

# **Comprehensive School Reform (CSR) External Evaluation**

## **CSR Survey Results Spring 2007: Administrator, Teacher, and Parent Surveys**

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# Comprehensive School Reform (CSR) External Evaluation: Survey Results Spring 2007

## Overview

Comprehensive School Reform (CSR) is a federally funded program designed to increase student achievement by assisting public schools with implementing comprehensive reforms that are grounded in scientifically based research and effective practices. CSR was authorized as Title I, Part F of the Elementary and Secondary Education Act of 2002, and is an important part of the No Child Left Behind Act.

The CSR program targets high-poverty and low-achieving schools, especially those receiving Title I funds, by helping them to increase the quality and accelerate the pace of their reform efforts. The eleven components of the Comprehensive School Reform Program provide an organizing framework that encourages schools to build upon and leverage state and local school initiatives into a comprehensive plan for school improvement. Whether they use a nationally available reform model or develop their own program locally, CSR-funded schools must coherently integrate the following 11 components of a comprehensive school reform program:

1. Employ proven methods and strategies based on scientifically based research
2. Integrate a comprehensive design with aligned components of school change
3. Provide ongoing, high-quality professional development for teachers and staff
4. Include measurable goals and benchmarks for student achievement
5. Be supported within the school by teachers, administrators and staff
6. Provide support for teachers, administrators and staff
7. Provide for meaningful parent and community involvement in planning, implementing and evaluating school improvement activities
8. Use high-quality external technical support and assistance from an external partner with experience and expertise in schoolwide reform and improvement
9. Plan for the evaluation of strategies for the implementation of school reforms and for student results achieved, annually
10. Identify resources to support and sustain the school's comprehensive reform effort
11. Improve the academic achievement of students

The focus of the CSR Program is schoolwide change, particularly in Title I schools, where there is the greatest need to substantially improve student achievement.

### **Evaluation of Funded CSR Schools**

The Georgia Department of Education (GDOE) contracted with the Occupational Research Group (ORG) in the College of Education at the University of Georgia (UGA) to serve as the external evaluator for the Cohort 5 schools receiving CSR grants in 2006-07. The purpose of the CSR evaluation was to provide the Title I Office of GDOE with information that may be used for required federal reporting, to inform the state about program achievements and problems with implementation, and to provide schools with feedback on implementation progress and improvements needed. The external evaluation of CSR schools in 2006-07 focused on both implementation and impact of the reforms. Evaluation methods included onsite visits to each funded site by teams of UGA evaluators two times during the school year, analysis of outcomes from achievement testing, and surveys of key stakeholders. School

administrators, teachers, and parents at each CSR-funded school were asked to complete an online or paper questionnaire about their experiences with CSR at their school. This report presents the results of those three surveys as part of the evaluation of CSR implementation in 2005-06 funded schools in Georgia.

### **Evaluation of Sustainability in CSR Schools Where Funding Ended**

In addition, the external evaluators were asked to conduct a study of the sustainability of schoolwide reforms initiated with CSR funding in two groups of schools: Cohort 4 schools who received three years of CSR funds, and Cohort 5 schools who received one year of CSR funding. In both cases these schools did not receive further funding from CSR in 2006-07. The purpose of the evaluation of sustainability was to determine the extent to which comprehensive school reforms continued after the termination of CSR funding and what factors contributed to or inhibited sustainability in each school. Evaluation methods included onsite visits to each funded site by teams of UGA researchers once during the school year, analysis of outcomes from achievement testing, and surveys of school stakeholders. School administrators and teachers at each CSR-funded school were asked to complete an online questionnaire about their experiences with CSR at their school. This report presents the results of those two surveys as part of the 2006-07 evaluation of CSR sustainability.

### **Purpose of the Survey**

The purpose of the stakeholder surveys was to provide information about teacher, administrator, and parent involvement in implementing CSR and to assess stakeholder perceptions about the extent to which reforms have actually occurred or continued and with what results, both for the schools receiving CSR funding and for those whose funding ended in 2006-07.

### **Instrument Development**

Questions on the CSR administrator, teacher, and parent surveys were developed by evaluators at UGA using criteria from the CSR data collection framework and protocol for onsite visits, which is designed to assess each of the 11 federal CSR components. Questions for schools in their second year of CSR funding were the same as those used in the 2005-06 evaluation surveys. Questions for schools whose CSR funding ended this year were adapted to capture information about sustainability factors related to each of the 11 CSR components.

### **Funded Schools Survey**

The questionnaire for school administrators of funded CSR schools was an online survey consisting of 48 questions. Teachers at these schools were asked to complete an online survey consisting of 46 questions. Both surveys used Likert scale response options of Strongly Agree, Agree, Disagree, Strongly Disagree, and Don't Know. The majority of questions for administrators and teachers were similar to allow comparison of responses by these two groups. Questions for administrators and teachers focused on the knowledge, understanding, and involvement of stakeholders in CSR activities; their satisfaction with the support provided for reforms; their perception of CSR's impact on improving the school and student achievement; their level of participation in CSR implementation activities and leadership in the school; and the use of reform efforts to change teaching and learning.

The questionnaire for parents was a paper copy consisting of 17 questions with response options of Yes, No, Not Sure. The parent survey also included six questions about demographic information for the child. The parent survey focused primarily on parent

awareness, understanding, and involvement in the CSR activities, and their perceptions of the school reform impact on their child.

All respondents were asked to identify their school, administrators were asked to identify their position in the school, and teachers in middle and high schools were asked their grade level and the subject they teach for the major portion of the day. Survey respondents were not identified by name. Parent surveys identified the CSR program at the school; administrator and teacher surveys asked respondents to identify their CSR program.

Each of the 11 CSR components was addressed by several different questions in the survey. Questions for all three surveys were similar to those used for interviews during the onsite visits to schools by UGA evaluators, to allow more comprehensive input from stakeholders at each CSR-funded school.

### **Survey Administration**

The administrator and teacher questionnaires were administered as Web-based online surveys, accessible through an Internet connection at Web addresses provided by UGA staff. Information about the surveys and directions for administration were distributed to each CSR school coordinator and principal by both email and mailed letter from UGA. (Copy of correspondence can be found in the appendix to this report). Dates for accessing the survey and submitting data online were from April 2 through April 30, 2007. UGA sent a sufficient number of parent questionnaires for all parents at each funded CSR school, and the school contacts at these sites were asked to distribute the surveys to all parents in the school through whatever process worked best for the school (Web posting, sent home via students, mailed to parents, school newsletter, etc.) Survey materials included a cover letter and a one page questionnaire with a self addressed postage-paid self-return format. Completed parent surveys were returned directly to the Occupational Research Group at UGA. Materials for parents were also available in Spanish language. Deadline for returning completed parent surveys was April 30, 2007. Three additional weeks were allowed to ensure all parent forms had been received by UGA before running the summary statistics. A reminder was sent by email to the CSR contact at each of the schools during the first week of the survey administration, and visiting evaluation teams from UGA were asked to remind schools of the surveys. A follow-up email was sent to all schools the last week of April.

### **Respondents**

Schools included in the 2006-07 CSR survey administration included three categories of sites:

- **Cohort Four:** 24 schools that completed their third consecutive year of CSR funding in 2005-06 and were not refunded in 2006-07
- **Cohort Five - Unfunded:** 31 schools that completed their first year of CSR funding in 2005-06 and were not refunded in 2006-07
- **Cohort Five – Funded:** 27 schools that completed their first year of CSR funding in 2005-06 and receive an additional year of CSR funds in 2006-07

The table below summarizes school level information for each of the cohorts:

	Elementary Schools	Middle Schools	High Schools	Total
Cohort 4	15	3	6	24
Cohort 5-unfunded	4	17	10	31
Cohort 5-funded	4	17	10	27
Total	23	37	22	82

### Administrator Survey

Schools were instructed to request the following categories of personnel to complete the online CSR administrator survey: principal, assistant principal, department head, counselor, media specialist, academic coach, parent outreach, and other non-instructional or support personnel. A total of 39 responses were received for the Cohort 4 administrator survey, 71 for Cohort 5-Unfunded, and 88 for Cohort 5-Funded. The chart below indicates the distribution of survey responses by position type for each cohort of schools.

### Number and percent of administrator survey responses

School Position	COHORT 4	COHORT 5-Unfunded	COHORT 5-Funded
Principal	12 (31%)	7 (10%)	14 (16%)
Assistant Principal	11 (28%)	22 (31%)	22 (25%)
Department Head	1 (3%)	2 (3%)	3 (3%)
Counselor	9 (23%)	11 (16%)	15 (17%)
Media Specialist	1 (3%)	12 (17%)	9 (10%)
Academic Coach	3 (8%)	9 (13%)	9 (10%)
Parent Outreach Coord.	0 (0%)	0 (0%)	3 (3%)
Other	1 (3%)	7 (10%)	9 (10%)
No response	1 (3%)	1 (1%)	4 (5%)
TOTAL	39	71	88

Overall, administrator survey responses were received from 59 (72.0%) of the 82 participating schools. As would be expected, the schools still receiving funding were most likely to respond; 24 of the 27 (88.9%) were represented. Cohort 4 (66.7%) and Cohort 5 Unfunded (61.3%) schools were much less likely to have administrators complete the survey. For those who responded, the number of responses varied from one to nine per school. The average number of surveys per school was three. The highest number of responses was received from assistant principals.

The school levels represented by administrator survey responses varied slightly from the overall percentages of CSR school levels. Elementary schools were under-represented in the responses compared to the percentage of total schools, and middle schools were over-represented. Within cohorts, however, the percentage of responses by school level closely mirrored the percentage of schools.

**Administrator survey respondents by school level**

School Level	# of administrator responses	% of total administrator responses	# of Cohort Schools	% of Cohort Schools
<b>Total Cohort 4</b>	39	100%	24	100%
Elementary School	26	66.7%	15	62.5%
Middle School	6	15.4%	3	12.5%
High School	7	17.9%	6	25.0%
<b>Total Cohort 5-Unfunded</b>	71	100%	31	100%
Elementary School	5	7.0%	4	12.9%
Middle School	40	56.3%	17	54.8%
High School	26	36.6%	10	32.3%
<b>Total Cohort 5-Funded</b>	88	100%	27	100%
Elementary School	12	13.6%	4	14.8%
Middle School	58	65.9%	17	63.0%
High School	18	20.5%	6	22.2%
<b>Total</b>	198	100%	82	100%
Elementary School	43	21.7%	23	28.0%
Middle School	104	52.5%	37	45.1%
High School	51	25.8%	22	26.8%

**Teacher Survey** Error! Bookmark not defined.

Schools were instructed to request that all full-time certified instructional personnel, special education teachers, and paraprofessionals complete the online CSR teacher survey. A total of 600 completed surveys were submitted by teachers in Cohort 4 schools, 761 in Cohort 5-Unfunded schools, and 881 in Cohort 5-Funded schools. The chart below indicates the distribution of survey responses by instructional position type.

**Number and percent of teacher survey responses**

School Position	COHORT 4	COHORT 5 -Unfunded	COHORT 5 -Funded	TOTAL
Full-time certified instructional personnel	446 (74%)	586 (77%)	668 (76%)	1700 (76%)
Special Education teachers	73 (12%)	101 (13%)	117 (13%)	291 (13%)
Paraprofessionals	54 (9%)	42 (6%)	51 (6%)	147 (7%)
No response	27 (5%)	32 (4%)	45 (5%)	104 (5%)
<b>TOTAL</b>	600 (100%)	761 (100%)	881 (100%)	2242 (100%)

Teacher surveys were received from 65 (79.3%) of the CSR schools. Cohort 5 Funded schools (88.9%) were again the best represented, although teachers from a large majority of Cohort 4 schools (83.3%) also responded. Two-thirds (66.7%) of schools from Cohort 5 Unfunded were represented in the survey. The number of responses per school ranged from 1 to 105, with an average of 34.

The school levels represented by teacher survey responses also varied from the overall percentages of CSR school levels. Middle schools were slightly over-represented and elementary and high schools were slightly under-represented by teacher survey returns. Middle school teachers returned 53% of the surveys, but only 45% of the CSR schools were middle schools. This difference can be attributed to the Cohort 5 Unfunded schools; 55% of the schools were middle grades, but nearly 72% of the surveys completed were from middle school teachers. The percentages of schools and surveys were very close in the other two cohorts.

