school reform	❏
e. Providing professional development for school reform	❏
f. Release time for teachers	❏
g. Other (specify) _____	❏
h. None, the district does not supply additional support	❏

29. What type of additional support has been available through your *state* for school reform efforts?

Last year (2002-03)

(mark all that apply)

a. Administering a needs assessment	❏
b. Selecting a school reform model	❏
c. Writing grants to support school reform	❏
d. Providing professional development for school reform	❏
e. Release time for teachers	❏
f. Other (specify) _____	❏
g. None, the state does not supply additional support	❏

VI. Instructional Practice and Professional Development

30. What teacher enhancement opportunities are available to teachers in your school?

(mark all that apply)

a.	Mentoring new teachers	☐
b.	Coaching other teachers	☐
c.	Making management decisions	☐
d.	Making decisions related to curriculum development	☐
e.	Participating on grade-level teams	☐
f.	Participating on content area teams across grades	☐
g.	Other (specify) _____	☐

31. Are teachers scheduled to have a common planning period during the day?

(mark all that apply)

a.	Yes, by grade level	☐
b.	Yes, by content area	☐
c.	Other (specify) _____	☐
d.	No, no common planning time is scheduled	☐

32. Do any of the following grouping patterns occur in your school (for some or all of the students in grades participating in reform)?

(mark all that apply)

a.	Students remain with one teacher for most subjects	☐
b.	Students are divided into groups such as "houses" or "families"	☐
c.	Student groups remain two or more years with the same teacher	☐
d.	Interdisciplinary teaching (e.g., two or more teachers with different academic specializations collaborate to teach an interdisciplinary program to the same group of students)	☐
e.	Paired or team teaching (e.g., two teachers are jointly responsible for teaching a single group of students)	☐
f.	None of the above	☐

33. *If you are a secondary school teacher*, **what kind of student groups exist to achieve particular instructional goals?**

(mark all that apply)

		Last year (2002-03)
a.	Ability grouping	❐
b.	Academic or technical academies	❐
c.	School-to-career paths	❐
d.	No such grouping exists	❐
e.	Other (specify) _____	❐
f.	Not applicable	❐

34. Who organizes the scope and sequence of the curriculum at your school?

Last year (2002-03)
(mark all that apply)

		Last year (2002-03)
a.	State	❐
b.	District	❐
c.	School	❐
d.	Individual teachers	❐

35. How is professional development organized at your school?

Last year (2002-03)
(mark all that apply)

		Last year (2002-03)
a.	Teachers select activities sponsored by the district or other organizations	❐
b.	The district identifies common professional development themes for all teachers	❐
c.	The school reform plan includes professional development activities for all teachers	❐
d.	All teachers participate in the same professional development activities	❐
e.	Each teacher has an individual professional development plan	❐

36. Which kinds of professional development opportunities are available to teachers at your school?

Last year (2002-03)
(mark all that apply)

		Last year (2002-03)
a.	Reading/language arts instruction	❐
b.	Mathematics instruction	❐
c.	Instructional strategies for low-achieving, limited-English-proficient, special education, and/or migrant students	❐
d.	Ensuring that curriculum and instruction are consistent with state and/or district content standards	❐
e.	Ensuring that curriculum and instruction are consistent with state and/or district assessments	❐
f.	Implementation of a school reform model	❐
g.	Monitoring individual students' progress toward learning goals	❐
h.	Interpreting reports of student achievement data	❐
i.	Other (specify) _____	❐

37. In what format or setting is professional development offered to teachers at your school?

(mark all that apply)

a.	Seminars	❐
b.	Workshops	❐
c.	Study groups	❐
d.	Make and take	❐
e.	Regional and national conferences	❐
f.	Courses for college credit	❐
g.	Other (specify) _____	❐
h.	None, our school does not provide formal professional development	❐

38. How is time allocated to enable teachers to participate in formal professional development opportunities?

Last year (2002-03)

(mark all that apply)

a.	Pupil-free days	❐
b.	Release time	❐
c.	Faculty meeting time	❐
d.	Personal time (evenings and weekends)	❐
e.	Holidays (including summer vacation)	❐
f.	Our school does not provide formal professional development	❐

39. Does your school provide the equivalent of over 10 days of professional development per year?

Last year (2002-03)

(mark one response)

a.	Yes	❐
b.	No	❐

VII. Role of Parents

40. By what means does your school formally communicate with parents?

Last year (2002-03)

(mark all that apply)

a.	Designated parent coordinator	❐
b.	Regular newsletter	❐
c.	Telephone calls	❐
d.	Email	❐
e.	Website	❐
f.	In the language spoken at home (other than English)	❐
g.	Other (specify) _____	❐
h.	No formal communication with parents	❐

41. **Estimate the percentage of parents who support their children's learning in the following ways (write percentage in space at right):**

i.	Monitor attendance from home	_____
j.	Help students with homework	_____
k.	Volunteer to assist in classrooms	_____
l.	Other (specify) _____	_____

42. **Estimate the percentage of parents who are engaged with the school in the following ways (write percentage in space at right):**

m.	Attend parent-teacher conferences	_____
n.	Demand frequent reports on their children's progress	_____
o.	Actively volunteer in the school	_____
p.	Observe classroom activities	_____
q.	Actively participate in a formal parent organization (PTA/PTO)	_____
r.	Other (specify) _____	_____

VIII. Reform Designs in Use

Are any of the following design(s) currently in use at your school? (mark all that apply)

Entire-School

- ❒ Accelerated Schools
- ❒ America's Choice
- ❒ ATLAS Communities
- ❒ Audrey Cohen College: Purpose-Centered Education
- ❒ Center for Effective Schools
- ❒ Child Development Project
- ❒ Coalition of Essential Schools
- ❒ Community for Learning
- ❒ Co-nect
- ❒ Core Knowledge
- ❒ Different Ways of Knowing
- ❒ Direct Instruction
- ❒ Edison Schools
- ❒ Expeditionary Learning Outward Bound
- ❒ High Schools That Work
- ❒ High/Scope Primary Grades Approach to Educ.
- ❒ Integrated Thematic Instruction
- ❒ MicroSociety®
- ❒ Modern Red Schoolhouse
- ❒ Montessori
- ❒ Onward to Excellence
- ❒ Paideia
- ❒ QuEST
- ❒ Roots & Wings
- ❒ School Development Program (Comer)
- ❒ Success for All
- ❒ Talent Development HS with Career Academies
- ❒ Talent Development Middle School
- ❒ The Learning Network
- ❒ Turning Points
- ❒ Urban Learning Centers
- ❒ Ventures Initiative and Focus® System
- ❒ Other whole-school reform

Reading/Language Arts

- ❒ Breakthrough to Literacy
- ❒ Carbo Reading Styles Program
- ❒ CELL/ExLL
- ❒ CORE
- ❒ Early Intervention in Reading
- ❒ Exemplary Center for Reading Instruction
- ❒ First Steps
- ❒ Junior Great Books
- ❒ Literacy Collaborative
- ❒ National Writing Project
- ❒ Reading Recovery
- ❒ Other reading/language arts design

Mathematics

- ❒ Connected Mathematics Project
- ❒ Core Plus Mathematics Project
- ❒ Growing with Mathematics
- ❒ Interactive Mathematics Program
- ❒ MATH Connections®
- ❒ U. of Chicago School Mathematics Project
- ❒ Other mathematics design

Science

- ❒ Developmental Approaches to Science, Health and Technology
- ❒ Foundational Approaches in Science Teaching
- ❒ GALAXY Classroom Science
- ❒ Iowa Chautauqua Program
- ❒ Other science design

Other

- ❒ ACCESS
- ❒ Basic Skill Builders
- ❒ COMP: Creating Conditions for Learning
- ❒ Feuerstein's Instrumental Enrichment
- ❒ HOSTS
- ❒ HOTS
- ❒ Lightspan Achieve Now
- ❒ Positive Action
- ❒ Responsive Classroom
- ❒ Success-in-the-Making
- ❒ Other - not listed on this page

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Longitudinal Assessment of
Comprehensive School Reform

TEACHER SURVEY
2004-2005 School Year

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Longitudinal Assessment of Comprehensive School Reform
Attn: Susan Cragle
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Chico, CA 95973
1-866-880-2773
csr@duerrevaluation.com

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT!

Professional Development

The questions in this section refer to all activities intended to help teachers develop and improve their content knowledge and classroom instruction. Examples of professional development activities include mentoring programs and coaching in addition to more traditional activities such as internships, workshops, conferences, institutes, and college courses. These may be conducted within the school or outside the school setting.