#### Teacher survey respondents by school level

School Level	# of teacher responses	% of total teacher responses	# of Cohort Schools	% of Cohort Schools
<b>Total Cohort 4</b>	600	100%	24	100%
Elementary School	380	63.3%	15	62.5%
Middle School	71	11.8%	3	12.5%
High School	149	24.8%	6	25.0%
<b>Total Cohort 5-Unfunded</b>	761	100%	31	100%
Elementary School	65	8.5%	4	12.9%
Middle School	546	71.7%	17	54.8%
High School	150	19.7%	10	32.3%
<b>Total Cohort 5-Funded</b>	881	100%	27	100%
Elementary School	115	13.1%	4	14.8%
Middle School	564	64.0%	17	63.0%
High School	202	22.9%	6	22.2%
<b>Total</b>	2242	100%	82	100%
Elementary School	560	25.0%	23	28.0%
Middle School	1181	52.7%	37	45.1%
High School	501	22.3%	22	26.8%

A further breakdown of the number of respondents by each grade level is given in the table below. The highest proportion of teacher respondents was for those who taught multiple grades in middle school, followed by those who taught multiple grades in high school.

### Number and percent of teacher survey respondents by grade level

Grade Level	COHORT 4	COHORT 5 -Unfunded	COHORT 5 -Funded
<u>ELEMENTARY</u>			
K	87 (14.5%)	11 (1.4%)	23 (2.6%)
1	59 (9.8%)	11 (1.4%)	21 (2.4%)
2	49 (8.2%)	9 (1.2%)	14 (1.6%)
3	29 (4.8%)	10 (1.3%)	17 (1.9%)
4	27 (4.5%)	6 (0.8%)	12 (1.4%)
5	25 (4.2%)	5 (0.7%)	12 (1.4%)
Multi-grade Elem.	94 (15.7%)	11 (1.4%)	15 (1.7%)
<u>MIDDLE SCHOOL</u>			
6	10 (1.7%)	116 (15.2%)	122 (13.8%)
7	16 (2.7%)	107 (14.1%)	125 (14.2%)
8	16 (2.7%)	137 (18.0%)	125 (14.2%)
Multi-grade MS	27 (4.5%)	182 (23.9%)	185 (21.0%)
<u>HIGH SCHOOL</u>			
9	17 (2.8%)	21 (2.8%)	31 (3.5%)
10	14 (2.3%)	14 (1.8%)	14 (1.6%)
11	12 (2.0%)	7 (0.9%)	11 (1.2%)
12	9 (1.5%)	3 (0.4%)	10 (1.1%)
Multi-grade HS	94 (15.7%)	103 (13.5%)	134 (15.2%)
<b>TOTAL</b>	<b>600 (100%)</b>	<b>761 (100%)</b>	<b>881 (100%)</b>

Background information for middle and high school respondents included a question about their primary teaching area. Teachers were instructed to identify the subject that they taught for the major portion of the day by selecting from a list of nine subject areas (including 'other'). The table below summarizes these responses from all three cohort groups. In middle schools, the highest percentages of teachers were in Language Arts, Mathematics, and Special Education. In high schools, the subject distribution was spread more evenly among respondents, with the highest percentages in Career/Technical, Special Education, and Science.

### Subject areas taught by instructional respondents (combined for all cohorts)

Subject Area	Middle School	High School
Arts	4.1%	3.4%
Career/Technical	2.8%	16.4%
Language Arts	20.9%	11.8%
Mathematics	17.6%	11.2%
Physical Education	5.2%	4.2%
Science	12.2%	14.4%
Social Studies	10.6%	10.6%

Special Education	16.9%	16.2%
Other	8.7%	10.8%
No response	1.1%	1.2%
TOTAL	100%	100%

### Parent Survey

Cohort 5 funded schools were instructed to distribute the parent survey to all parents who had children in the school. A total of 1,533 parent surveys were returned to ORG representing parents from 26 of the 27 CSR schools funded in 2006-07. The percentage of parents responding for each school returning parent surveys ranged from 2% to 49%. As many as 242 parents returned surveys from one school and as few as 13 parents returned surveys from another school. More detailed information about the number and percentages of surveys distributed and returned by parents at individual schools is included in the Appendix of this report.

The school levels represented by parent survey responses varied slightly from the overall percentages of CSR school levels. Middle schools and elementary schools were slightly under-represented and high schools were slightly over-represented by parent survey returns. Middle school parents returned 58% of the surveys, but middle schools comprised 63% of the CSR schools. Elementary school parents returned 10% of the surveys, but 15% of the CSR schools were elementary schools. Even though high schools represented 22% of the CSR schools, high school parents returned 33% of the surveys.

### Parent survey respondents by school level

School Level	# of parent responses	% of total parent responses	# of CSR Schools	% of CSR Schools
TOTAL	1,533	100.0%	27	100.0%
Elementary School	146	9.5%	4	14.8%
Middle School	884	57.7%	17	63.0%
High School	503	32.8%	6	22.2%

A list of the total number of teacher, administrative, and parent survey responses received from each individual CSR school is included in the Appendix of this report.

The expectation of the evaluation protocol was that every parent in a CSR cohort 5 funded school would be provided a copy of the parent survey and respond to demographic questions about their child as well as to 17 questions about CSR in their child's school. Parents were asked questions about student gender, ethnicity, disabilities, special education services, grade level, and native language. Response options to the questions about CSR included "Yes," "No," and "Not Sure." Even though the survey did not ask for further comments beyond the questions, some parents choose to include additional detail in comments. Evaluators do not know how well schools actually did in distributing the parent survey, what motivated parents to return surveys, and how many of the schools offered incentives for survey completion. Through various contacts with school site personnel, it became clear that some schools perhaps used better methods of survey distribution than others. The appendix provides information on how many surveys were sent to each school, based on the GDOE October 2006 FTE count, and the number of surveys returned by parents in each CSR school.

The 1,533 parents returning surveys represented more female students (55%) than males (43%). Twenty-three of the responding parents did not indicate their child's gender. Regardless of school level, the same pattern is evident.

<b>Student Gender</b>	<b>Male</b>	<b>Female</b>	<b>No Response</b>
TOTAL	43.2%	55.3%	1.5%
Elementary	48.6%	49.3%	2.1%
Middle School	42.3%	56.4%	1.2%
High School	43.3%	54.9%	1.8%

Parents were asked to mark the category that best described their child from the following: black, white, Asian/pacific Islander, Hispanic, multi-racial, or native American. Across all school levels, parents most frequently selected white, then black. Overall, 53% of the respondents identified their children as white and 37% marked black. Four percent of the responding parents identified their child as Hispanic, but at the elementary school level, 12% of the parents made this selection. At the high school level only 1% of the parents said their child was Hispanic. About 2% of the parents did not provide a response to this query and 4% of the parents selected either multi-racial, Asian, or Native American.

<b>Student Ethnicity</b>	<b>Black</b>	<b>White</b>	<b>Asian</b>	<b>Hispanic</b>	<b>Multi-racial</b>	<b>Native Amer.</b>	<b>No Response</b>
TOTAL	36.5%	53.0%	1.4%	4.0%	2.4%	0.3%	2.3%
Elementary	33.6%	45.9%	2.1%	11.6%	2.1%	0.0%	4.8%
Middle School	40.5%	48.8%	1.6%	4.3%	2.5%	0.2%	2.1%
High School	30.4%	62.6%	1.0%	1.2%	2.4%	0.4%	2.0%

Parents were asked to identify their child's grade level in school. Almost all parents responded to this request. The most frequent grade levels represented by the parent surveys were the 6<sup>th</sup> and 7<sup>th</sup> grades with each having 21% of the 1,533 parents identifying one of these as their child's grade level. The smallest grade level representation was for kindergarten and grades 2 through 5. Based on the number of CSR funded schools, this would be the expectation. The middle school grades 6 through 8 represented the highest percent of returns corresponding to middle schools being the most prevalent CSR funded school level. Ninth grade parents were represented by 12% of the survey returns. The percentage of survey returns from 10<sup>th</sup> through 12<sup>th</sup> grade parents ranged from 5% to 9% of the total.

<b>Student Grade Level</b>		
<b>Grade Level</b>	<b>Frequency</b>	<b>Percentage</b>
Kindergarten	29	1.9%
1 <sup>st</sup>	38	2.5%
2 <sup>nd</sup>	29	1.9%
3 <sup>rd</sup>	22	1.4%
4 <sup>th</sup>	15	1.0%
5 <sup>th</sup>	20	1.3%

Grade Level	Frequency	Percentage
6 <sup>th</sup>	323	21.1%
7 <sup>th</sup>	319	20.8%
8 <sup>th</sup>	226	14.7%
9 <sup>th</sup>	180	11.7%
10 <sup>th</sup>	139	9.1%
11 <sup>th</sup>	109	7.1%
12 <sup>th</sup>	72	4.7%
No Response	12	0.8%
<b>TOTAL</b>	<b>1,533</b>	<b>100.0%</b>

Parents were asked to identify whether or not their child had a disability or was receiving special education at school. About 8% of the parents said their child had a disability—with slightly more (9%) saying this was the case at the elementary level. About 10% of the students represented by the parent surveys were receiving special education. The percentage was higher for elementary schools (12%), but lower for high schools (9%).

Student Disability and Special Education Services	Disability Yes	Receiving Special Education Yes
TOTAL	8.1%	9.8%
Elementary	8.9%	12.3%
Middle School	8.3%	10.1%
High School	7.6%	8.5%

Parents were asked to mark whether or not English was their child's native language. Only 4% (53) of the parents said that English was not, but the percentage was higher (7%) at the elementary school level. Twenty-five parents (2%) completed a Spanish version of the parent survey and two-thirds of these had children at a middle school; the others were parents of elementary age children.

Language	English is Not Native Language	Parent Survey Completed in Spanish
TOTAL	3.5%	1.6%
Elementary	6.8%	5.5%
Middle School	3.7%	1.9%
High School	2.0%	0.0%

A total of 17 school reform models were represented by the parents returning the survey. Elementary parents represented four schools implementing four different models. The sixteen middle schools represented by parent surveys were implementing 11 different models. The most frequent models identified for middle schools were Making Middle Grades Work and America's Choice. Parents from six high school returned surveys representing five different reform models, including two schools implementing High Schools That Work. A complete

listing of the models represented by responding parents is in the appendix. Parent survey responses were not analyzed by school reform model.

## **RESULTS**

### **Organization of Survey Results Section**

The remaining sections of this report present the findings from surveys administered to each of the three CSR school cohort groups in Spring 2007. Results are presented separately for each school cohort and, within the cohort, for each survey administered to the cohort school stakeholders. Data from the surveys are summarized by CSR component for each of the cohorts and surveys. An analysis of findings from across all three of the school cohorts follows the discussion of individual cohort survey results, to identify how differences in the duration of CSR funding (one, two, or three years) may have affected stakeholder responses.

The tables in the following sections present data from each cohort as a whole. Tables breaking out the data by school type (elementary, middle and high school) are presented in the appendix rather than in the body of the report to facilitate ease of reading. However, we have integrated these findings into the text in the discussion of each component.

### **Cohort 5 Funded Schools**

All the items related to components in the teacher and administrator questionnaires were scored on a four-point rating scale, where “Strongly Disagree” was scored as 1 and “Strongly Agree” was scored as 4. Thus, the means reported can range from 1.00 to 4.00, with higher numbers indicating the respondents perceive better implementation on that particular element of reform. The percentages given in the tables are the percentage of respondents who agreed or strongly agreed with each statement. Percentages and means by item, as well as means by school type, are presented in the appendix of this report.

It should be noted that the means for middle school teachers will be close to the overall means in this component because there are far more of them (564) than high school (202) and elementary school (115) teachers combined. This is also true for administrators; 58 respondents were from middle schools, 18 from high schools, and 12 from elementary schools.

As noted in the parent survey description above, the response options for parents were “Yes,” “No” and “Not Sure.” Because the scales are different for the parent survey, these results will be reported separately within the components into which they fit. Parent items address seven of the eleven components, so not every component includes a parent response section.

### **Component 1: Research-based Methods**

One survey item related to research-based methods was asked of teachers and administrators in the Cohort 5 Funded schools. The item asked if CSR changes in the school are based on research evidence and effective practices. All of the administrators and the vast majority of teachers either agreed or strongly agreed with the statement.

<b>Component 1</b> <b>Item</b>	<b>Teachers</b>		<b>Administrators</b>	
	<b>Agree/SA</b>	<b>Mean</b>	<b>Agree/SA</b>	<b>Mean</b>
Changes are based on research	93.7%	3.43	100.0%	3.70
<b>Overall Component 1 Mean</b>		<b>3.43</b>		<b>3.70</b>

This component had the highest average score for both teachers and administrators. Elementary school teachers rated their schools higher on this item than their counterparts in middle and high schools, who gave similar scores. Among administrators, elementary and middle school respondents rated their schools about one-quarter of a point higher than those at a high school.