1. **During the** <u>last school year</u> **(2003-04, including summer 2004), how many of the following types of professional development activities did you participate in?** *(Circle one number in each row.)*

Type of Professional Development Activity	None	1- 2 activities	3 - 5 activities	6 - 10 activities	11 or more activities
a. Conferences lasting two days or longer	1	2	3	4	5
b. Institutes (i.e., an intensive course of instruction on a particular topic or set of topics) lasting two days or longer	1	2	3	4	5
c. A series of connected workshops lasting two days or longer	1	2	3	4	5
d. Workshops lasting one day or less	1	2	3	4	5
e. Courses for college credit	1	2	3	4	5
f. Internships	1	2	3	4	5

2. **During the** <u>**last school year**</u> **(2003-04, including summer 2004), how frequently did you engage in each of the following professional development activities?** *(Circle one number in each row.)*

Type of Professional Development Activity	Never	Once or a few times a year	Once or twice a month	Once or twice a week	Daily or almost daily
a. Planned lessons or courses with other teachers	1	2	3	4	5
b. Consulted with other teachers about individual students (e.g., discussing specific students and arranging appropriate help)	1	2	3	4	5
c. Exchanged feedback with other teachers based on classroom observations (e.g., a teachers' observation of your class, your observation of another teachers' class, or observation of a class via video)	1	2	3	4	5
d. Exchanged feedback with other teachers based on student work	1	2	3	4	5
e. Acted as a formal or informal coach or mentor to other teachers or staff	1	2	3	4	5
f. Received formal or informal coaching or mentoring from other teachers or staff	1	2	3	4	5
g. Was observed/evaluated by the school principal or other staff (e.g., department chair, master teacher)	1	2	3	4	5
h. Participated in a learning community (e.g., teacher collaborative, network, or study group)	1	2	3	4	5
i. Participated in a district or school committee focused on curriculum, instruction, or student assessment	1	2	3	4	5
j. Visited other schools to observe classroom teaching and learning	1	2	3	4	5

3. **During the** <u>last school year</u> **(2003-04, including summer 2004), about how many hours of professional development did you receive in each of the following areas?** *(Circle one number in each row.)*

Area of Professional Development	None	1-5 hours	6-24 hours	25-40 hours	41-80 hours	More than 80 hours
a. Instructional strategies for teaching reading/language arts/English	1	2	3	4	5	6
b. In-depth study of topics in reading/language arts/English	1	2	3	4	5	6
c. Instructional strategies for teaching mathematics	1	2	3	4	5	6
d. In-depth study of topics in mathematics	1	2	3	4	5	6
e. Instructional strategies or in-depth study of topics in other academic subject (e.g., science, social studies, foreign language, etc.)	1	2	3	4	5	6
f. Instructional strategies for students with limited English proficiency (LEP)	1	2	3	4	5	6
g. Instructional strategies for students with Individualized education programs (IEPs)	1	2	3	4	5	6
h. Preparing students to take the annual state assessment	1	2	3	4	5	6
i. Analyzing and interpreting student achievement data	1	2	3	4	5	6
j. Classroom and behavior management	1	2	3	4	5	6
k. Use of technology to improve classroom instruction	1	2	3	4	5	6
l. Use of appropriate assessment accommodations	1	2	3	4	5	6
m. Family/community involvement	1	2	3	4	5	6

4. **Thinking of all of the different professional development activities that you participated in during the last school year (2003-04, including summer 2004) and reported in this section, approximately how many total hours did you spend in professional development?**
(Write in the number of hours.)

_____ hours

5. **Indicate the number of hours allocated for professional development from each of the following sources during the last school year (2003-04, including summer 2004). Include only workshops, coursework, and conferences sponsored by your school, district, or state.** *(Circle one number in each row.)*

Source of Professional Development Time	None	1- 5 hours	6 - 24 hours	25 – 40 hours	41 - 80 hours	More than 80 hours
a. Pupil-free days	1	2	3	4	5	6
b. Release time	1	2	3	4	5	6
c. Faculty meeting time	1	2	3	4	5	6
d. Personal time (evenings and weekends)	1	2	3	4	5	6
e. Holidays (including summer vacation)	1	2	3	4	5	6

Professional Community

6. **Are teachers at your school scheduled to have a common planning period during the day?**   *(mark all that apply)*

a. Yes, by grade level	☐
b. Yes, by content area	☐
c. Other (specify) _____	☐
d. No, no common planning time is scheduled	☐

7. **What professional opportunities are available to teachers in your school?**   *(mark all that apply)*

a. Mentoring new teachers	☐
b. Coaching other teachers	☐
c. Making management decisions	☐
d. Making decisions related to curriculum development	☐
e. Participating on grade-level teams	☐
f. Participating on content area teams across grades	☐
g. Other (specify) _____	☐

School Reform

The following questions refer to the most important reform strategy or strategies in your school. Such reform strategies are those intended to improve school operations and student outcomes.

8. **To what extent do you believe reform at your school:** *(Circle one number in each row.)*

	Not at all	To a small extent	To some extent	To a fairly large extent	To a great extent
a. helps to improve student learning	1	2	3	4	5
b. helps you to teach more effectively	1	2	3	4	5
c. detracts from more important efforts	1	2	3	4	5
d. improves communication among teachers	1	2	3	4	5
e. helps to improve student behavior	1	2	3	4	5

Parent Involvement

9. **Thinking about the parents of the students in your classroom(s), what percentage of those parents support their children's learning in the following ways:** *(write percentage in space at right)*

a. Monitor attendance from home	_____ %
b. Help students with homework	_____ %
c. Volunteer to assist in classrooms	_____ %
d. Other (specify) _____	_____ %

10. **Thinking about the parents of the students in your classroom(s), what percentage of those parents are engaged with the school in the following ways:** *(write percentage in space at right)*

a. Attend parent-teacher conferences	_____ %
b. Demand frequent reports on their children's progress	_____ %
c. Actively volunteer in the school	_____ %
d. Observe classroom activities	_____ %
e. Actively participate in a formal parent organization (PTA/PTO)	_____ %
f. Other (specify) _____	_____ %

Reform Strategies

Schools often use single or multiple reform strategies designed locally or by external program developers. Some strategies are externally designed, for example Success for All or Co-nect. Other strategies are local and may not have a formal name. On this page we are collecting specific information about each strategy in use at your school. Begin by writing the name of the most important reform strategy at the top of the first column and then answer each question considering that strategy only. Then, using the next column, repeat the process again for each additional strategy at your school. If your school is using a single strategy, complete the first column only. If your school has no reform strategy, write "none" in the first column.

Reform Strategy Name ➔ ➔ ➔ ➔ ➔ ➔ ➔ ➔ ➔				
	(circle one)	(circle one)	(circle one)	(circle one)
Description of Reform Strategy				
Does the strategy target any curricular areas for improvement?	Yes No	Yes No	Yes No	Yes No
If yes, indicate curricular areas targeted: (Circle all that apply.)	Language Arts Mathematics Social Studies Science Arts Other	Language Arts Mathematics Social Studies Science Arts Other	Language Arts Mathematics Social Studies Science Arts Other	Language Arts Mathematics Social Studies Science Arts Other
Does the strategy target school organization and management for improvement?	Yes No	Yes No	Yes No	Yes No
Does the strategy target community and parent involvement?	Yes No	Yes No	Yes No	Yes No
Do you have evidence that this strategy improves student achievement?	Yes No	Yes No	Yes No	Yes No
Does the evidence include comparison groups?	Yes No	Yes No	Yes No	Yes No
Has the strategy been demonstrated to improve student achievement at other schools?	Yes No	Yes No	Yes No	Yes No
Status of Reform Strategy				
Are all grades included in the strategy?	Yes No	Yes No	Yes No	Yes No
Is this strategy being phased-in?	Yes No	Yes No	Yes No	Yes No
Is the strategy accompanied by benchmarks for implementation?	Yes No	Yes No	Yes No	Yes No
Did your district mandate this strategy?	Yes No	Yes No	Yes No	Yes No
Will sanctions result from failure to implement this strategy?	Yes No	Yes No	Yes No	Yes No
Support Provided through Reform Strategy				
Was this strategy developed externally?	Yes No	Yes No	Yes No	Yes No
Does the strategy include specific curricular materials?	Yes No	Yes No	Yes No	Yes No
Do guidelines for classroom practice accompany the strategy?	Yes No	Yes No	Yes No	Yes No
How many hours of training on the strategy did you receive from the program developer?	____ hours	____ hours	____ hours	____ hours
How many hours of training on the strategy did you receive from the district?	____ hours	____ hours	____ hours	____ hours
How many hours of training on the strategy did you receive from the state?	____ hours	____ hours	____ hours	____ hours
How many of these total training hours (from the developer, district and state) occurred at your school?	____ total hrs.	____ total hrs.	____ total hrs.	____ total hrs.
Is ongoing support for the strategy available through an onsite facilitator?	Yes No	Yes No	Yes No	Yes No

11. **How many years have you been a teacher?**   _____ years

12. **How many years have you been a teacher at this school?**   _____ years

13. **What type of credential(s) do you hold?**   *(mark one response)*

a.	Professional	☐
b.	Preliminary	☐
c.	Emergency	☐
d.	Substitute	☐
e.	Other _____	☐

14. **Which best describes your MAIN teaching assignment?**   *(mark one response)*

a.	Self-contained classroom teacher	☐
b.	Specialist teacher *(mark below your primary subject area assignment for this year)*.	☐

☐ English as a second language		☐ Science	
☐ Fine Arts		☐ Special Education	
☐ Language Arts		☐ Social Studies, History, Government	
☐ Mathematics		☐ Speech, Communication	
☐ Physical Education		☐ Writing Specialist	
☐ Reading Specialist		☐ Other _____	

THANK YOU FOR PARTICIPATING!

Please return your completed questionnaire in the enclosed envelope. If you do
not have the return envelope, you can mail the survey to the address below, or contact the study
team via email or using our toll-free number provided below.

Longitudinal Assessment of Comprehensive School Reform
Attn: Susan Cragle
55 Hanover Lane
Chico, CA 95973
1-866-880-2773
csr@duerrevaluation.com

Longitudinal Assessment of
Comprehensive School Reform

TEACHER SURVEY

2006-07 School Year

Dear Teacher,

WHO IS CONDUCTING THIS SURVEY?
WestEd and Cosmos Corporation, educational research organizations under contract to the U.S. Department of Education, request your participation in this survey. WestEd and the Department of Education are conducting this survey by the authority of Section 1607 of the *No Child Left Behind Act of 2001* (P.L. 107-110).

WHAT IS THE PURPOSE OF THIS SURVEY?
This survey is designed to understand how comprehensive reform at your school changes the ways that you approach teaching and learning. This survey focuses on changes that can affect every facet of school operations including grade-level planning, curriculum and instruction, data driven decision making, professional development and alignment with state and district reform efforts and priorities.

HOW WILL THE RESULTS BE USED?
The data from this survey will be used by the U.S. Department of Education and Congress to evaluate the implementation and effectiveness of federal school reform legislation. Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as may be required by law.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?
We are conducting this survey with only a sample of schools. Therefore, the value of your individual contribution is greatly increased because it represents many other schools. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?
Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, you can mail the survey to the address below, or contact the study team via email or using our toll-free number provided below.

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Attn: Susan Cragle
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scragle@duerrevaluation.com

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT!

1. On average during the current school year, how many hours per week have you spent with others in common planning time? *(Write in the number of hours)* _____ hours per week

2. **During the last 12 months, how frequently have you met formally or informally with others at your school to conduct the following activities related to planning and teaching?** *(Circle one number in each row)*

		Never	Once or a few times a year	Once or twice a month	Once or twice a week	Daily or almost daily
a.	Participate in common planning period for teachers grouped by grade level	1	2	3	4	5
b.	Participate in common period for teachers grouped by content area	1	2	3	4	5
c.	Receive training or guidance on the role or purpose of common planning periods	1	2	3	4	5
d.	Consult with other teachers about individual students (e.g., discussing specific students and arranging appropriate help)	1	2	3	4	5
e.	Exchange feedback with other teachers based on classroom observations (e.g., a teacher's observation of your class, your observation of another teacher's class, or observation of a class via video)	1	2	3	4	5
f.	Exchange feedback with other teachers based on student work	1	2	3	4	5
g.	Act as a formal or informal coach or mentor to other teachers or staff	1	2	3	4	5
h.	Receive formal or informal coaching or mentoring from other teachers or staff	1	2	3	4	5
i.	Be observed/evaluated by the school principal or other staff (e.g., department chair, master teacher)	1	2	3	4	5
j.	Participate in a learning community (e.g., teacher collaborative, network, or study group)	1	2	3	4	5
k.	Participate in a district or school committee focused on curriculum, instruction, or student assessment	1	2	3	4	5
l.	Visit other schools to observe classroom teaching and learning	1	2	3	4	5

3. **Who participates in these planning activities?** *(Circle one number in each row)*

		Never	Once or a few times a year	Once or twice a month	Once or twice a week	Daily or almost daily
a.	Classroom teachers	1	2	3	4	5
b.	Teachers on special assignment	1	2	3	4	5
c.	Curriculum coaches	1	2	3	4	5
d.	School administrators	1	2	3	4	5
e.	Teachers from other schools	1	2	3	4	5
f.	District officials	1	2	3	4	5
g.	State officials	1	2	3	4	5
h.	Reform program developers	1	2	3	4	5
i.	Other (specify) _____	1	2	3	4	5

Coordinated Curriculum and Instruction

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4. **How much does each of the following influence what is taught in the classroom?** *(Circle one number in each row)*

		Strong negative influence	Somewhat negative influence	Little or no influence	Somewhat positive influence	Strong positive influence
a.	State curriculum frameworks or content standards	1	2	3	4	5
b.	District curriculum frameworks or content	1	2	3	4	5
c.	Textbook/instructional materials	1	2	3	4	5
d.	State testing requirements	1	2	3	4	5
e.	District testing requirements	1	2	3	4	5
f.	Students' special needs or individual instructional plans	1	2	3	4	5
g.	Parent or community preferences	1	2	3	4	5
h.	Professional development experiences	1	2	3	4	5
i.	Diagnostic or classroom assessment results	1	2	3	4	5

5. **Which entities – state, district or school officials – are involved in decision-making for each of the following?** *(mark all that apply)*

		State	District	School	Don't know
a.	Selecting textbooks and other instructional materials	☐	☐	☐	☐
b.	Selecting content, topics, skills to be taught	☐	☐	☐	☐
c.	Selecting teaching techniques	☐	☐	☐	☐
d.	Creating student ability groups for instruction	☐	☐	☐	☐
e.	Allocating instructional time for each academic subject	☐	☐	☐	☐
f.	Determining the content of in-service professional development in which teachers participate	☐	☐	☐	☐
g.	Hiring new full-time teachers	☐	☐	☐	☐
h.	Planning school budgets	☐	☐	☐	☐
i.	Determining professional and teaching assignments	☐	☐	☐	☐
j.	Establishing the school curriculum	☐	☐	☐	☐
k.	Other (specify) _____	☐	☐	☐	☐

6. **Have you received any of the following designed to align curriculum and instruction with state and/or district content standards?** *(mark all that apply)*

a.	Detailed standards-based curriculum guides	☐
b.	Detailed pacing schedules	☐
c.	Classroom-embedded assessments with a standard scoring rubric to monitor progress toward district or state standards	☐
d.	Curriculum map aligning the required curricula and instructional programs to *standards*	☐
e.	Curriculum map aligning the required curricula and instructional programs to *assessments*	☐
f.	Model lesson plans based on the standards	☐
g.	Analytic reports summarizing student achievement data to identify specific strengths and weaknesses related to the attainment of standards	☐
h.	Information on listservs related to standards	☐
i.	Professional development designed to ensure that curriculum and instruction are consistent with state and/or district content standards	☐
j.	Professional development designed to ensure that curriculum and instruction are consistent with state and/or district assessments	☐
k.	Other (specify) _____	☐

Data Driven Decision Making

7. **Do you receive reports or a summary of assessment results from state or district tests?** *(mark one response)*

a.	Yes	☐
b.	No	☐

8. **Do you receive any of the following to support the use of assessment results?** *(mark all that apply)*

a.	Test results disaggregated by classroom	☐
b.	Test results disaggregated for special populations of students	☐
c.	Test results disaggregated by grade	☐
d.	Test results disaggregated by sub-test	☐
e.	Item-by-item review of test results	☐
f.	School reports showing trends over three years or more	☐
g.	Training and consultation for school staff to allow school-based analysis of student achievement data	☐

9. **Did you receive state or district assessment results summarized by any of the following categories of students?** *(mark all that apply)*

a.	Race or ethnicity	☐
b.	Gender	☐
c.	Title I participation	☐
d.	Migrant status	☐
e.	Poverty status	☐
f.	Limited English Proficiency (LEP) status	☐
g.	Students Individualized Education Programs (IEPs)	☐

10. **Who at your school receives such reports or summaries of assessment results?** *(mark all that apply)*

a.	Principals/administrators	☐
b.	Teachers	☐
c.	Parents	☐
d.	Students	☐
e.	Don't know	☐

11. **Have you received any assistance or training on how to interpret or analyze state or district assessment results?** *(mark all that apply)*

a.	Yes, from the state	☐
b.	Yes, from the district	☐
c.	Yes, from another external entity	☐
d.	No assistance or training on interpreting or analyzing assessment results	☐

12. **Which data sources are available to you and your school for student assessment or planning purposes?**

(mark all that apply)

a.	"Raw" student performance data on state or district tests	☐
b.	Reports summarizing student performance on state or district tests	☐
c.	Reports that analyze or interpret student performance on state or district tests based upon demographic characteristics (such as race or gender) or educational program (such as results for students with special needs)	☐
d.	Reviews or evaluations of program implementation by external entity	☐
e.	Diagnostic tests to measure student readiness	☐
f.	Classroom observations by peers or administrators	☐
g.	Reviews of student projects or portfolios	☐
h.	Surveys of students, parents, teachers or staff regarding the school climate and satisfaction	☐
i.	Research reports from external resources on the efficacy of improvement strategies	☐
j.	Research conducted at the school (e.g., teacher or administrator action research projects; staff analysis of school data) on the efficacy of current improvement strategies	☐
k.	Tests of student knowledge or skills at the end of instructional units	☐
l.	Tests of student knowledge and skills at regularly scheduled times (e.g., quarterly or every six weeks)	☐

(mark one response per row)

13. **To what extent have state or district assessment results been used for the following purposes?**

		Little or no use	Moderate use	Great use	Don't know
a.	Measuring student progress toward meeting state or district standards or benchmarks	☐	☐	☐	☐
b.	Identifying students for intervention or support services	☐	☐	☐	☐
c.	Placement of students into remedial or advanced courses	☐	☐	☐	☐
d.	Identifying areas where more professional development is needed	☐	☐	☐	☐
e.	Assessing teacher performance	☐	☐	☐	☐
f.	Helping teachers align their instruction to the school curriculum	☐	☐	☐	☐
g.	Establishing priorities for future instruction (e.g., more emphasis on subjects or topics where students scored low)	☐	☐	☐	☐
h.	Revising the school improvement plan (SIP)	☐	☐	☐	☐
i.	Evaluating school initiatives/programs	☐	☐	☐	☐

14.   **How formal is the school improvement plan at your school?**

(mark all that apply)

a. Comprehensive written plan	☐
b. Outline of a plan	☐
c. Written mission statement only	☐
d. No formal plan but teachers generally share the same ideas	☐
e. Multiple plans	☐
f. No plan (**Skip to question 19**)	☐

15.   **Does your school improvement plan cover the following?**

(mark all that apply)

a. Measurable goals or objectives	☐
b. Mechanism for periodic evaluation of goals	☐
c. Curriculum and instruction content	☐
d. Student assessment rubrics	☐
e. Classroom management guidelines	☐
f. Professional development activities	☐
g. Parental involvement plan	☐
h. Framework for participation in school management	☐
i. Integration of new technology	☐
j. Other (specify) _____	☐

16.   **What factors influenced the content of your formal school improvement plan?**

(mark all that apply)

a. State or district content standards	☐
b. State or district performance standards	☐
c. Needs identified through a school needs assessment	☐
d. School performance standards	☐
e. Specifications of adopted/adapted reform design	☐
f. Assigned by district/state	☐
g. Other (specify) _____	☐
h. Don't know	☐

17. **Which entities – state, district or school officials – are involved in decision-making for each of the following?** *(mark all that apply)*

	State	District	School	Don't know
a. Developing the school improvement plan	☐	☐	☐	☐
b. Reexamining the school improvement plan	☐	☐	☐	☐
c. Providing data to review for the school improvement plan (e.g., standardized test data)	☐	☐	☐	☐
d. Provide training on developing and/or reexamining the school improvement plan	☐	☐	☐	☐
e. Establishing goals and benchmarks for the school	☐	☐	☐	☐

18. **How often does your school review or monitor progress toward the school improvement plan's goals?** *(mark one response)*

a. Never	☐
b. Once every two years	☐
c. Annually	☐
d. Two or three times a year	☐
e. Quarterly	☐
f. Monthly	☐
g. Other (specify) _____	☐
h. Don't know	☐

Professional Development

The questions in this section refer to all activities intended to help teachers develop and improve their content knowledge and classroom instruction. Examples of professional development activities include mentoring programs and coaching in addition to more traditional activities such as internships, workshops, conferences, institutes, and college courses. These may be conducted within the school or outside the school setting.