### **Component 2: Comprehensive Design**

Six items covered issues of comprehensive reform design. These questions assessed whether the reform addresses student needs, whether it involves all grades and subjects, if it has become part of the daily life of the school, if it has helped integrate key areas of education, and if stakeholder groups have similar expectations of the changes due to CSR.

<b>Component 2</b> <b>Item</b>	<b>Teachers</b>		<b>Administrators</b>	
	<b>Agree/SA</b>	<b>Mean</b>	<b>Agree/SA</b>	<b>Mean</b>
Changes address student needs	93.9%	3.45	100.0%	3.77
Changes include all grade levels	94.3%	3.52	97.7%	3.80
Changes include all subjects	86.2%	3.31	95.4%	3.54
Changes have become part of daily life	88.8%	3.34	98.8%	3.56
CSR helped integrate instruction, assessment, and classroom management effectively	81.2%	3.13	94.3%	3.57
School, community, model experts have similar expectations	79.5%	3.16	96.6%	3.41
<b>Overall Component 2 Mean</b>		<b>3.29</b>		<b>3.61</b>

This was the second-highest ranked component in terms of the overall mean. Overall, elementary and middle school teachers rated Component 2 similarly for their schools and higher than teachers in high schools. Middle school teachers rated their schools higher on including all grades and subjects in the reform than did either elementary or high school teachers, whose mean scores were almost identical on these two items. Elementary school teachers gave higher scores on addressing student needs and similarity of stakeholder expectations than middle or high school teachers.

The Component 2 means were higher for administrators, but the pattern was the same; elementary and middle school respondents both gave higher scores than high school respondents. The ratings on the grade level question were similar across school types, but middle school administrators gave their schools higher ratings for reaching all subjects than high and elementary school respondents. Middle school respondents gave the lowest ratings for similarity of stakeholder expectations by a relatively large margin, but the average is still high (3.32) on the four-point scale.

Two questions on the parent survey addressed the comprehensive design of the reform at the school. Parents were asked if they knew what academic performance was expected of their child by the school and if the reform changes are addressing student needs.

Component 2 Parent Items	No Response			
	Yes	No	Not Sure	No Response
I know what academic performance the school expects of my child	73.6%	12.7%	12.5%	1.2%
I think that the school reform changes in my child's school are addressing the real needs of students	40.2%	14.4%	44.2%	1.2%

Overall, parents say they know what academic expectations schools have for their children, but were less certain that the reform changes are addressing the real needs of the students. Forty percent of the parents responded “yes” on this item, but more (44%) chose “not sure.”

Elementary and middle school parents were very positive about their knowledge of academic expectations, with 77-85% selecting “yes.” High school parents were less sure about academic expectations than other parents and responded “no” more often than other parents. Across the 17 questions asked on the parent survey, this question had the highest percentage of parents, regardless of school level, responding “yes.” Elementary parents are much more positive about the reform addressing students’ real needs than parents at other levels. Sixty-one percent of the elementary parents responded “yes” and only 31% said they were not sure. Many (46%) of the high school parents said they were not sure if the reform addressed the real needs of the students, but 21% said the reform did not.

### Component 3: Professional Development

Professional development had the largest number of questions: 10 for teachers and eight for administrators. The items covered a variety of topics, including how training was planned and evaluated, satisfaction with the quality and amount, and its impact.

Component 3 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Participated in CSR PD	88.2%	3.37	92.0%	3.60
Asked for input scheduling PD	60.7%	2.79		
Opportunities to evaluate PD	71.2%	2.98		
Satisfied with quality of CSR PD	81.7%	3.17	93.2%	3.49
Satisfied with amount of CSR PD	79.9%	3.13	89.8%	3.37
Adequate time to participate in CSR PD	75.9%	2.99	90.9%	3.39
Teachers encouraged to apply new knowledge from CSR PD	90.9%	3.34	94.3%	3.51
PD helped carry out reform activities	82.3%	3.14	88.7%	3.53
Used assessment information to improve student learning and achievement	87.9%	3.24	98.9%	3.54
Teaching has improved as a result of CSR PD	77.1%	3.13	90.9%	3.59
<b>Overall Component 3 Mean</b>		<b>3.09</b>		<b>3.48</b>

Teachers’ responses averaged just over 3 (“Agree”) for the ten items. The highest rated item was for their participation in PD, while the lowest concerned their input into scheduling. High school teachers averaged the lowest ratings on all ten items and therefore had the lowest component mean (2.90). Elementary school teachers had the highest component mean (3.20) gave the highest average rating on eight of the ten items, but their item scores were generally comparable to those of middle school teachers (component mean = 3.14).

Administrators were much more positive than teachers on this component. Elementary school administrators in particular gave high marks on all the items. Respondents from elementary schools had averages ranging from 3.67 (regarding improvement in teaching) to 3.91 (regarding PD quality) for a component mean of 3.72; 3.65 was the highest average from the other school types on a single item. High school administrators gave the lowest ratings on all items and had a component mean of 3.27, while middle school respondents (3.49) fell in the middle.

<b>Component 3 Parent Items</b>	<b>No Response</b>			
	<b>Yes</b>	<b>No</b>	<b>Not Sure</b>	<b>No Response</b>
I think teaching at my child's school has improved as a result of school reforms this year	36.3%	15.8%	46.4%	1.5%

Parents were asked if they thought teaching at their child's school had improved as a result of school reforms during the current school year. Almost half (46%) of the parents marked the survey that they were not sure and only a little more than one-third of the parents said "yes." The pattern of responses was similar for the middle school parents; high school parents were slightly less sure and less positive. However, again elementary parents were more positive, with 60% saying that the teaching had improved and only 6% saying it had not.

#### **Component 4: Measurable Goals & Objectives/Benchmarks**

Both groups answered three questions regarding goals, objectives, and benchmarks. Respondents were asked if they had reviewed student performance on CSR benchmarks, if the benchmarks are appropriate measures of student performance, and if benchmarks are measuring reform implementation.

<b>Component 4 Item</b>	<b>Teachers</b>		<b>Administrators</b>	
	<b>Agree/SA</b>	<b>Mean</b>	<b>Agree/SA</b>	<b>Mean</b>
Reviewed student performance on benchmarks	75.7%	3.11	89.7%	3.40
CSR benchmarks are appropriate	74.1%	3.10	94.4%	3.36
CSR benchmarks are measuring the results of CSR implementation	74.1%	3.14	92.0%	3.30
<b>Overall Component 4 Mean</b>		<b>3.06</b>		<b>3.32</b>

Teachers gave essentially the same answers on each of the three questions; the means for the items were similar for all teachers and within school types. Elementary (3.14) and middle school (3.11) teachers again registered more agreement than did high school respondents (2.86).

Administrators averaged one-quarter of a point higher than teachers on the overall component mean. Elementary school administrators (3.50) gave the highest scores while high school respondents (3.14) gave the lowest.

#### **Component 5: Staff Support for Reform**

Each group answered five questions about staff support for reform. Four of these were the same: they asked about informing school personnel about CSR information, school meetings

about CSR, feedback about the reform, and satisfaction with the respondent's personal involvement in the reform process. In addition, teachers were asked if their ideas were used to improve reform, and administrators were asked to rate their satisfaction with the level of teacher involvement.

<b>Component 5</b> <b>Item</b>	<b>Teachers</b>		<b>Administrators</b>	
	<b>Agree/SA</b>	<b>Mean</b>	<b>Agree/SA</b>	<b>Mean</b>
Regularly informed about CSR activities and results	82.1%	3.15	94.3%	3.53
School meetings about CSR	90.5%	3.31	69.3%	3.22
Provide feedback on reform activities	70.5%	2.93	71.6%	3.24
Teacher ideas about CSR are used	56.8%	2.88		
Satisfied with my level of involvement	80.3%	3.09	93.2%	3.41
Satisfied with level of teacher involvement			94.3%	3.34
<b>Overall Component 5 Mean</b>		<b>3.06</b>		<b>3.35</b>

As with components 3 and 4, the mean for this component ranks around "Agree" on the four point scale. Most respondents agreed or strongly agreed with the statements except for the item asking if their ideas about CSR are used to improve the reform; only just over half agreed. Elementary (3.12) and middle school (3.11) respondents had about the same overall mean, with high school teachers (2.86) rating all the items lower.

The component mean for administrators was about three-tenths of a point higher than that of the teachers. There was a difference of about one-quarter of a point difference from elementary (3.62) to middle school (3.37) to high school (3.11) respondents. All eight (of the 12) elementary school administrators who answered the item concerning presenting CSR information at school meetings strongly agreed with the statement.

### **Component 6: Administrative Support for Reform**

This component was comprised of six questions which addressed opinions on CSR leadership, school administrators, and district support for the school's reform activities.

<b>Component 6</b> <b>Item</b>	<b>Teachers</b>		<b>Administrators</b>	
	<b>Agree/SA</b>	<b>Mean</b>	<b>Agree/SA</b>	<b>Mean</b>
CSR leadership uses a team approach	85.3%	3.27	97.7%	3.66
CSR leadership is doing a good job	84.7%	3.29	100.0%	3.56
Satisfied with principal's involvement	86.5%	3.32		
School administrators encourage participation in reform activities	87.4%	3.28	87.5%	3.46
School has adequate resources to implement CSR activities	81.2%	3.16	87.5%	3.38
The district has supported CSR activities	80.8%	3.26	96.6%	3.51
<b>Overall Component 6 Mean</b>		<b>3.22</b>		<b>3.50</b>

The overall mean for administrative support was the third highest in the teacher ratings. At least eighty percent of respondents agreed with each of the items. Elementary (3.32) and middle school (3.26) teachers again posted similar overall means, with high school teachers (3.06) giving lower scores. Elementary respondents did give higher ratings than their middle school counterparts on the items concerning whether reform leadership is doing a good job and whether the school has adequate resources for reform.

Administrators also gave this component their third-highest ranking. The familiar pattern of elementary (3.68) respondents giving the highest overall scores with high school (3.34) giving the lowest and middle school (3.52) in between was evident in this component. All respondents agreed or strongly agreed that CSR leadership is doing a good job. Elementary school administrators (3.90) rated themselves half a point higher on encouraging teachers and staff to participate in CSR activities than their counterparts in other schools.

### Component 7: Parent & Community Involvement

Both groups answered three questions addressing informing parents and the community about CSR, parent involvement, and parent understanding of the reform. In addition, administrators were asked if parents were more involved in their child's learning this year as a result of the reform activities.

Component 7 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Parents/community informed about CSR	77.0%	3.17	96.6%	3.40
Parents involved with CSR activities	63.1%	2.99	86.4%	3.11
Parents generally understand CSR	46.9%	2.79	72.8%	2.92
Parents more involved in their child's learning			67.0%	3.03
<b>Overall Component 7 Mean</b>		<b>2.98</b>		<b>3.11</b>

Parent involvement earned the second-lowest average rating from teachers. Elementary (3.19) respondents scored these items much higher than middle school (3.00) and high school (2.75) teachers. All three groups gave the lowest ratings for parent understanding of CSR.

This component was rated the lowest of the eleven components by administrators. It was the only component average below 3.00 for the high school respondents (2.94). Like the teachers, middle school respondents gave their lowest rating on the parent understanding item. Elementary and high school respondents, however, reserved their lowest ratings for the item dealing with parents' involvement in their child's learning.

Component 7 Parent Items	Response			
	Yes	No	Not Sure	No Response
<input type="radio"/> I have been informed about school reform activities and results at my child's school this year	51.3%	29.2%	18.7%	0.9%
<input type="radio"/> The school has met with parents to explain school changes and how they affect students	41.8%	33.3%	23.8%	1.0%
<input type="radio"/> I understand the school reform changes and how they are being carried out in my child's school	42.0%	34.5%	22.4%	1.1%
<input type="radio"/> I have been involved with school reform activities at my child's school this year	23.6%	66.5%	9.0%	0.8%
<input type="radio"/> I support the reforms the teachers and administrators are making at my child's school	52.3%	8.9%	37.2%	1.6%
<input type="radio"/> I have been more involved with my child's learning this year as a result of the school reform	39.1%	43.1%	15.9%	2.0%

Parents responded to six survey questions about their involvement in the CSR reform. Parents were the most positive that they support the reforms the teachers and administrators are making at their children’s schools and that they have been informed about school reform activities. Yet the percentage of parents answering yes to these two questions was only 51% to 52%. Only 39% to 42% of the parents responded that they understood the reform changes, that the school had met with them to explain the reform, and that they had been involved with their child’s learning because of the school reform. Based on the survey responses few parents (24%) have actually been involved with the reform activities. Of the 98 parents who provided comments on the survey, about one-third commented that they did not know about the reform at their children’s schools, with some saying the survey was the first they heard of it.

School-level analysis of parental responses shows that elementary parents are more positive in their responses than either middle or high school parents. The majority of the elementary parents responded “yes” on 5 of the 6 parental involvement questions. Again, the least support, even at the elementary level, was for the item concerning parental involvement in school reform activities. Only 43% of elementary parents said they had been involved. Parental involvement, as indicated by the 6 survey questions, seems to be the weakest at the high school level and only a little better at the middle school level.

**Component 8: External Assistance**

Respondents were asked about their satisfaction with the amount and quality of support from the CSR model consultant, if the consultant had coordinated reform activities effectively, and if the consultant had been a major contributor to the outcomes of the reform.

<b>Component 8 Item</b>	<b>Teachers</b>		<b>Administrators</b>	
	<b>Agree/SA</b>	<b>Mean</b>	<b>Agree/SA</b>	<b>Mean</b>
Satisfied with amount of support from CSR model consultant	78.2%	3.16	90.9%	3.39
Satisfied by quality of support from consultant	77.6%	3.19	90.9%	3.46
Consultant effectively coordinated reform efforts	76.3%	3.20	89.8%	3.41
Consultant activities have been a major contribution to CSR outcomes	71.1%	3.16	84.1%	3.33
<b>Overall Component 8 Mean</b>		<b>3.14</b>		<b>3.36</b>

About three-quarters of teachers agreed or strongly agreed with the statements concerning external assistance. Again, elementary (3.29) teachers gave a higher average rating than did middle school (3.17) or high school (2.95) teachers.

About ninety percent of administrators agreed or strongly agreed with three of the four items. In a departure from the pattern of most other components, respondents from middle school (3.30) and high school (3.27) gave similar scores, with elementary administrators (3.77) giving much higher scores.

Component 8 Parent Items	Response			
	Yes	No	Not Sure	No Response
I had a chance to meet the school reform (CSR) consultant this year	14.2%	71.6%	13.2%	1.0%

Only 14% of the parents responding to the survey said they met the school reform consultant this year. This represented about 20% of elementary parents, 15% of middle school parents, and 12% of high school parents. Out of the 17 parent survey questions, this question had the highest incident of parents responding “no,” indicating that introducing the external expert to parents was probably not a priority for the CSR schools.

### Component 9: Evaluation Strategies

Respondents in both groups were asked six questions about various aspects of evaluating the reform process. These included the evaluation plan, knowledge of evaluation results, and the use of the data generated by the evaluation process.

Component 9 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
CSR progress assessed using evaluation plan	77.7%	3.22	98.9%	3.41
Well informed of evaluation results	75.2%	3.03	94.4%	3.41
Understand extent to which goals met	70.8%	3.01	95.5%	3.40
Evaluation data used to measure student achievement	86.0%	3.29	98.9%	3.47
District office helpful in evaluating CSR	62.1%	3.16	78.4%	3.23
Results of evaluation used to improve CSR implementation	76.7%	3.22	97.7%	3.43
<b>Overall Component 9 Mean</b>		<b>3.08</b>		<b>3.39</b>

Teachers rated this component on average just above three on the four point scale. Elementary (3.21) respondents again gave the highest ratings, followed by middle school (3.13) and high school (2.86) teachers.

More than ninety percent of administrators agreed with five of the six statements concerning evaluation strategies. Elementary (3.58) respondents gave the highest ratings, and there was a difference of nearly one-quarter of a point between middle school (3.42) and high school (3.18) respondents.

Component 9 Parent Items	Response			
	Yes	No	Not Sure	No Response
I am well informed about the results of the school reform at my child’s school this year	34.9	40.7	22.8	1.6
I understand how the school met its reform goals this year	27.2	44.6	27.3	0.9

When asked if they were well informed about the reform results at their children’s schools, over half (55%) of the elementary school parents said they were well informed, but half of the

high school parents said they were not well informed. Almost equal numbers of middle school parents said they were informed (37%) as those who said they were not informed (39%). Overall, almost one-quarter of the parents were not sure about how well informed they were about reform results.

Only 27% of all the parents said they understood how reform goals were met and the same number said they were not sure how the school met reform goals. Elementary parents (40%) asserted a better understanding of this than did the middle (29%) or high school (21%) parents. Over half of the high school parents said that they did not understand how their child's school met reform goals this year.

### Component 10: Resources for Reform

There were only two items addressing resources on the teacher survey. These covered input into decisions about resources and decisions based on cutbacks in funding. Administrators, with their greater knowledge of the funding process, answered five questions concerning control of resources and alternative sources of funding.

Component 10 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Had input into decisions about how resources were used	61.0%	2.81		
Able to influence decisions about CSR cuts/ reallocations	41.0%	2.57		
School has adequate control of resources			89.8%	3.34
Other resources used to support CSR			85.2%	3.45
CSR spending followed approved budget			88.6%	3.58
Satisfied with level of spending autonomy			79.6%	3.27
External sources of funding identified to sustain CSR			56.8%	3.05
<b>Overall Component 10 Mean</b>		<b>2.70</b>		<b>3.32</b>

Teachers gave their lowest rating on the resource component. Both elementary (2.77) and middle school (2.73) respondents averaged well below "Agree" and high school teachers (2.58) were close to the midpoint of the four point scale. Less than half of the teachers believed they were able to influence decisions about cuts or reallocations due to reduced CSR funding this year.

This component had the second lowest rating among administrators, but the overall mean was much higher than for the teachers. In fact, the difference of sixth-tenths of a point (on a four point scale) between teachers and administrators is the largest for any of the eleven components. The averages across school types followed the familiar pattern, with elementary (3.53) the highest, followed by middle school (3.32) and high school (3.17). Interestingly, the results for the item concerning school autonomy over CSR spending were much different than the pattern for most other items. Elementary (3.00) respondents gave the lowest rating for this item, well below middle school (3.38) and high school (3.18) administrators.

Component 10 Parent Items	No Response			
	Yes	No	Not Sure	No Response
I think my child's school has enough money to carry out all the school reform changes	18.5	25.8	54.3	1.5

Most parents (54%) responding to the survey indicated they were not sure if their child's school had enough money to carry out the reform changes. Of parents who answered "yes" or "no," more parents thought that their child's school did not have sufficient funds. High school parents were slightly less confident in the adequacy of the funding than other parents.

### Component 11: Student Achievement

Two items addressed student achievement. One dealt with evidence that reform is making a difference in student learning and achievement, and the other asked if test scores or grades had improved as a result of CSR.

Component 11 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Seen evidence CSR is making a difference in student learning/achievement	73.4%	3.10	96.6%	3.47
Test scores/class grades have improved	55.6%	3.01	75.0%	3.28
<b>Overall Component 11 Mean</b>		<b>3.04</b>		<b>3.36</b>

As with many of the other components, teachers gave the student achievement component an average score just above 3 on the four point scale. Elementary (3.24) teachers gave the highest ratings, followed by middle school (3.05) and high school (2.87) respondents.

Administrators were in near unanimous agreement that CSR is making a difference in student learning and achievement, and three-quarters of respondents agreed that test results or class grades have improved as a result of reform. Both elementary (3.59) and middle school (3.41) administrators were much more positive than their high school (3.06) counterparts.

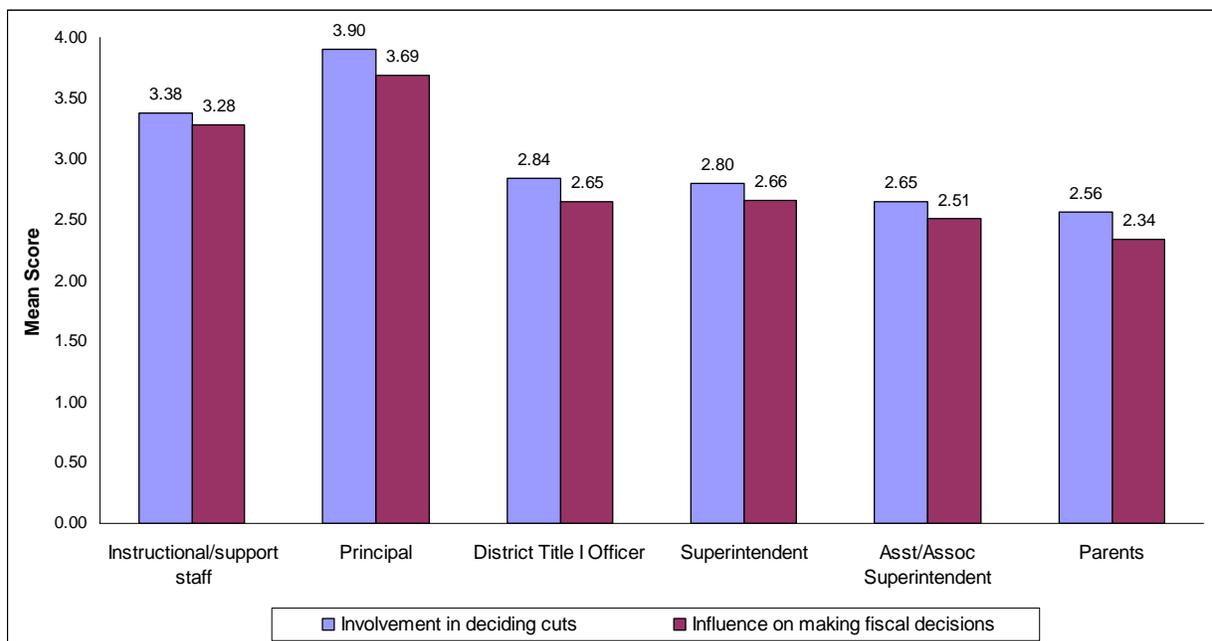
Component 11 Parent Items	No Response			
	Yes	No	Not Sure	No Response
○ I think that the school reform is making a difference in my child's learning this year	40.6	16.4	41.7	1.3
○ My child's test scores or class grades have improved this year as a result of school reforms	38.8	26.3	33.0	1.9
○ My child's attitude about school is more positive this year	53.8	30.5	13.6	2.1
○ Overall, I think the school reform activities have been successful in improving my child's school	43.1	13.8	41.1	2.0

Parental responses to the four questions related to student achievement indicate that, even though half of the parents say their child's attitude about school is more positive, only about forty percent could say that the school reforms were making a difference in their children's

learning and that class grades and test scores had improved as a result. Over a third of the parents did not respond either positively or negatively to the questions related to the link between learning, grades, and the school reform; but instead choose the “not sure” response. Elementary parents were the most optimistic about the overall success of the reform, middle school parents were less optimistic and more uncertain of success, and high school parents mainly said they were not sure.

### Fiscal Decision Making

Administrators were asked two additional questions about fiscal decision making in light of the cutback in CSR funding. They were given a list of stakeholders and asked how much each was involved with decisions regarding CSR due to cuts and how much influence each had in the process. These items were rated on a four point scale where 1 represented no involvement or influence and 4 represented high involvement or influence.



The scores were similar for both questions, with respondents rating influence slightly lower than involvement for each group. The order of scores across the stakeholders was the same for both items. Respondents ranked principals as the most involved in decision making and having the most influence. School staff members were ranked second for both questions with scores about four-tenths of a point lower than principals. Their averages on the two items were above 3.00, which translates to “Medium” on the rating scale. District office personnel, including the superintendent, assistant or associate superintendents, and Title I officials were all rated at approximately the same level, with much less input than school personnel. Parents garnered the lowest ratings on both items, falling at about the midpoint of the scale.