19. **How is professional development organized at your school? Include only workshop, coursework, and conferences sponsored by your school, district, or state during the last 12 months.** *(mark all that apply)*

a. Teachers select activities sponsored by the district or other organizations	☐
b. The district identifies common professional development themes for all teachers	☐
c. The school reform plan includes professional development activities for all teachers	☐
d. All teachers participate in the same professional development activities	☐
e. Each teacher has an individual professional development plan	☐

20. **During the <u>last 12 months</u>, how many of the following types of professional development activities did you participate in?** *(Circle one number in each row)*

Type of Professional Development Activity	None	1- 2 activities	3 - 5 activities	6 - 10 activities	11 or more activities
a. Conferences lasting two days or longer	1	2	3	4	5
b. Institutes (i.e., an intensive course of instruction on a particular topic or set of topics) lasting two days or longer	1	2	3	4	5
c. A series of connected workshops lasting two days or longer	1	2	3	4	5
d. Workshops lasting one day or less	1	2	3	4	5
e. Courses for college credit	1	2	3	4	5
f. Internships	1	2	3	4	5

21.

<u>Indicate the number of hours allocated for teacher professional development from each of the following sources during the last 12 months. Include only workshops, coursework, and conferences sponsored by your school, district, or state.</u> *(Circle one number in each row)*

Source of Professional Development Time	None	1- 5 hours	6 - 24 hours	25 – 40 hours	41 - 80 hours	More than 80 hours
a. Pupil-free days	1	2	3	4	5	6
b. Release time	1	2	3	4	5	6
c. Faculty meeting time	1	2	3	4	5	6
d. Personal time (evenings and weekends)	1	2	3	4	5	6
e. Holidays (including summer vacation)	1	2	3	4	5	6

22.

<u>During the last 12 months, about how many hours of professional development did you receive in each of the following areas?</u> *(Circle one number in each row)*

	Area of Professional Development	None	1- 5 hours	6 - 24 hours	25 – 40 hours	41 - 80 hours	More than 80 hours
a.	Instructional strategies for teaching Reading/Language Arts/English	1	2	3	4	5	6
b.	In-depth study of topics in Reading/Language Arts/English	1	2	3	4	5	6
c.	Instructional strategies for teaching Mathematics	1	2	3	4	5	6
d.	In-depth study of topics in Mathematics	1	2	3	4	5	6
e.	Instructional strategies or in-depth study of topics in other academic subject (e.g., Science, Social Studies, Foreign language, etc.)	1	2	3	4	5	6
f.	Instructional strategies for students with Limited English Proficiency (LEP)	1	2	3	4	5	6
g.	Instructional strategies for students with Individualized Education Programs (IEPs)	1	2	3	4	5	6
h.	Preparing students to take the annual state assessment	1	2	3	4	5	6
i.	Analyzing and interpreting student achievement data	1	2	3	4	5	6
j.	Classroom and behavior management	1	2	3	4	5	6
k.	Use of technology to improve classroom instruction	1	2	3	4	5	6
l.	Use of appropriate assessment accommodations	1	2	3	4	5	6
m.	Family/community involvement	1	2	3	4	5	6
n.	Ensuring that curriculum and instruction are consistent with state and/or district content standards	1	2	3	4	5	6
o.	Ensuring that curriculum and instruction are consistent with state and/or district assessments	1	2	3	4	5	6
p.	Implementation of a school reform model	1	2	3	4	5	6
q.	Monitoring individual students' progress toward learning goals	1	2	3	4	5	6
r.	Interpreting reports of student achievement data	1	2	3	4	5	6

23. Thinking of all of the different professional development activities that you participated in during the last 12 months, and reported in this section, approximately how many total hours were spent in professional development? *(Write in the number of hours)*   hours

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Adoption of Scientifically Based Methods

24. Is your school using a school reform strategy or any combination of school reform strategies?   *(mark one response)*

   a. Yes   ☐

   b. No   ☐

   c. Not sure   ☐

25.

Please name the most important reform strategy or strategies in use at your school.

_____

_____

_____

_____

26. In what year did your school begin implementing the most important reform model or strategy?   year

27.

At which grade levels in your school is reform mainly focused?

K   1   2   3   4   5   6   7   8   9   10   11   12   *(mark all that apply)*

28.

How is reform at your school designed?   *(mark one response)*

   a. Totally designed at this school   ☐

   b. Adapted with modifications from external source   ☐

   c. Adapted selected parts from multiple external sources   ☐

   d. Adopted unmodified from external source   ☐

29.

Indicate the primary designer for the reform efforts at your school: *(mark one response)*

a.	Locally developed	☐
b.	School district	☐
c.	University	☐
d.	Private developer or publisher	☐
e.	Other (specify) _____	☐

30.

Which categories best describe the focus of reform efforts at your school? *(mark all that apply)*

a.	Whole-school	☐
b.	Reading/Language Arts	☐
c.	Mathematics	☐
d.	Science	☐
e.	Social studies	☐
f.	Arts	☐
g.	Other (specify) _____	☐

31.

Who is responsible for selecting the school reform in which your school participates? *(mark all that apply)*

a.	School board	☐
b.	District central office	☐
c.	School administrators	☐
d.	School improvement team	☐
e.	Teachers	☐
f.	Parents	☐
g.	Other (specify) _____	☐
h.	Don't know	☐

32.

<u>Which of the following factors contribute to the selection of reform at your school?</u>

(mark all that apply)

a.	Cost of reform	☐
b.	Theoretical or research foundation	☐
c.	Successful implementation at other schools	☐
d.	"Fit" with school needs	☐
e.	State or district mandate	☐
f.	Compatibility with assessment tools	☐
g.	Best published results	☐
h.	Don't know	☐
i.	Other (specify) _____	☐

Capacity and Support for Reform

The following questions refer to the most important reform strategy or strategies in your school. Such reform strategies are those intended to improve school operations and student outcomes.

33.

<u>Which of these external entities is *primarily* responsible for supporting reform efforts at your school?</u>

(mark one response)

a.	University	☐
b.	Regional Education Laboratory	☐
c.	State agency	☐
d.	School district	☐
e.	Reform program developer	☐
f.	Teachers from other schools	☐
g.	Non-affiliated consultants	☐
h.	State-designated assistance providers	☐
i.	Other (specify) _____	☐
j.	None, our school dos not use external support	☐

34.

What kind of assistance does this primary external entity provide to support reform efforts at your school? *(mark all that apply)*

a.	Onsite consulting	☐
b.	Professional development	☐
c.	Networking opportunities	☐
d.	Written materials for students	☐
e.	Written materials for teachers	☐
f.	Software or technological assistance	☐
g.	Other (specify) _____	☐
h.	None, our school does not use external support	☐
i.	Don't know	☐

35.

Was there a vote at your school to adopt or implement the current reform at your school? If so, who participated in the voting? *(mark all that apply)*

a.	Administrators	☐
b.	Teachers	☐
c.	Students	☐
d.	Parents	☐
e.	None, there was no vote on the reform	☐

36.

Do you willingly participate in reform-related activities at your school? *(mark one response)*

a.	Yes	☐
b.	No	☐

37. To what extent do you believe reform at your school: *(Circle one number in each row)*

		Not at all	To a small extent	To some extent	To a fairly large extent	To a great extent
a.	Helps improve student learning	1	2	3	4	5
b.	Helps teachers to teach more effectively	1	2	3	4	5
c.	Detracts from more important efforts	1	2	3	4	5
d.	Improves communication among teachers	1	2	3	4	5
e.	Helps to improve student behavior	1	2	3	4	5

38.

<u>What factors limit teacher participation in reform at your school?</u> *(mark all that apply)*

a.	No limitations – all teachers participate at this school	☐
b.	Our reform is subject-specific – only teachers in a specific subject participate	☐
c.	Our funding limits the number of teachers who can participate	☐
d.	Our school reform is being phased in over time	☐
e.	Other reason (specify) _____	☐

39. To what extent do you disagree or agree with the following statements about the academic program at your school? *(Circle one number in each row)*

		Strongly disagree	Disagree	To some extent	Agree	Strongly agree
a.	At this school, we have a common understanding of the objectives we're trying to achieve with students	1	2	3	4	5
b.	Goals and priorities for the school are clear	1	2	3	4	5
c.	Most teachers at this school have values and philosophies of education similar to my own	1	2	3	4	5
d.	Most of my colleagues share my beliefs and values about what the central mission of the school should be	1	2	3	4	5
e.	Most staff in this school share a focused vision for student learning	1	2	3	4	5
f.	The principal communicates a clear academic vision for our school	1	2	3	4	5
g.	Teachers are committed to developing partnerships with parent(s)/guardian(s) for student learning	1	2	3	4	5
h.	The school encourages parents to be involved in defining the school mission and goals	1	2	3	4	5

40. **To what extent does your school have the resources needed to implement the major elements of the reform at your school?** *(mark one response per row)*

		Not available	Somewhat available	Definitely available
a.	Design team materials to support instruction	☐	☐	☐
b.	Availability of design team materials to further implement the design in your school	☐	☐	☐
c.	Professional development for teachers	☐	☐	☐
d.	Time for planning, collaboration, and development	☐	☐	☐
e.	Staff or consultants to mentor, advise, and provide ongoing support	☐	☐	☐
f.	Technology and connectivity	☐	☐	☐
g.	Funds	☐	☐	☐
h.	Funding flexibility	☐	☐	☐
i.	Support from staff	☐	☐	☐

Background

---

41. How many years have you been a teacher? _____ years

42. How many years have you been a teacher at this school? _____ years

43.