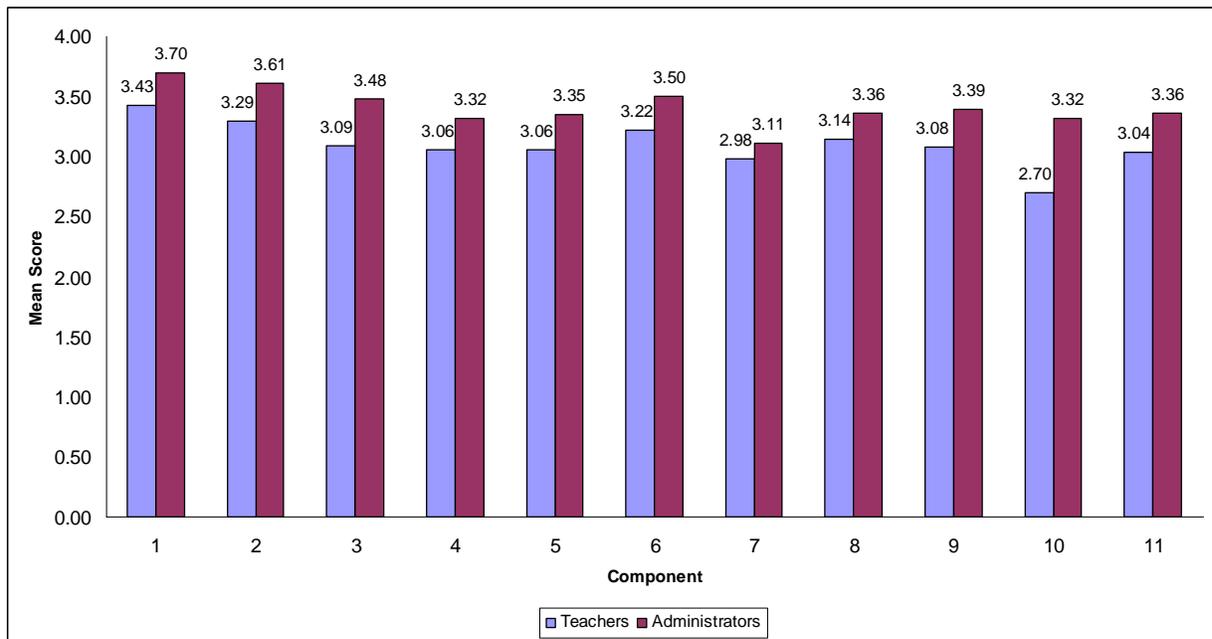
Principal ratings on the two items were high across school types, but elementary respondents rated school personnel as much more involved and influential than the other two groups. The difference between elementary and high school administrators was .85 on the involvement item and .53 on the influence item. Among district personnel, the ratings for Title I officers were similar across groups, but elementary administrators gave much lower rankings for

superintendents and their assistant and associate superintendents than middle and high school respondents. The gap between elementary and middle school respondents, who gave the highest scores to these stakeholders, ranged from .83 to 1.18; elementary administrators rated them around “Low” and middle school administrators put them around “Medium” on the four point scale. Elementary administrators also rated parents as less involved and influential than did middle and high school respondents.

## Summary

Administrators rated their schools higher than teachers on every component. The average difference was about one-third of a point on the four point scale. The largest difference was on Component 10, which dealt with resource issues. It is likely that this difference is an artifact. The two groups were asked completely different questions; teachers were queried about their input into fiscal decisions, while administrators were asked more specific questions about CSR spending. The smallest difference between groups was on Component 7; both groups gave relatively low scores on items related to parent involvement.

In general, teachers and administrators agreed on what their schools did the best and worst. The same components were ranked first (Component 1: research-based methods), second (Component 2: comprehensive design), and third (Component 6: administrative support for reform) for both groups. Component 7 (parent & community involvement) and Component 10 (resources for reform) were at the bottom for both groups, but not in the same order.



Except for Component 1, elementary teachers and administrators gave the highest ratings. For that component, elementary and middle school respondents were almost identical in their ratings. High school respondents gave the lowest ratings on each component, although their scores were similar to middle school respondents on components 7 and 11 (student achievement) for teachers and Component 8 (external assistance) for administrators.

Parents were not as positive in their outlook as teachers and administrators. A majority agreed with only four statements: they understand the academic performance the school expects of their child (Component 3), they have been informed about reform activities and results (Component 7), they support the reform (Component 7), and their children have a more positive attitude toward school (Component 11). On the other hand, a majority disagreed that they had been involved in reform activities (Component 7) and that they had a chance to meet the CSR consultant this year (Component 8). Of the 17 questions, more parents answered “Yes” than “No” on eleven (65%). Many parents answered “Don’t Know” on each item; the numbers ranged from 9.0% to 54.3% across the items.

### **Cohort 5 Unfunded Schools**

All the items related to components in the teacher and administrator questionnaires were scored on a four-point rating scale, where “Strongly Disagree” was scored as 1 and “Strongly Agree” was scored as 4. Thus, the means reported can range from 1.00 to 4.00, with higher numbers indicating the respondents perceive better implementation on that particular element of reform. Only two items are worded negatively; their means were reversed so that they were measured on the same scale as the other items, where higher scores are more positive. These items are marked with an asterisk in the component tables. One is in Component 1 and the other is in Component 10.

The percentages given in the tables are the percentage of respondents who agreed or strongly agreed with each statement. Percentages and means by item, as well as means by school type, are presented in the appendix of this report.

It should be noted that the means for middle school teachers will be close to the overall means in this component because there are far more of them (546) than high school (150) and elementary school (65) teachers combined. This is also true for administrators; 40 respondents were from middle schools, 26 from high schools, and 5 from elementary schools.

#### **Component 1: Research-based Methods**

Both teachers and administrators were asked if the school has continued to follow the CSR model as originally designed. Another item determined if some elements of the model are no longer being implemented.

<b>Component 1</b> <b>Item</b>	<b>Teachers</b>		<b>Administrators</b>	
	<b>Agree/SA</b>	<b>Mean</b>	<b>Agree/SA</b>	<b>Mean</b>
Following the original CSR model	77.1%	3.12	84.5%	3.03
* Some elements of CSR no longer implemented	35.9%	2.53	43.7%	2.27
Overall Component 1 Mean		2.86		2.77

\* This item’s means were reversed so that higher numbers are positive to match all other items.

Three-quarters of teachers agreed that their school was following the original reform model as designed. On the other hand, over one-third said that some elements of the model had been dropped. Ideally, these numbers would add up to one hundred percent, but the total is close. The component mean for elementary teachers (3.33) was over one-half point higher than both middle (2.81) and high school (2.81) respondents.

Although more administrators agreed that their school was following the original CSR model, their average score was lower than that of teachers. Elementary administrators (3.40) had the highest overall mean, half a point higher than middle school (2.84) respondents. Unlike their teacher counterparts, high school administrators (2.54) gave their schools a much lower score for fidelity to the CSR model.

### Component 2: Comprehensive Design

Four items covered issues of comprehensive reform design. These questions assessed whether the reform addressed student needs, whether it involved all grades and subjects, and if it had become part of the daily life of the school.

Component 2 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Changes have addressed student needs	74.9%	3.02	88.8%	3.25
Reform addressed all grade levels	82.6%	3.17	93.0%	3.31
Reform addressed all subjects	72.8%	3.01	88.8%	3.22
Changes have become part of daily life	74.0%	3.04	90.1%	3.19
Overall Component 2 Mean		3.04		3.24

The overall component mean for teacher responses was just over 3 (“Agree”) on the four point scale. They gave the highest scores on the item about reform addressing all grades, while the other item means were very close to the overall mean. The overall mean for elementary respondents (3.33) was a one-third of a point higher than middle (3.01) and high school (3.00) respondents.

Administrators had a higher overall mean; approximately ninety percent of respondents agreed with each item. In a similar pattern to teachers, elementary administrators (3.50) averaged higher scores than middle (3.21) or high school (3.22) respondents.

### Component 3: Professional Development

There were six items concerning professional development for teachers and five for administrators. The items covered a variety of topics, including if professional development related to CSR was still being offered, if the respondent participated, satisfaction with the quality and amount, and its impact. Administrators were not asked about their own participation in professional development.

Component 3 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
PD related to CSR continues to be offered	73.1%	3.03	81.7%	3.13
Participated in CSR PD	74.8%	3.00		
Satisfied with quality of CSR PD	77.5%	2.96	92.9%	3.14
Satisfied with amount of CSR PD	76.1%	2.94	84.5%	3.09
Teachers encouraged to apply new knowledge from CSR PD	87.7%	3.19	92.9%	3.34
Teaching has improved as a result of CSR PD	78.1%	3.00	88.7%	3.15
Overall Component 3 Mean		3.00		3.16

Teachers gave an average score of 3.00 for items on this component. The individual item means were all similar to the overall mean except for the item concerning being encouraged to apply new knowledge, which was higher. Elementary (3.25) teachers again gave higher scores than those from middle (2.99) and high (2.95) schools.

Administrators rated these items higher than teachers but with the same pattern; the item means were approximately the same as the overall mean except for the encouragement question, which was rated higher than the rest. Also, elementary respondents (3.28) had a higher component mean score than middle (3.14) and high school (3.17) respondents.

#### Component 4: Measurable Goals & Objectives/Benchmarks

One survey item related to this component was asked of teachers and administrators in the Cohort 5 Funded schools. The item asked if their school continued to use benchmark goals and measures developed for CSR to assess the results of the reform.

Component 4 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Continue to use CSR benchmark goals	82.2%	3.27	88.7%	3.25
Overall Component 4 Mean		3.27		3.25

Teachers and administrators rated the benchmark items similarly highly; the large majority agreed with the statement. Elementary teachers (3.56) rated the item much higher than middle (3.25) and high school (3.18) teachers. The gaps among elementary (3.80), middle (3.31) and high school (3.04) administrators were even larger.

#### Component 5: Staff Support for Reform

Teachers answered four questions and administrators three about staff support for reform. Both groups answered items about teachers' commitment to continuing CSR, if teachers' ideas were used to improve reform, and informing school personnel about CSR information. In addition, teachers were asked how personally committed they were to making the CSR model work this year.

Component 5 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Instructional staff committed to continuing CSR	78.7%	3.15	83.1%	3.03
Personally committed to CSR	82.9%	3.17		
Asked for ideas to improve achievement	60.2%	2.69	85.9%	3.13
Informed about progress and results	73.8%	2.94	80.3%	3.01
Overall Component 5 Mean		2.95		3.04

Teachers rated this component just below three on a four point scale. They gave the lowest rating on the item concerning whether they were regularly asked for their ideas on how to improve student achievement. Elementary teachers (3.37) had a much higher average component score than high (2.93) or middle school (2.90) respondents and their item means were higher in every case.

Interestingly, elementary administrators (2.93) had a lower component mean than both middle (3.05) and high school (3.04) respondents. This was only true for one other component

(Component 10, dealing with resources for reform). The major difference appears to occur in the item concerning whether the respondent regularly asked school personnel about ideas for improving student achievement, which shows the same pattern as the component mean. The average for the commitment items was similar across school types; high school administrators report the highest scores for informing school personnel about reform, while elementary and middle school scores are about the same.

### Component 6: Administrative Support for Reform

This component was comprised of four items which addressed the commitment of school administrators to continuing CSR and opinions on CSR leadership.

Component 6 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Administrative personnel committed to CSR	79.1%	3.21	90.1%	3.29
Reform leaders used a team approach	79.7%	3.15	95.8%	3.43
Reform leadership is doing a good job	81.5%	3.14	93.0%	3.31
Principal actively supported CSR	82.1%	3.33	88.7%	3.30
Overall Component 6 Mean		3.16		3.32

Teachers supported the four items dealing with administrative support for reform; about eighty percent agreed with each statement. Elementary teachers (3.42) gave higher overall ratings than high school (3.17) or middle school (3.13) teachers.

Although elementary (3.40) administrators rated these items highest, their scores were generally comparable to high school (3.34) and middle school (3.29) respondents. It is reassuring to note that administrator self-ratings of commitment to reform had an average score almost the same as teacher ratings of the principal's and administrators' commitment.

### Component 7: Parent & Community Involvement

Both groups answered three questions addressing informing parents and the community about CSR, parent understanding of the reform, and parent involvement in reform activities.

Component 7 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Parents informed about reform activities	65.3%	3.05	76.1%	3.12
Parents generally understand changes	45.1%	2.56	66.2%	2.82
Parents involved with reform activities	47.2%	2.74	66.2%	2.85
Overall Component 7 Mean		2.73		2.91

Parent involvement garnered the third lowest component score from teachers; fewer than half agreed with two of the three elements. In the usual pattern, elementary teachers (3.06) had higher scores than middle (3.73) and high school (2.62) teachers.

Administrators gave a higher component mean than teachers, although this was one of only four component means lower than 3.00 for this group. About two-thirds of respondents said that parents understood reform changes and were involved with reform activities. Elementary (3.20) respondents had the highest average, followed by middle school (2.95) and high school (2.79) respondents.

## Component 8: External Assistance

Respondents were asked if their school continued to receive external assistance for CSR and about their satisfaction with the amount of support from the CSR model consultant.

Component 8 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Continued assistance from external CSR consultant	35.9%	2.73	42.3%	2.65
Satisfied with amount of external assistance	44.1%	2.69	49.3%	2.71
Overall Component 8 Mean		2.69		2.67

Teachers rated external assistance the second lowest of the eleven components. Less than half of the respondents agreed with the two statements. Elementary (2.97) respondents gave the highest overall mean, while middle (2.67) and high school (2.64) respondents gave similar scores.

External assistance was the lowest rated component by administrators. As with the teachers, fewer than half of the administrators agreed with the two statements. Elementary (2.88) respondents gave the highest scores, with high school (2.67) and middle school (2.64) respondents having similar means. On the item assessing satisfaction with external assistance, high school administrators had the highest scores and middle school respondents had the lowest.

## Component 9: Evaluation Strategies

Teachers were asked two questions about various aspects of evaluating the reform process: if evaluation data were used to measure student achievement progress and if the respondent used assessment information to improve student learning and achievement. Administrators only answered the first question.

Component 9 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Evaluation data used to measure student achievement	88.1%	3.31	94.3%	3.40
Used assessment data to improve learning/achievement	87.9%	3.18		
Overall Component 9 Mean		3.23		3.40

Teachers rated this component the third highest of the eleven components. Elementary teachers (3.57) were especially positive toward evaluation, while middle (3.20) and high school (3.20) gave almost identical high scores.

This was the highest rated component for administrators. As with the teachers, elementary respondents (3.80) gave very high scores. High school administrators (3.46) rated their schools higher on this component than did middle school (3.31) respondents.

## Component 10: Resources for Reform

Teachers were presented with five items related to resources, compared with three for administrators. The three questions common to both groups concerned whether the school found adequate resources to continue CSR, if the school district encouraged continuation of the reform, and whether personnel positions had been lost due to a lack of funding this year. Teachers were also asked if they were involved with fiscal decisions resulting from the loss of CSR funds and if they were able to influence those decisions.

Component 10 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
School found adequate resources to continue reform	58.2%	2.88	59.2%	2.82
District encouraged continuation of CSR	54.7%	2.89	67.6%	3.00
* Lost personnel positions	19.9%	2.65	16.9%	2.87
Involved with decisions on CSR funds	21.2%	2.06		
Influenced decisions on funding changes	21.2%	2.10		
Used other Title I money to support CSR			39.5%	2.82
Overall Component 10 Mean		2.43		2.88

\* This item's means were reversed so that higher numbers are positive to match all other items.

Teachers gave the resources component their lowest mean component score. Elementary teachers (2.65) had the highest overall mean, followed by middle (2.43) and high school (2.35) respondents. The majority of teachers did not agree that they were involved with or had influence in decisions regarding CSR due to the loss of funding.

Administrators gave a much higher component score for resources, although it was still under 3.00 on the four point scale. As with Component 5, elementary respondents (2.80) had the lowest component mean; middle school (2.91) and high school (2.85) administrators rated their schools higher.

## Component 11: Student Achievement

Two items addressed student achievement. One dealt with evidence that reform is making a difference in student learning and achievement, and the other asked if test scores or grades had improved as a result of CSR.

Component 11 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Seen evidence CSR is making a difference in student learning/achievement	67.7%	2.89	87.3%	3.11
Test scores/class grades have improved	47.4%	2.76	56.4%	3.00
Overall Component 11 Mean		2.83		3.05

Two-thirds of teachers agreed that CSR is making a difference in student learning, but fewer than half said that test scores or class grades have improved. As with all the other components, elementary teachers (3.13) had the highest mean, with middle (2.81) and high school (2.77) having similar scores.

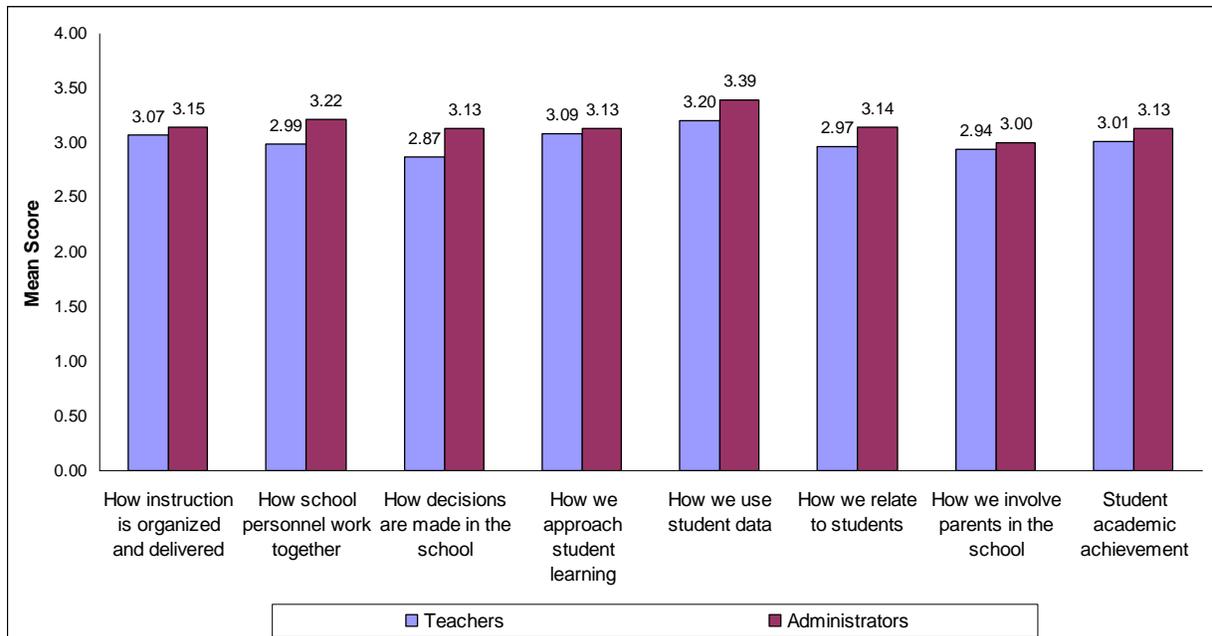
Administrators scored the component slightly higher; more than half of these respondents agreed that test scores or class grades had improved. Elementary administrators (3.40) were more positive than middle (3.04) or high school (3.00) respondents.

### Impact of CSR

Teachers and administrators were also asked two questions to assess how their schools had changed as a result of going through the CSR process. The first item focused on whether the school uses knowledge and skills gained through CSR to meet new challenges. A large majority of both groups agreed with this statement; administrators were nearly unanimous in their agreement.

Impact of CSR Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
My school has adapted knowledge and skills gained through CSR to meet new challenges faced by the school	82.1%	3.19	95.8%	3.35

The second question asked respondents if the school was better than before CSR in addressing a number of areas. A majority of teachers and administrators agreed that their school had improved in all areas listed. Both groups said that their schools had improved most in how they used student data. There was very little variety in the ratings if the student data category is omitted; teacher means across the other categories ranged from 2.87 to 3.09, and the range was 3.00 to 3.22 for administrators.

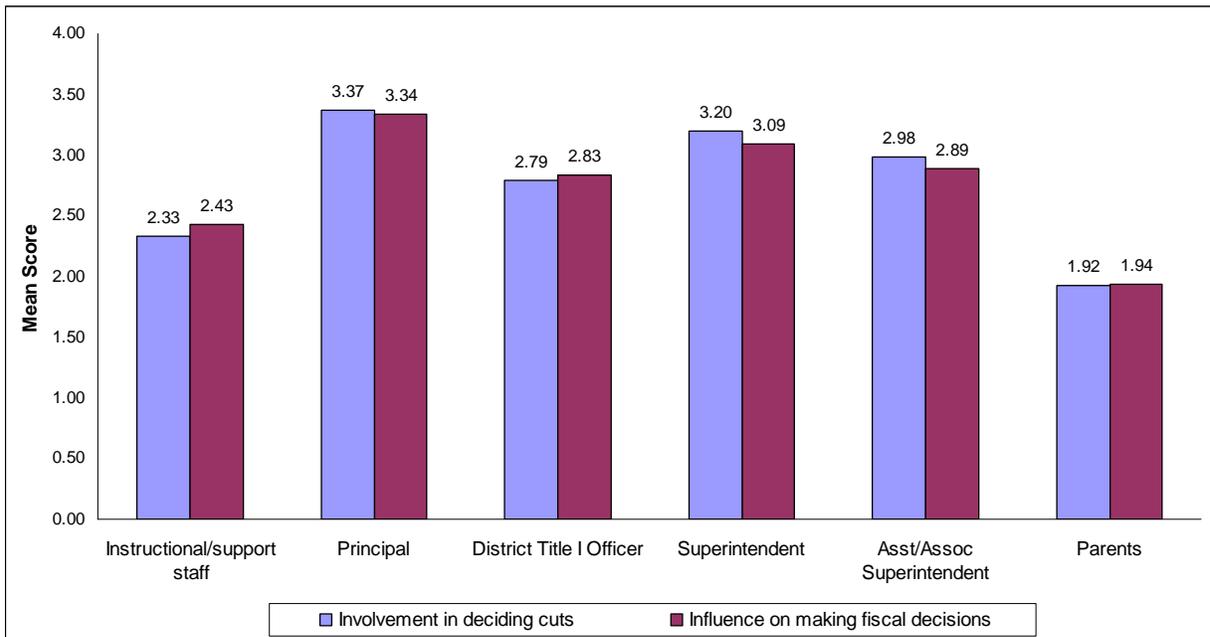


Among teachers, elementary respondents gave the highest mean for each area. Scores for middle and high school respondents were generally very similar. Elementary administrators gave the highest ratings on all areas except two; high school respondents had the highest means for positive changes in how decisions are made and how student learning is

approached. Elementary administrators were particularly positive about changes in how they use student data (3.80), how instruction is organized and delivered (3.75), and how they relate to students (3.60).

### Fiscal Decision Making

Administrators were asked two additional questions about fiscal decision making in light of the cutback in CSR funding. They were given a list of stakeholders and asked how much each was involved with decisions regarding CSR due to cuts and how much influence each had in the process. These items were rated on a four point scale where 1 represented no involvement or influence and 4 represented high involvement or influence.



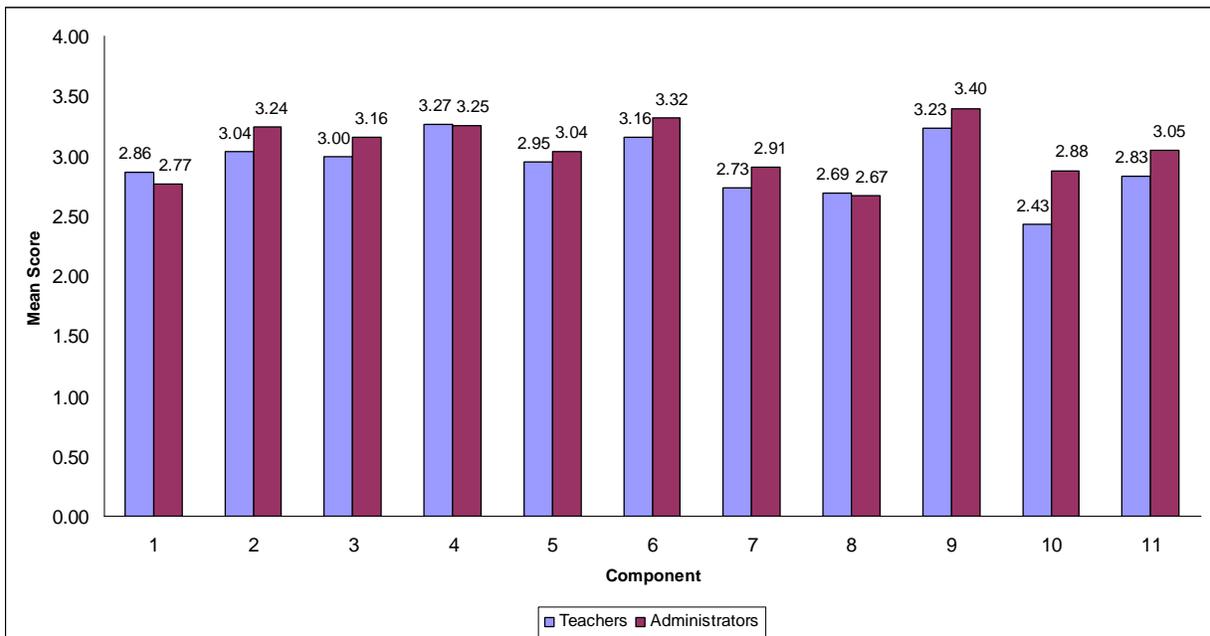
The scores were very similar for both questions. The order of scores across the stakeholders was the same for both items. Respondents ranked principals as the most involved in decision making and having the most influence. District office personnel, including the superintendent, assistant or associate superintendents, and Title I officials, respectively, were rated as the next most involved and influential. Parents garnered the lowest ratings on both items, with scores that translate to “Low” on the involvement and influence scales. School personnel were rated much higher than parents, but still below the midpoint of the scale.

Elementary administrators ordered the groups much differently than their counterparts in other schools. They rated the district Title I officer as the most involved and influential, followed by the principal. They also rated parents as the third most involved group. The differences between elementary respondents and the other groups were more than eight-tenths of a point on both the involvement and influence of Title I officers.