What type of credential(s) do you hold? *(mark all that apply)*

a.	Professional	☐
b.	Preliminary	☐
c.	Emergency	☐
d.	Substitute	☐
e.	Other	☐

44.

| Which best describes your MAIN teaching assignment? | *(mark one response)* |

| a. | Self-contained classroom teacher | ☐ |

b. Specialist teacher *(mark below your primary subject area assignment for this year)* ☐

☐	English as a second language	☐	Science
☐	Fine Arts	☐	Special Education
☐	English/Language Arts	☐	Social Studies, History, Government
☐	Mathematics	☐	Speech, Communication
☐	Physical Education	☐	Writing Specialist
☐	Reading Specialist	☐	Other _____

c. Grade level *(mark below your grade level assignment for this year)*

K 1 2 3 4 5 6 7 8 9 10 11 12   *(mark all that apply)*

THANK YOU FOR PARTICIPATING!

Please return your completed questionnaire in the enclosed envelope. If you do
not have the return envelope, you can mail the survey to the address below, or contact the study
team via email or using our toll-free number provided below.

Longitudinal Assessment of Comprehensive School Reform
Attn: Susan Cragle
55 Hanover Lane
Chico, CA 95973
1-866-880-2773
csr@duerrevaluation.com

**CHECKLIST OF MATERIALS
TO BE OBTAINED AND REVIEWED
BEFORE THE 2ND SITE VISIT**

Instruments to Bring:

1. A blank "Summary Measures of 11 CSR Components" - 2 copies (5 pages);
2. The original site visit protocol, entitled Field-based Component Site Visit Inventory for LACIO (4 pages);
3. The original Adjustment to Bodilly Scale (1 page);
4a. A blank Classroom Observation Form (6 copies per visitor) (5 pages);
*4b. A new addendum to the Site Visit Protocol (1 page);
*5. A list of School-Level Loose Ends for Field Study Teams for 2004-05 (1 page); and
*6. Data Collection Topics for District and State Officials for Field Study Teams, 2004-05 (1 page)

First Round Data Collection To be Reviewed:

8. DO NOT REVIEW THE EARLIER (2003-2004) "Summary Measures of 11 Components";
9. Long version of the case study report with Robert's hand-written comments, if any;
10. Short version of the case study report for each school (1 page each);
11. The filled out instrument, if any, from the Telephone Inventory with the specific district and state officials associated with your site.

Other:

12. Honorarium Form- WestEd - 2 copies (1 page); and
13. Background information about the 11 CSR components (9 pages); and
14. Review any materials received from the schools prior to the upcoming visit.

*Items to be discussed in phone prep (group) meeting prior to the site visit

**Guidance for Completing the LACIO[1]
Summary Measures of 11 Components**

Please complete the attached *Summary of Measure of 11 Components Form* during the 2003 field-based site visits. This form should be completed for both the intervention and the comparison sites.

- **Many items on this form require teams to make judgment calls.** Keep in mind that this form is intended to quantify, as best possible, the level of implementation and reform at 30 different schools, using widely varying reform methods, and implementing these methods in widely varying ways. Use your best judgment and feel free to write clarifying comments as necessary. A good technique is for each team member to complete the form separately, share the results, and eventually arrive at a consensus.

- **It also should be noted that several items ask for judgments on activities or events that may be occurring over time.** For example, Item 8.1 asks for the level of developer support over time, and 11.2 asks for student achievement increases since CSR funding. <u>Site visit teams should respond to these measures for the current period</u> (i.e., is developer support "high" at the time of the first visit).

- **This is a summary measure of "Comprehensive School Reform," and is not limited to the research-based method (components 1 and 11).** When completing this form, site visitors should respond to components 2 through 10 with this broader vision in mind. For example, if the school participates in professional development not related to the adopted research-based method, that professional development should still be considered when completing component 3. The team should also make notations indicating whether this additional professional development is aligned to the comprehensive reform design or plan.

---

[1]Site visit team members will be notified if it becomes necessary to amend these instructions.

Summary Measures of 11 Components

Component	Measure	Score*
1. Research-Based Method or Strategy		
1.1 Implementation score (adjusted Bodily Scale):	5 4 3 2 1	1-5
1.2 Percentage of classrooms implementing (that should have been using the method):	_____%	0.0- 1.0
1.3 Fidelity rating by developer or consultant (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		9
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/data-driven instruction	yes no	1
2.2.7 Discussion of a professional development plan/strategy	yes no	1
2.2.8 Suggestions for organizational or structural changes within the school	yes no	1
2.2.9 Discussion of reform method sustainability.	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 five components, but not all	medium	2
low: covers one to three components only (also name them)	low	1
Total Possible Score for Component 2		13

* yes=1 and no=0

(Continued)

Component	Measure			Score*
3. Professional Development				
3.1 Strong content focus:	yes		no	1
3.2 Use of non-traditional teaching strategies:	yes		no	1
3.3 Range of PD hours required or taken by average teacher per year:	54+	36-53	8-35	54+ =3 36-53 =2 8-35 =1
3.4 Aligned with the student needs/data-driven instruction:	yes		no	1
3.5 Evidence of collective participation of groups of teachers within the same school:	yes		no	1
3.6 Evidence of some PD taking place in the teacher's classroom:	yes		no	1
3.7 Explicit guidance to align PD with standards, curriculum, or assessment tools:	yes		no	1
Total Possible Score for Component 3				**9**
4. Measurable Goals and Benchmarks				
4.1 Number of academic subjects covered: (Math, science, social science, English, language arts, social studies, vocational education, etc.)	No.: _____			4+ = 3 2-3 =2 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 shows 75% support:	yes		no	1
5.3 Interviewees/new teachers voice strong support or enthusiasm:	yes		no	1
5.4 Fewer than two interviewees/teachers voice dissent or indicate lack of use:	yes		no	1
5.5 Faculty maintains or increases support for method over time:	yes		no	1
Total Possible Score for Component 5				**5**

* yes=1 and no=0

(Continued)

Component	Measure		Score*
6. Support for Teachers, Administrators, and Staff			
6.1 District supports model implementation:	yes	no	1
6.2 District provides resources to support research-based method:	yes	no	1
Total Possible Score for Component 6			**2**
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	3 - 4 =1
7.1.2 Programs or opportunities for parents in instructional roles	yes	no	0 - 2 =0
7.1.3 Parent advisory or other committees	yes	no	
7.2 Level of parental involvement (high, medium, or low, defined as follows): *high:* you've observed parents in the school and interviewees voice strong or satisfactory level of parental involvement in school activities	high		high=2
medium: school get traditional level of parental involvement (e.g., 10% attendance)	medium		medium=1
low: no evidence of parental involvement beyond a handful of parents and interviewees voice low levels of participation	low		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:* all 3 CSR years plus during year after CSR *medium:* at least two of these four years *low:* one or none of these four years	high medium low		high=3 medium=2 low=1
8.2 Other external (but non-district) support and assistance: *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)	yes	no	1
Total Possible Score for Component 8			**4**

* yes=1 and no=0

(Continued)

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
9.3 Data are being used to suggest school enhancement:	yes	no	1
9.4 Data are used annually to improve instruction:	yes	no	1
Total Possible Score for Component 9			**4**
10. Coordination of Resources			
10.1 Evidence of some coordination of funds from different external sources (e.g., federal):	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. Evidence of Academic Improvement			
11.1 Annual student data indicates positive improvement in one or more areas:	yes	no	1
11.2 Student achievement data has increased incrementally since CSR funding was received:	yes	no	1
Total Possible Score for Component 11			2
Total Score			

* yes=1 and no=0

Field-based Component Site Visit Inventory for LACIO:
11 Provisions of Comprehensive School Reform (CSR)

      A major purpose of the site visit is to observe a school's progress in implementing the 11 provisions of CSR as specified by Sec. 1606 of P.L. 107-110 (No Child Left Behind Act of 2001). Your observations should be based on direct field evidence, including observations of key documents, copies of which should be obtained for the project files. The needed observations are organized according to the 11 components and are as follows.

1. Employs Proven Strategies and Methods for Student Learning, Teaching, and School Management;
combined with
11. Has Support Based on: A) scientifically-based research, or B) strong evidence:

      1.1 Identify the proven method or strategy being used by the school (observe the method in action or examine samples of students' work or other evidence showing how the method is being used).
      1.2 From documentation about the method, cite the following:
          1.1.1 The scientifically-based or other research evidence;
          1.1.2 The evidence of positive findings relative to comparison schools;
          1.1.3 The evidence of successful replication at other schools.
      1.2 Obtain or create a roster of classrooms that should be using the method; from this roster, select a random sample for classroom observation. Using the Classroom Observation Instrument (see separate instructions), estimate the percentage of classrooms using the method that should have been using it: ___.
      1.3 Ask the developer or consultant providing external assistance to describe the school's *fidelity* in implementing the method or strategy, and ask for the school's summary rating, based on the scale that the developer or consultant uses. Determine that the developer or consultant has had no knowledge of student outcomes in making this rating.
      1.4 Score the extent of *implementation* of the method or strategy, using the adjusted Bodilly Scale, providing observational examples to support your score.