## Summary

Administrators rated their schools higher than teachers on eight of the eleven components. Teachers gave higher component means on Component 1 (research-based methods), Component 4 (measurable goals and objectives/benchmarks), and Component 8 (external assistance). The largest difference was on Component 10 (resources for reform); the mean for administrators was nearly one-half point higher. The smallest differences between groups were on Components 4 and 8, which were two of the components for which teachers gave higher scores.

Teachers and administrators agreed on what their schools did the best, although not exactly in the same order of importance. The same three components were ranked highest by both groups: Component 4, Component 6 (administrative support for reform), and Component 9 (evaluation strategies). Administrators rated Component 9 the highest. Teachers rated Component 4 the highest, but only two hundredths of a point better than Component 4. Components 8 and 10 were in the bottom three for both groups.



Elementary teachers gave higher ratings on all components than their counterparts in middle and high schools. Middle and high school teachers scored the components in very similar ways. Elementary administrators gave the highest ratings on nine of the eleven components; they had the lowest means on Component 5 (staff support for reform) and Component 10.

## Cohort 4 Schools

All the items related to components in the teacher and administrator questionnaires were scored on a four-point rating scale, where “Strongly Disagree” was scored as 1 and “Strongly Agree” was scored as 4. Thus, the means reported can range from 1.00 to 4.00, with higher numbers indicating the respondents perceive better implementation on that particular element of reform. Only two items are worded negatively; their means were reversed so that they were measured on the same scale as the other items, where higher scores are more positive. These items are marked with an asterisk in the component tables. One is in Component 1 and the other is in Component 10.

The percentages given in the tables are the percentage of respondents who agreed or strongly agreed with each statement. Percentages and means by item, as well as means by school type, are presented in the appendix of this report.

It should be noted that the means for elementary school teachers will be close to the overall means in this component because there are far more of them (380) than high school (149) and middle school (71) teachers combined. This is also true for administrators; 26 respondents were from elementary schools, 7 from high schools, and 6 from middle schools.

### Component 1: Research-based Methods

Both teachers and administrators were asked if the school has continued to follow the CSR model as originally designed. Another item determined if some elements of the model are no longer being implemented.

Component 1 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Following the original CSR model	82.6%	3.20	76.9%	3.14
Some elements of CSR no longer implemented	30.8%	2.71	56.4%	2.25
Overall Component 1 Mean		2.99		2.72

\* This item’s means were reversed so that higher numbers are positive to match all other items.

More than four of every five teachers agreed that their school was following the original reform model as designed. On the other hand, about one-third said that some elements of the model had been dropped. Ideally, these numbers would add up to one hundred percent, but the total is close. The component mean for elementary teachers (3.16) was over one-half point higher than high school (2.92) respondents, and both were far higher than middle school (2.20) respondents.

A slightly smaller percentage of administrators, just over three-quarters, agreed that their school was following the original CSR model, and the component mean was one-quarter point lower than that of teachers. Elementary administrators (3.04) had the highest overall mean, much higher than high school (2.25) respondents and well over a point higher than their middle school (1.83) counterparts. The percentage of administrators agreeing with both items is well over one hundred percent; in fact, more than half of the respondents agreed that some elements of reform were no longer being used at their school. This indicates at least some confusion about what it means to follow their CSR model.

## Component 2: Comprehensive Design

Four items covered issues of comprehensive reform design. These questions assessed whether the reform addressed student needs, whether it involved all grades and subjects, and if it had become part of the daily life of the school.

Component 2 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
CSR model still addresses student needs	84.7%	3.21	76.9%	3.22
Reform addressed all grade levels	87.5%	3.34	89.8%	3.49
Reform addressed all subjects	77.3%	3.17	74.4%	3.33
Changes have become part of daily life	82.8%	3.21	84.6%	3.28
Overall Component 2 Mean		3.21		3.32

A strong majority of teachers agreed with each of the four statements, yielding a component mean well above 3.00 on a four point scale. Elementary (3.33) and high school (3.16) respondents gave the component high marks, but middle school (2.69) teachers rated their schools far lower. In particular, the majority of middle school respondents disagreed with statements that the CSR model addresses student needs and reform changes have become a part of daily life at their school.

Administrators rated this component slightly higher than did teachers. High school (3.58) administrators ranked this component highest, followed by elementary (3.38) respondents. As with teachers, middle school (2.81) administrators gave the lowest rankings by a large margin. Middle school administrators ranked their schools far lower than other school types on the same two items as teachers did.

## Component 3: Professional Development

There were six items concerning professional development for teachers and five for administrators. The items covered a variety of topics, including if professional development related to CSR was still being offered, if the respondent participated, satisfaction with the quality and amount, and its impact. Administrators were not asked about their own participation in professional development.

Component 3 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
PD related to CSR continues to be offered	78.7%	3.12	82.1%	3.17
Participated in CSR PD	74.9%	3.07		
Satisfied with quality of CSR PD	82.7%	3.10	87.2%	3.25
Satisfied with amount of CSR PD	81.0%	3.07	82.0%	3.16
Teachers encouraged to apply new knowledge from CSR PD	91.7%	3.31	87.2%	3.49
Teaching has improved as a result of CSR PD	81.4%	3.11	89.7%	3.37
Overall Component 3 Mean		3.12		3.26

A large majority of the teachers agreed with each of the six items. Overall, elementary teachers had the highest component mean (3.19), followed by high school (3.10) respondents. Middle school teachers (2.74) rated the items much lower. The differences are stark for two

items; middle school teachers were much less likely than others to agree that CSR-related professional development was offered at their school or that they have participated in it.

Administrators rated the professional development component slightly higher than did teachers. High school (3.53) administrators again had the highest overall mean, almost one-quarter of a point higher than elementary (3.31) respondents. As with the teachers, middle school respondents (2.78) expressed much lower levels of agreement. The gap for middle school administrators on the item about reform-related professional development being offered was even larger than for teachers; their average on that item was more than one and one-half points lower than either of the other school types. In addition, they expressed more dissatisfaction with the amount of professional development offered than did middle school teachers.

#### Component 4: Measurable Goals & Objectives/Benchmarks

One survey item related to this component was asked of teachers and administrators in the Cohort 5 Funded schools. The item asked if their school continued to use benchmark goals and measures developed for CSR to assess the results of the reform.

Component 4 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Continue to use CSR benchmark goals	88.0%	3.36	82.0%	3.32
Overall Component 4 Mean		3.36		3.32

Teachers and administrators rated this component similarly. For teachers, it was the second highest ranked component. Elementary teachers agreed the most (3.36), followed by high school (3.18) and middle school (3.02) respondents. Among administrators, high school (3.83) respondents gave much higher ratings than elementary (3.38) respondents; middle school administrators (2.40) ranked it in a tie for the second lowest among the eleven components.

#### Component 5: Staff Support for Reform

Teachers answered four questions and administrators three about staff support for reform. Both groups answered items about teachers' commitment to continuing CSR, if teachers' ideas were used to improve reform, and informing school personnel about CSR information. In addition, teachers were asked how personally committed they were to making the CSR model work this year.

Component 5 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Instructional staff committed to continuing CSR	87.8%	3.28	84.6%	3.32
Personally committed to CSR	86.3%	3.26		
Asked for ideas to improve achievement	67.4%	2.81	92.4%	3.46
Informed about progress and results	83.4%	3.14	79.5%	3.26
Overall Component 5 Mean		3.10		3.33

Over eighty percent of teachers agreed with three of the four items in this component. Elementary (3.20) teachers gave the highest ratings, with middle school (2.68) respondents giving the lowest and high school teachers (3.06) in the middle. Middle school respondents

rated their own commitment and that of their fellow instructional personnel much lower than did elementary or high school respondents.

Administrators ranked their schools much higher than teachers on this component. There was a notable difference on the item about teachers being asked for their ideas about how to improve student achievement; over ninety percent of administrators report that they did the asking, but only two-thirds of the teachers say they were asked. The overall means compared by school type follow the usual pattern for this cohort. High school (3.72) and elementary (3.41) administrators gave much higher ratings than did middle school (2.61) respondents.

### Component 6: Administrative Support for Reform

This component was comprised of four items which addressed the commitment of school administrators to continuing CSR and opinions on CSR leadership.

Component 6 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Administrative personnel committed to CSR	88.5%	3.36	84.6%	3.30
Reform leaders used a team approach	83.5%	3.22	92.3%	3.53
Reform leadership is doing a good job	87.6%	3.27	94.9%	3.50
Principal actively supported CSR	86.0%	3.35	84.6%	3.40
Overall Component 6 Mean		3.28		3.43

More than four out of five teachers agreed with each item concerning administrative support for reform, making it the third highest ranked component for this group. Elementary (3.36) and high school (3.23) respondents rated their schools highly. Middle school teachers (2.92) gave the lowest overall mean; they were far less likely to agree that administrators were committed to reform and the principal was supportive of it.

This was the second highest ranked component for administrators. The pattern of scores among high school (3.67), elementary (3.49), and middle school (2.96) respondents was similar to other components in this cohort. Surprisingly, forty percent of middle school administrators disagreed with the statement that they were personally committed to making the CSR model work. They gave that item and the one concerning administrative commitment to CSR lower ratings than other school administrators. On the other hand, middle school respondents gave their schools the highest rating for using a team approach to leadership, and administrators from all three school types gave the same average when asked if they thought the reform leadership team is doing a good job.

### Component 7: Parent & Community Involvement

Both groups answered three questions addressing informing parents and the community about CSR, parent understanding of the reform, and parent involvement in reform activities.

Component 7 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Parents informed about reform activities	72.4%	3.09	79.5%	3.06
Parents generally understand changes	61.7%	2.80	66.6%	2.75
Parents involved with reform activities	59.3%	2.86	64.1%	2.84
Overall Component 7 Mean		2.89		2.87

Teachers and administrators gave this component virtually the same average score. This was the third lowest rated component for teachers. Elementary (2.99) respondents had a higher mean than high school (2.73) and middle school (2.66) teachers. Teachers from all school types gave similar ratings to their schools on informing parents about reform, but elementary teachers were more likely to say that parents at their schools understood the reform and participated in reform activities.

Middle school (2.40) administrators rated this component about one-half point lower than did elementary (2.96) or high school (2.89) respondents. Among the individual items, their ratings were noticeably lower on informing parents and parents being involved in reform activities.

### Component 8: External Assistance

Respondents were asked if their school continued to receive external assistance for CSR and about their satisfaction with the amount of support from the CSR model consultant.

Component 8 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Continued assistance from external CSR consultant	33.2%	2.73	25.7%	2.17
Satisfied with amount of external assistance	42.4%	2.88	41.0%	2.62
Overall Component 8 Mean		2.81		2.37

External assistance was the second lowest rated component among teachers. Elementary (2.92) and high school (2.83) had similar component means, while middle school (2.27) had the lowest. Most teachers did not know if their school was continuing to receive assistance from an external CSR consultant this year.

This component was the lowest ranked by administrators by far. Elementary (2.50) respondents averaged the midpoint of the scale, followed by high school (2.33) and middle school (1.75) respondents.

### Component 9: Evaluation Strategies

Teachers were asked two questions about various aspects of evaluating the reform process: if evaluation data were used to measure student achievement progress and if the respondent used assessment information to improve student learning and achievement. Administrators only answered the first question.

Component 9 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Evaluation data used to measure student achievement	94.0%	3.42	94.9%	3.63
Used assessment data to improve learning/achievement	91.3%	3.35		
Overall Component 9 Mean		3.38		3.63

This was the highest ranked component by both teachers and administrators. Agreement was strong for elementary (3.44), middle school (3.18) and high school (3.31) respondents.

All groups of administrators were most likely to strongly agree with the item that constituted this component. The means for high school (3.83), middle school (3.67), and elementary (3.58) were all above 3.5 on the four point scale.

### Component 10: Resources for Reform

Teachers were presented with five items related to resources, compared with three for administrators. The three questions common to both groups concerned whether the school found adequate resources to continue CSR, if the school district encouraged continuation of the reform, and whether personnel positions had been lost due to a lack of funding this year. Teachers were also asked if they were involved with fiscal decisions resulting from the loss of CSR funds and if they were able to influence those decisions.

Component 10 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
School found adequate resources to continue reform	68.8%	3.07	64.1%	2.91
District encouraged continuation of CSR	64.5%	3.03	59.0%	2.93
* Lost personnel positions	16.5%	2.82	18.0%	2.84
Involved with decisions on CSR funds	17.5%	2.03		
Influenced decisions on funding changes	23.3%	2.17		
Used other Title I money to support CSR			46.1%	2.63
Overall Component 10 Mean		2.56		2.85

\* This item's means were reversed so that higher numbers are positive to match all other items.