2. Integrates a Comprehensive Design:

      2.1 Cite the plan, summary of faculty discussions, or other documentation, if any, that covers the full range of a school's operations, and which therefore should embrace the school's design for CSR (the documentation may be limited to CSR or go beyond it).
      2.2 From the documentation, cite the following:
          2.2.1 Needs assessment *data*;
          2.2.2 Quantitative performance goals;
          2.2.3 Discussion of specific curricula or instructional methods;
          2.2.4 Identification of assessment tools;
          2.2.5 Discussion of professional development;
          2.2.6 Indication of how financial resources will be strategically used.
      2.3 How many of the 11 CSR provisions can you find in the documentation? ___.
      2.4 Observe the salience of the design at the school (e.g., does anybody talk about it or its provisions?).

3. Provides High Quality Professional Development:

      3.1 Cite the *formal* requirements for PD at this school (also check the district for PD requirements).
      3.2 Cite whether these requirements:
          3.2.1 Limit the substantively relevant topics eligible for PD;
          3.2.2 Discuss any preferred alignment between a) PD and b) specific
              standards, curriculum, or assessment tools;
          3.2.3 Specify the required number of PD days, per year: ___. (Adjust
              the preceding estimate to *exclude* days for traditional teacher set-up
              in the fall and teacher clean-up in the spring).

3.3 Observe or obtain evidence of *PD related to the CSR method or strategy*, and review records of the extent of this PD (total number of teacher-hours) during the past year or semester.

3.4 Observe or obtain evidence of *all other PD*, and review records of the extent of this PD (total number of teacher-hours) during the past year or semester.

3.5 Review PD records and determine the extent to which the PD:

    3.5.1 Has been content-focused and content-based

    3.5.2 Provides for coherent and continuous development

    3.5.3 Is classroom-based (e.g., assistance occurring in the classrooms, not
           at workshops)

3.6 Collect evidence on the extent to which the school has used coaches, mentors, lead teachers, or other ongoing forms of assistance to teachers

4. Includes Measurable Goals and Benchmarks for Student Academic Achievement:

4.1 Cite the school's documentation for goals (endpoints) and benchmarks (intermediate points).

4.2 From the documentation, cite whether these goals and benchmarks cover:

    4.2.1 Student achievement, not just intermediate or other outcomes
        (e.g., attendance);

    4.2.2 Implementation variables, and not just outcome variables;

    4.2.3 The full range of grades at the school;

    4.2.4 All the core academic subjects at the school.

4.3 Observe the salience of the goals and benchmarks at the school (e.g., are there explicit reward systems for accomplishing the goals and benchmarks; does anybody talk about them; are there posters or wallcharts about them?).

5. Is Supported by School Staff:

5.1 Cite the dates and results of any formal faculty vote(s) on CSR or on the research-based method.

5.2 Cite whether at least 75% of interviewed staff members cite support for CSR or the research-based method; ditto dissent (at least 25%); ditto lack of use (at least 25%).

5.5 Cite any other observations illustrating support for reform or for the research-based method (e.g., are there wall posters, banners, or other readily displayed materials referring to CSR?).

6. Provides Support for School Staff:

6.1 Cite ways in which the school supports the staff in the reform effort:

    6.1.1 Re-arrangement of school or teachers' schedules

    6.1.2 Funds to teachers for supplemental classroom materials

    6.1.3 Salary or other formal credit for professional development specifically
           related to reform activities

    6.1.4 Salary for attending summer or weekend professional development

    6.1.5 Establishment of new positions (e.g., reform or parent coordinator)
           related to reform

    6.1.6 Other

7. Provides for Meaningful Parent and Community Involvement (and is consistent with Sec. 1118 of P.L. 107-110):

7.1 Cite any *written* parent involvement policy.

7.2 Observe or obtain evidence of parents' role in their children's learning (e.g., do you see parents in classrooms or otherwise assisting at the school? Is there any indication that parental support for children's homework has changed?).

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Expiration date: 01/31/2006

7.3 Observe or obtain evidence about parent-teacher communication (e.g., the frequency of parent-teacher conferences reflected by sign-in logs).

7.4 Observe or obtain evidence about parent involvement in planning, implementing, or evaluating reform

7.5 Corroborate items 7.2, 7.3, and 7.4 with events referenced in discussions with parents and teachers, also indicating how these parents and teachers were selected.

8. Uses High Quality External Technical Support and Assistance:

8.1 Identify the source(s) of external technical support and assistance, and review records indicating the frequency of such assistance over the past year or semester.

8.2 Ascertain the principal's satisfaction with the *quality* of the external support and assistance, as well as the reasons for this level of satisfaction.

8.3 Observe a technical assistance event (e.g., workgroup or in-class session), reviewing any materials (e.g., agendas, exercises, hands-on materials) actually used in the event. Comment on teachers' reactions and responses during the event:

    8.3.1 Teachers' understanding of the substantive topics;

    8.3.2 Teachers' motivation and support in participating in the event.

8.4. Determine the annual amount of funds, if any, paid for the external assistance: __

8.5 Obtain documentation about the expertise of the external provider, in relation to experience with comprehensive school reform or research-based methods

9. Includes Plan for Annual Evaluation of Implementation and Student Results:

9.1 Cite the written evaluation plan.

9.2 Review the plan for its coverage of implementation and student outcomes.

9.3 Cite any observations or evidence showing that evaluation findings have been used.

10. Identifies Other Resources to Coordinate and Sustain Reform:

10.1 Indicate the resources (cite specific amounts and fiscal years), other than CSR, being used to coordinate or sustain reform, as cited in any budget, comprehensive plan, or other similar document.

10.2 In what way and to what extent does the documentation indicate that coordination is occurring (e.g., a single plan, but different sources identified to support different subtasks)?

List of School-Level *Process* Influences
that Help a School to Implement CSR

The list below deliberately ignores endemic conditions such as whether budgets are being cutback, staff turnover, student turnover, and other conditions that can impede change. The reason for ignoring these conditions is that the research question should be whether reform-oriented activities are better than non-reform-oriented activities, given the same endemic conditions.

The list also ignores state or district policies because of some of the same reasoning and because they will be covered elsewhere in the research.

A. An ongoing performance *gap*, either real or perceived:
- school wants to be the best it can be (e.g., embraces an *all students
    can learn* vision)
- school has not scored well in accountability systems
- other external pressure to perform (e.g., busing or effects of
    desegregation court order)

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Expiration date: 01/31/2006

Field Question: *Identify and cite the actual data demonstrating the existence or size of any performance gap, including the period of years covered.*

B. A principal with instructional and administrative expertise:
- can serve as instructional leader
- can create needed flexibility, adaptiveness, and resources to support change
- can motivate staff

Field Question: *Identify and document the three most important actions taken by the principal to support comprehensive school reform.*

C. A match between the research-based method and the school's needs (e.g., Stringfield and Datnow):
- availability of some type of needs assessment (can be informal)
- an informed process whereby alternative methods were considered, and the school understood well the grounds for making its final choice of methods

Field Question: *Document the process whereby such a match may or may not have taken place.*

D. Sufficient slack resources to support change (CSR award helps a lot if used properly; must then convert Title I and other funds later on, to maintain needed slack).

Field Question: *Identify three incidences whereby slack resources were needed and determine whether they were made available.*

E. Sufficient professional development days and other staff resources (e.g., teacher substitutes) to permit teachers to obtain needed training and knowledge.

Field Question: *What arrangements are made for professional development?*

F. Analytic ability to connect school operations with student outcomes (e.g., district or external assisters may help to define relevant portions of the curriculum to be covered when a student underperforms some subtest).

Field Question: Cite specific occasions when student performance is connected to needed curriculum work.

ADJUSTMENT TO THE BODILLY SCALE
(see Appendix 4-1)

Although the Bodilly Scale is was specifically designed to describe the level of observed implementation in a CSR school, during the field-focused study of CSRD schools it was determined that the definition of scale points was limited. While anchor points 0-3 primarily focus on the early stages of implementation, the scale utilizes only two anchors (4-5) to describe the richness and variability of the implementation process. Therefore, in order to capture the variance within the implementation stages, the Bodilly Scale has been modified to include one additional anchored rating.

Original Bodilly Scale

      0 — **Not Implementing**. No evidence of the element.
      1 — **Planning.** The school was planning or preparing to implement.
      2 — **Piloting.** The element was being partially implemented with only a small group of teachers or students involved.
      3 — **Implementing.** The majority of teachers were implementing the element, and the element was more fully developed in accordance with descriptions by the team.
      4 — **Fulfilling.** The element was evident across the school and was fully developed in accordance with the design teams' descriptions. Signs of institutionalization were evident.

Adjusted Bodilly Scale

      0 — **Not Implementing**. No evidence of the element.
      1 — **Planning.** The school was planning or preparing to implement.
      2 — **Piloting.** The research-based model or practice was initially being implemented with only a small group of teachers or students involved with a plan for scale-up in future semesters or years.
      3 — **Partially Implementing.** The school is having difficulty maintaining the level of teacher or administrator buy-in necessary for full implementation, or is struggling with implementation for some other reason, resulting in only portions of the research-based model being implemented, or only portions fo teachers participating.
      4 — **Implementing.** The majority of teachers were implementing the majority fo aspects of a research-based model or practice.
      5 — **Fulfilling.** The research-based model or practice was evident across the school and was fully developed in accordance with the design teams' descriptions. Signs of institutionalization were evident.

Classroom Observation Form
For the Longitudinal Assessment of CSRD Implementation and Outcomes

Instructions

Please complete the attached *Classroom Observation Form* during the 2003 field-based site visits. The classroom observation form is designed to guide your field-based data collection.

- **Prior to the observation period, researchers should discuss what they expect to see in the classroom within the context of the reform method.** While the categories may not exactly match what is happening in the classroom, the observer should attempt to classify the activities as best possible, and should use the comments section to clarify.

- **There is a possibility that researchers may not see the reform-related instructional strategies or techniques during every classroom visit.** For example, although teachers may frequently engage in team teaching or modeling, observers may not have the opportunity to witness method-related techniques during the short observation period.

- **The classroom observations are just one source of evidence that may provide concrete examples or details the site visit teams can use in their reports.**

- **There is space at the bottom of page one for observers to write brief descriptions of what is being observed.** This section should include a brief description of how the observed activities might relate to the reform effort, the level of student engagement, and any other important items observed. Site visit team members also may need to ask classroom teachers to provide context for the lessons or activities that were observed.

- **In the section on the "Observed use of time," observers can mark whether they observe the item in question at any time during the class period (as opposed to during each 10-minute block).** If other major items or activities are taking place, or if clarification is necessary, the observer should provide these details in the comments section or on the back of this sheet.

- **In the section on the "Observed use of time,"** Item 5 should be a percentage, reflecting the percent of time the majority of students are academically focused during the observation period, and Item 6 should be High, Medium or Low (*High:* Two or fewer students not participating; *Medium:* Less than 10 percent of students not participating, perhaps engaged in conversation, but not disruptive to majority of class; or *Low:* Many students doing their own thing).

Classroom Observation Form
For the Longitudinal Assessment of CSRD Implementation and Outcomes

Date: _____

Time: _____

School: _____   Teacher(s): _____

Model: _____   _____

Subject: _____

Grade level: _____   Observer: _____

Implementation level, defined by school: _____

Implementation level, defined by observer
(to be completed following observation): _____

Directions: 45-minute observation period, and 10 minute follow-up interview with teacher to check some items if necessary

Observation Items

A. Number of students in class: _____

B. Number of students by racial/ethnic group:

Black _____

White _____

Hispanic _____

Asian _____

Other _____

C. Observed use of time (Check in ten-minute blocks)

Observers should complete this section for three 10-minute blocks within the 45-minute observation time. Observers should spend a short amount of time (5 minutes) familiarizing themselves with the classroom and curriculum prior to completing this section. Each ten-minute block may have more than one checkmark denoting the presence of an instruction strategy or method. (Comments are not necessary; can be used for individual observer's notes).

	10-minute blocks			Comments
	1	2	3	

1. Instructional Orientation
   a. Direct instruction with the entire class (lecture or teacher question/student response)
   b. Team Teaching
   c. Cooperative/Collaborative Learning
   d. Individual Tutoring

2. Classroom Organization
   a. Ability Grouping
   b. Multi-age Grouping
   c. Work centers (for individuals or groups)
   d. Individual desk arrangement

3. Instructional Strategies
   a. Instructional feedback to enhance student learning
   b. Integration of subject areas
   c. Project-based learning
   d. Use of higher-level thinking skills
   e. Teacher acting as coach/facilitator

4. Student Activities
   a. Independent seat work
   b. Experiential, hands-on learning
   c. Systematic individual instruction (assignments geared to individual needs)
   d. Independent inquiry/research
   e. Student discussion

5. Academically focused class time

6. Level of student attention

Adapted from "School Observation Form," *How to Evaluate Comprehensive School Reform Models, University of Memphis*, developed by S. Ross for New American Schools, 2000.

D. EXAMPLES OF LINKAGES TO OTHER CSR COMPONENTS

Observers should indicate the presence of these actions or materials in the classroom at any time during the 45-minute observation period. Other observations that relate to the 11 components should be added to this form.

Component	Observed
1 and 11. Proven (scientifically-based) strategies and methods for student learning;	
a. Teacher using curriculum developed or endorsed by the developer	
b. Teacher using instructional strategies called for by the method	
c. Materials carrying message of method's concepts are displayed in the room	
d. Other: _____	
2. Integrates a comprehensive design:	
a. Copy of the school improvement plan present in the classroom	
b. Teacher observed using method's instructional strategies during all subjects	
c. Other: _____	
3. Provides high quality professional development:	
a. Copy of teacher's individual professional development plan present in the classroom	
b. Coaches or classroom observers in the classroom	
c. Other: _____	
4. Includes measurable goals and benchmarks for student academic achievement:	
a. Charts or graphs measuring student performance displayed on classroom walls	
b. Other: _____	
5. Is supported by school staff:	
a. Teacher actively using model curriculum or instructional strategies	
b. Model materials posted throughout the room	
c. Listen for positive comments about the lesson and school	
d. Other: _____	
6. Provides support for school staff:	
a. Class schedule allows teachers sufficient planning and meeting time	
b. Classrooms well equipped with instructional materials	
c. Other: _____	
7. Provides for the meaningful involvement of parents and the local community	
a. Parents or community volunteers present/assisting in the classroom	
b. Evidence of parent involvement in homework activities	
c. Other: _____	
8. Uses high quality external technical support and assistance	
a. Presence of conference or training materials in classroom	
b. Other: _____	
9. Includes plan for annual evaluation of the implementation and the student results;	
a. Other: _____	
10. Identifies other resources to coordinate and sustain reform	
a. Other: _____	

E. FOLLOW-UP INTERVIEW WITH THE TEACHER
Choose two or three questions per class to ask each teacher following the observation.
Observers should have answers to all questions by the end of all observations.

1. Do you believe you receive adequate support from the school in order to implement the reform method? (Probe for examples.)

2. Do you think there is alignment between the reform method, the professional development or technical assistance you receive, and the assessments that are administered to students? (Probe for examples.)

3. Has the technical assistance you received met your needs and expectations? (Probe for examples.)

4. Are there any reasons you don't like to use the reform method, or have you experienced any problems in implementation? (Probe for examples, or reasons why other teachers might resist implementation.)

5. How are parents involved in your students' education? (Probe for classroom volunteers, homework assignments; ask for any documentation like sign-in sheets).

ADDENDUM TO SITE VISIT PROTOCOLS

1. **Add Component 11 to the Site Visit Protocol:**
   "Scientifically-based research, or strong evidence that the school's reform program will significantly improve academic performance" [note difference between Components 1 and 11].

2. **Add "alignment" to Topics for District and State Officials:** Inquire specifically about the how the district or state know about the alignment among standards, assessments, and curriculum and instruction—both within the state or district's policies and between the district and state.

3. **Clarify the use of the Classroom Observation Form as follows:**
   a. Randomly select classrooms from a classroom roster.
   b. Prior to the classroom observations, identify five instructional characteristics that illustrate the use of the method(s). Note those characteristics observed in every classroom, an indicator of the extent of implementation.
   c. If the method is content-specific, observe some classrooms that are illustrative of the method and others that are not. If the method is a comprehensive process model, then all classrooms are potentially illustrative of the model. Note on the form whether the classroom selected is method-specific or not.
   d. Note any other methods being implemented in the school, besides the CSR-related method. Most important, note if the "other methods" observed in the classroom are "add-ons" or integrated into a comprehensive whole. Make notes on the white space in the Form and discuss the issue in the case study report.
   e. Remember to enter the school code and teacher's name on each page of the classroom observation form, to aid tracking after the site visit. Also, note the name of the CSR method and other methods used in the classroom. Other handwritten comments are encouraged.

4. **Watch for the incidence and potential effects of "student transfers,"**
   as part of covering public school options

SCHOOL-LEVEL LOOSE ENDS
FOR FIELD STUDY TEAMS FOR 2004–05

Topics	Protocol Item to be Referenced
1. Was the CSR grant scaled-up or was it implemented all at once at the beginning of the grant period? Variability in start-ups, Timing for CSR.	1.2
2. Where are the funds and who controls the funds? (Survey) That data could be collected during site visits in the principal and district interviews. "Where are the funds?" "Who makes decisions about how the CSR and other funds are used? [this could be addressed on the one-page principal process influence document or in principal's interview]	10.1
3. Burkett mentioned Schoolwide Title I (in Fed Register on July 2, 2004) Field staff may need to know about it before going to the field.	2.1
4. Scope of Change (Maggie)—How demanding is the intervention, whether comprehensive or subject-based? Could be included in Component 1 (Research-based Method)	1.1
5. If principal change, does principal deviate from adopted method or facilitate CSR grant? (Principal behavior, not whether a change occurred or not. Burkett)	B
6. How to define PD? (Stephanie concerned about survey) SV protocol is complete. Might add across and among grade planning and training periods and structural PD, such as ongoing small learning communities to protocol. Expand definition of professional development (PD): The inventory/protocol addresses a wide variety of types of PD–school level. Site visitors should be reminded of the variety of topics that could be considered in PD, such as the number of hours spent in vertical and horizontal teacher planning time.	3.2.3
7. Effects of Voluntary Public School Choice (VPSC): Describe student mobility in your school. (Probe: Has VPSC been a factor in student mobility?)	ADD AS RIVAL
8. Burkett, "Ask teachers if they participate in decisions." [Do in the Leadership Team meeting in the prototype field study agenda.]	5
9. How are CSR funds being spent?	D
10. Has this school been identified as low-performing? If so, has it been sanctioned because of low performance?	A
11. Did the faculty formally vote to adopt the current reform in your school?	5.1
12. What opportunities do teachers have for making management decisions?	B
13. Do teachers have a common planning period in the day?	3.5
14. Do any of the following occur in ;your school? (Probe: Looping, grouping by houses or families; student groups stay with teachers for more than one year; interdisciplinary teaching, and paired or teacher teaming)	School Operations
15. If a secondary school, what kind of student groups exist to achieve particular instructional goals?	School Operations
16. Who organizes the scope and sequence of the curriculum at this school?	B

TOPICS FOR DISTRICT AND STATE OFFICIALS
FOR FIELD STUDY TEAMS, 2004–05

District CSR Contact:

1. *Administration of CSR Program as a Whole:* Define and update district involvement in CSR program (targeting and selection process, number of awardees, funding process, and goals for how whole-school improvement will be achieved).

2. *Technical Assistance and Implementation Support:* Describe state technical assistance and other support provided to districts and schools that might be related to CSR.

3. *Relationships between CSR and District Initiatives.* Describe the relationships, if any, between CSR and:
   a) district reform initiatives (e.g., standards, curriculum requirements, use of research-based methods, new report card forms)
   b) district administration of Title I and schoolwide Title I
   c) district requirements for PD

4. *Relationships between CSR and NCLB and Other Federal and State Initiatives.* Describe the relationships, if any, between CSR and other initiatives, such as *NCLB* and public school choice (federal) and state accountability and reform (state)—e.g., any relationships between CSR and state standards and assessments, and the implications for CSR implementation.

5. *Monitoring and Evaluation:* Describe whether or how the district monitors and evaluates CSR implementation and outcomes—if possible focusing specifically on the two site visit schools.

State CSR Contact:

1. *Administration of CSR Program as a Whole:* Define and update state involvement in CSR program (targeting and selection process, number of awardees, funding process, and goals for how whole-school improvement will be achieved). Describe state priorities for CSR.

2. *Technical Assistance and Implementation Support:* Describe state technical assistance and other support provided to districts and schools that might be related to CSR.

3. *Relationships between CSR and State Initiatives.* Describe the relationships, if any, between CSR and:
   a) state reform initiatives (e.g., standards, curriculum requirements, use of research-based methods)
   b) state assessments and accountability initiatives
   c) state requirements for PD, teacher certification, or related policies

4. *Relationships between CSR and NCLB and Other Federal Initiatives.* Describe the relationships, if any, between CSR and other federal initiatives, such as *NCLB* and public school choice.

5. *Monitoring and Evaluation:* Describe whether o how the state monitors and evaluates CSR implementation and outcomes—if possible focusing specifically on the two site visit schools. Obtain a copy of the state CSR evaluation report (there may be several such reports, each completed annually).

Field-based Component Site Visit Inventory for LACIO:
11 Provisions of Comprehensive School Reform (CSR)

A major purpose of the site visit is to observe a school's progress in implementing the 11 provisions of CSR as specified by Sec. 1606 of P.L. 107-110 (No Child Left Behind Act of 2001). Your observations should be based on direct field evidence, including observations of key documents, copies of which should be obtained for the project files. The needed observations are organized according to the 11 components and are as follows.

1. Employs Proven Strategies and Methods for Student Learning, Teaching, and School Management;
combined with
11. Has Support Based on: A) scientifically-based research, or B) strong evidence:

    1.1 Identify the proven method or strategy being used by the school (observe the method in action or examine samples of students' work or other evidence showing how the method is being used).
    1.2 From documentation about the method, cite the following:
        1.1.1 The scientifically-based or other research evidence;
        1.1.2 The evidence of positive findings relative to comparison schools;
        1.1.3 The evidence of successful replication at other schools.
    1.2 Obtain or create a roster of classrooms that should be using the method; from this roster, select a random sample for classroom observation. Using the Classroom Observation Instrument (see separate instructions), estimate the percentage of classrooms using the method that should have been using it: ___.
    1.3 Ask the developer or consultant providing external assistance to describe the school's *fidelity* in implementing the method or strategy, and ask for the school's summary rating, based on the scale that the developer or consultant uses. Determine that the developer or consultant has had no knowledge of student outcomes in making this rating.
    1.4 Score the extent of *implementation* of the method or strategy, using the adjusted Bodilly Scale, providing observational examples to support your score.

2. Integrates a Comprehensive Design:

    2.1 Cite the plan, summary of faculty discussions, or other documentation, if any, that covers the full range of a school's operations, and which therefore should embrace the school's design for CSR (the documentation may be limited to CSR or go beyond it).
    2.2 From the documentation, cite the following:
        2.2.1 Needs assessment *data*;
        2.2.2 Quantitative performance goals;
        2.2.3 Discussion of specific curricula or instructional methods;
        2.2.4 Identification of assessment tools;
        2.2.5 Discussion of professional development;
        2.2.6 Indication of how financial resources will be strategically used.
    2.3 How many of the 11 CSR provisions can you find in the documentation? ___.
    2.4 Observe the salience of the design at the school (e.g., does anybody talk about it or its provisions?).

3. Provides High Quality Professional Development:

    3.1 Cite the *formal* requirements for PD at this school (also check the district for PD requirements).
    3.2 Cite whether these requirements:
        3.2.1 Limit the substantively relevant topics eligible for PD;
        3.2.2 Discuss any preferred alignment between a) PD and b) specific
            standards, curriculum, or assessment tools;
        3.2.3 Specify the required number of PD days, per year: ___. (Adjust
            the preceding estimate to *exclude* days for traditional teacher set-up
            in the fall and teacher clean-up in the spring).

3.3 Observe or obtain evidence of *PD related to the CSR method or strategy*, and review records of the extent of this PD (total number of teacher-hours) during the past year or semester.

3.4 Observe or obtain evidence of *all other PD*, and review records of the extent of this PD (total number of teacher-hours) during the past year or semester.

3.5 Review PD records and determine the extent to which the PD:

      3.5.1 Has been content-focused and content-based

      3.5.2 Provides for coherent and continuous development

      3.5.3 Is classroom-based (e.g., assistance occurring in the classrooms, not at workshops)

3.6 Collect evidence on the extent to which the school has used coaches, mentors, lead teachers, or other ongoing forms of assistance to teachers

4. Includes Measurable Goals and Benchmarks for Student Academic Achievement:

4.1 Cite the school's documentation for goals (endpoints) and benchmarks (intermediate points).

4.2 From the documentation, cite whether these goals and benchmarks cover:

      4.2.1 Student achievement, not just intermediate or other outcomes (e.g., attendance);

      4.2.2 Implementation variables, and not just outcome variables;

      4.2.3 The full range of grades at the school;

      4.2.4 All the core academic subjects at the school.

4.3 Observe the salience of the goals and benchmarks at the school (e.g., are there explicit reward systems for accomplishing the goals and benchmarks; does anybody talk about them; are there posters or wallcharts about them?).

5. Is Supported by School Staff:

5.1 Cite the dates and results of any formal faculty vote(s) on CSR or on the research-based method.

5.2 Cite whether at least 75% of interviewed staff members cite support for CSR or the research-based method; ditto dissent (at least 25%); ditto lack of use (at least 25%).

5.5 Cite any other observations illustrating support for reform or for the research-based method (e.g., are there wall posters, banners, or other readily displayed materials referring to CSR?).

6. Provides Support for School Staff:

6.1 Cite ways in which the school supports the staff in the reform effort:

      6.1.1 Re-arrangement of school or teachers' schedules

      6.1.2 Funds to teachers for supplemental classroom materials

      6.1.3 Salary or other formal credit for professional development specifically related to reform activities

      6.1.4 Salary for attending summer or weekend professional development

      6.1.5 Establishment of new positions (e.g., reform or parent coordinator) related to reform

      6.1.6 Other

7. Provides for Meaningful Parent and Community Involvement (and is consistent with Sec. 1118 of P.L. 107-110):

7.1 Cite any *written* parent involvement policy.

7.2 Observe or obtain evidence of parents' role in their children's learning (e.g., do you see parents in classrooms or otherwise assisting at the school? Is there any indication that parental support for children's homework has changed?).

7.3 Observe or obtain evidence about parent-teacher communication (e.g., the frequency of parent-teacher conferences reflected by sign-in logs).

7.4 Observe or obtain evidence about parent involvement in planning, implementing, or evaluating reform

7.5 Corroborate items 7.2, 7.3, and 7.4 with events referenced in discussions with parents and teachers, also indicating how these parents and teachers were selected.

8. Uses High Quality External Technical Support and Assistance:

8.1 Identify the source(s) of external technical support and assistance, and review records indicating the frequency of such assistance over the past year or semester.

8.2 Ascertain the principal's satisfaction with the *quality* of the external support and assistance, as well as the reasons for this level of satisfaction.

8.3 Observe a technical assistance event (e.g., workgroup or in-class session), reviewing any materials (e.g., agendas, exercises, hands-on materials) actually used in the event. Comment on teachers' reactions and responses during the event:

8.3.1 Teachers' understanding of the substantive topics;

8.3.2 Teachers' motivation and support in participating in the event.

8.4. Determine the annual amount of funds, if any, paid for the external assistance: __

8.5 Obtain documentation about the expertise of the external provider, in relation to experience with comprehensive school reform or research-based methods

9. Includes Plan for Annual Evaluation of Implementation and Student Results:

9.1 Cite the written evaluation plan.

9.2 Review the plan for its coverage of implementation and student outcomes.

9.3 Cite any observations or evidence showing that evaluation findings have been used.

10. Identifies Other Resources to Coordinate and Sustain Reform:

10.1 Indicate the resources (cite specific amounts and fiscal years), other than CSR, being used to coordinate or sustain reform, as cited in any budget, comprehensive plan, or other similar document.

10.2 In what way and to what extent does the documentation indicate that coordination is occurring (e.g., a single plan, but different sources identified to support different subtasks)?

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**List of School-Level *Process* Influences
that Help a School to Implement CSR**

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The list below deliberately ignores endemic conditions such as whether budgets are being cutback, staff turnover, student turnover, and other conditions that can impede change. The reason for ignoring these conditions is that the research question should be whether reform-oriented activities are better than non-reform-oriented activities, given the same endemic conditions.

The list also ignores state or district policies because of some of the same reasoning and because they will be covered elsewhere in the research.

A. An ongoing performance *gap*, either real or perceived:
- school wants to be the best it can be (e.g., embraces an *all students can learn* vision)
- school has not scored well in accountability systems
- other external pressure to perform (e.g., busing or effects of desegregation court order)

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