This was by far the lowest ranked component by teachers. While most agreed that there were adequate resources and the district has contributed funds for reform continuation, the majority did not feel that they were involved in or had any influence on decisions about CSR funding. Elementary (2.69) teachers gave the highest component mean and middle school (2.05) teachers the lowest, with high school (2.49) respondents in the middle.

Administrators ranked this component somewhat higher than teachers. Elementary (3.01) and high school (2.99) administrators had similar views, but middle school (2.08) respondents scored the component nearly one point lower. Middle school respondents were much less likely than others to agree with all of the statements except the one concerning the loss of personnel due to the end of CSR funding.

### Component 11: Student Achievement

Two items addressed student achievement. One dealt with evidence that reform is making a difference in student learning and achievement, and the other asked if test scores or grades had improved as a result of CSR.

Component 11 Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
Seen evidence CSR is making a difference in student learning/achievement	80.2%	3.10	89.8%	3.44
Test scores/class grades have improved	61.1%	2.97	59.0%	3.04
Overall Component 11 Mean		3.02		3.26

Teachers rated this component about one-quarter point lower than did administrators. Elementary (3.16), high school (2.86), and middle school (2.59) respondents were spread out in their ratings.

There was relatively little spread among administrators on this component. High school (3.33) and elementary (3.27) administrators gave similar means, and the score from middle school (3.13) respondents was not much lower. Middle school administrators, however, were much less likely to agree that test scores or class grades have improved at their school this year, a sentiment mirrored by teacher responses to the same item.

### Impact of CSR

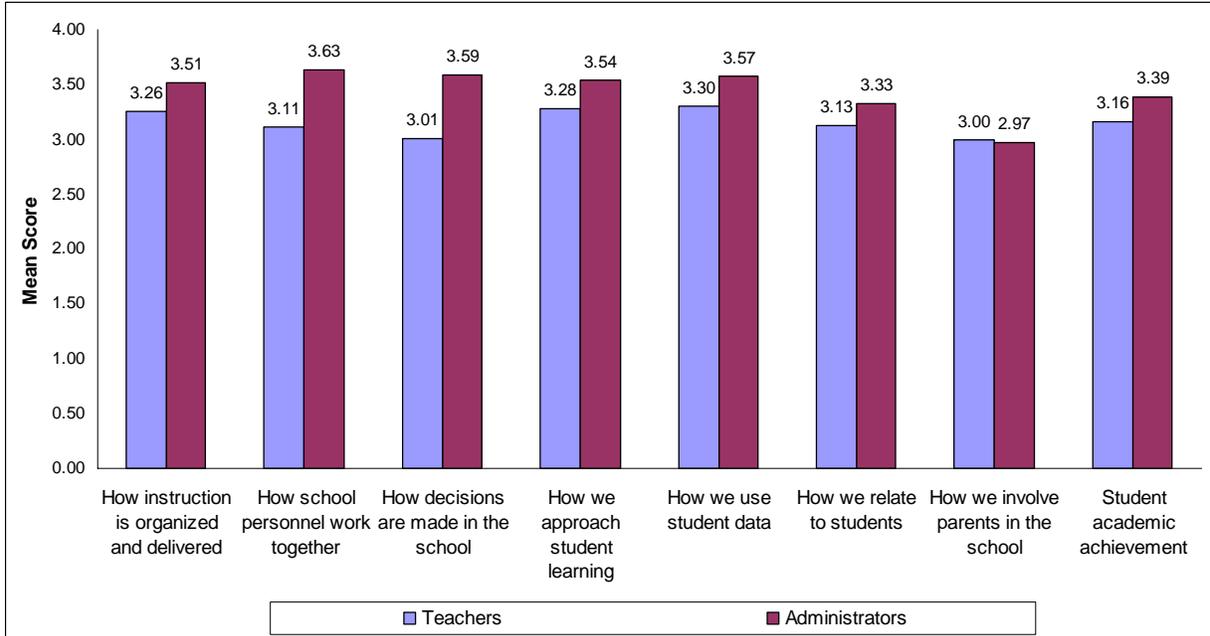
Teachers and administrators were also asked two questions to assess how their schools had changed as a result of going through the CSR process. The first item focused on whether the school uses knowledge and skills gained through CSR to meet new challenges. A large majority of both groups agreed with this statement; administrators were nearly unanimous in their agreement.

Teachers and administrators had similar rates of agreement on this item, but administrators had a higher mean because more than half answered “Strongly Agree,” compared to one-third of teachers. Elementary (3.40) and high school (3.26) teachers rated this item higher than middle school (2.98) respondents. All high school administrators who answered this question chose “Strongly Agree.” Their average of 4.00 was one-half point higher than elementary (3.46) respondents and nearly a full point higher than middle school administrators (3.17).

Impact of CSR Item	Teachers		Administrators	
	Agree/SA	Mean	Agree/SA	Mean
My school has adapted knowledge and skills gained through CSR to meet new challenges faced by the school	90.6%	3.32	89.7%	3.50

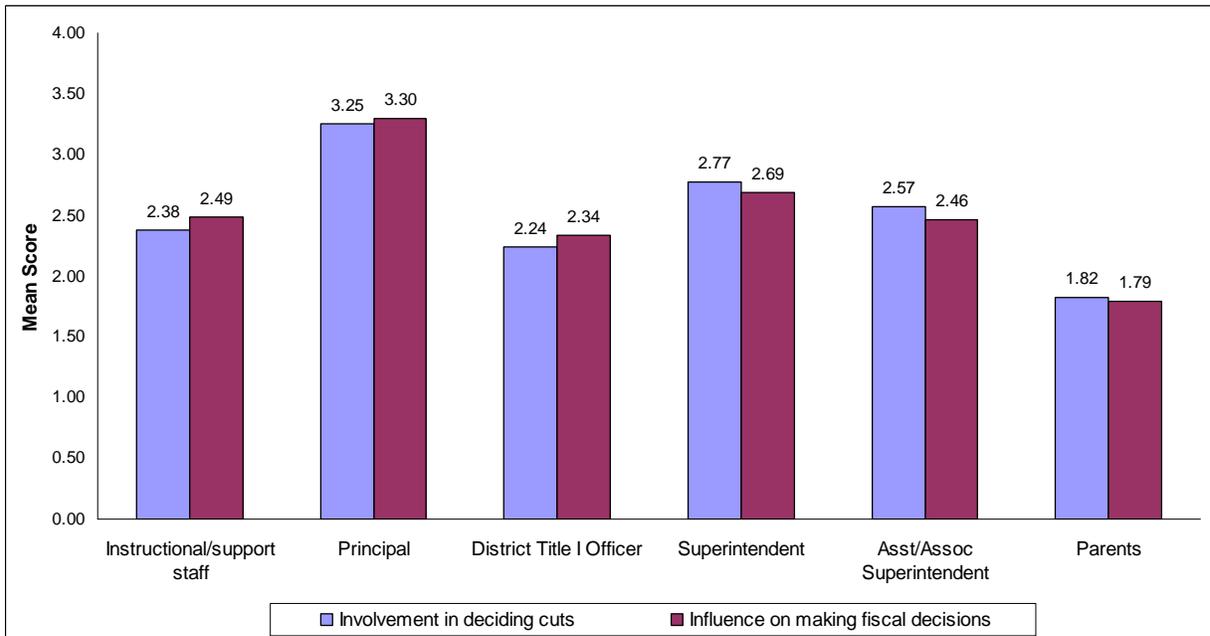
The second question asked respondents if the school was better than before CSR in addressing a number of areas. Teachers’ ratings were fairly uniform across the areas, ranging from 3.00 to 3.30 on the four point scale. Administrator ratings ranged from 2.97 to 3.63, showing much more variance. Both groups gave the lowest rating to how their schools involve parents. Teachers singled out use of student data as the area of greatest improvement, while administrators chose how school personnel work together. There were gaps of over one-half point between the groups in their ratings of how school personnel work together and how decisions are made, indicating a disconnect in how teachers and administrators perceived changes in their schools over time.

Among teachers, elementary respondents gave the highest scores on each area and middle school respondents the lowest. In contrast, elementary administrators gave the lowest scores in all areas except for parent involvement, for which they gave the highest, and student academic achievement. Despite being the lowest among administrators, they were similar to or higher than the scores of elementary teachers. Middle school and high school administrators gave high ratings on most areas, with parent involvement being the notable exception. All high school administrators strongly agreed their school was better now in how instruction is organized and delivered. All middle school administrators strongly agreed their school is better in how decisions are made.



### Fiscal Decision Making

Administrators were asked two additional questions about fiscal decision making in light of the cutback in CSR funding. They were given a list of stakeholders and asked how much each was involved with decisions regarding CSR due to cuts and how much influence each had in the process. These items were rated on a four point scale where 1 represented no involvement or influence and 4 represented high involvement or influence.



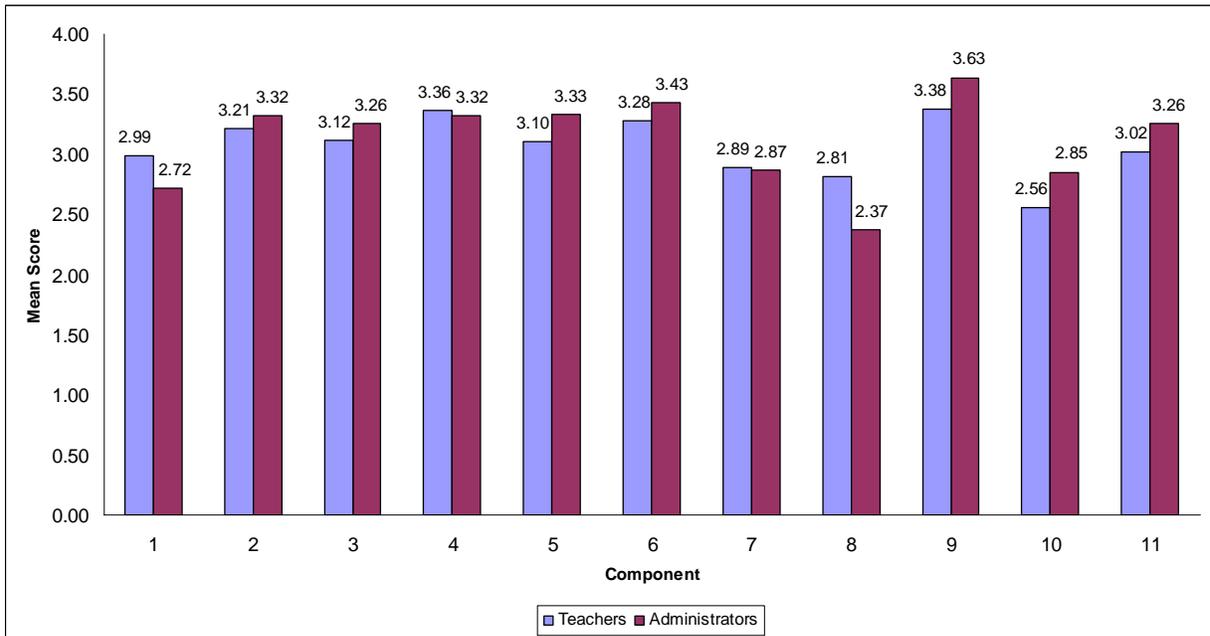
Administrators rated involvement and influence with almost identical scores. They ranked principals as the most involved and influential by far of all the groups. Superintendents and

associate and assistant superintendents followed. Parents were given the lowest scores, again by a significant margin. Middle school respondents gave the lowest ratings for all groups, with many means below 2.00 on the four point scale. They rated parents at 1.20 on both involvement and influence, which corresponds to just above “Low” on the rating scale.

**Summary**

Administrators rated seven of the eleven components higher than did teachers. On two of the components rated higher by teachers, Components 4 (measurable goals & objectives/ benchmarks) and 7 (parent & community involvement), the means were very close. On the other hand, teachers rated Component 1 (research-based methods) one-quarter point higher and Component 8 (external assistance) nearly one-half point higher. This large gap on external assistance may reflect a misunderstanding on the part of teachers about whether the external experts they interact with are actual CSR consultants.

Both groups gave their schools the highest score on Component 9 (evaluation strategies) and had Component 6 (administrative support for reform) in their top three ranked elements. In addition, both groups had Components 8 and 10 (resources for reform) in the bottom three.



For both teachers and administrators, middle school respondents gave the lowest scores on every component except one. That exception was administrators for Component 9, in which respondents from all types of schools rated their school very highly.

## Analysis Across Cohorts and Components

### Teacher Mean Component Scores by Cohort

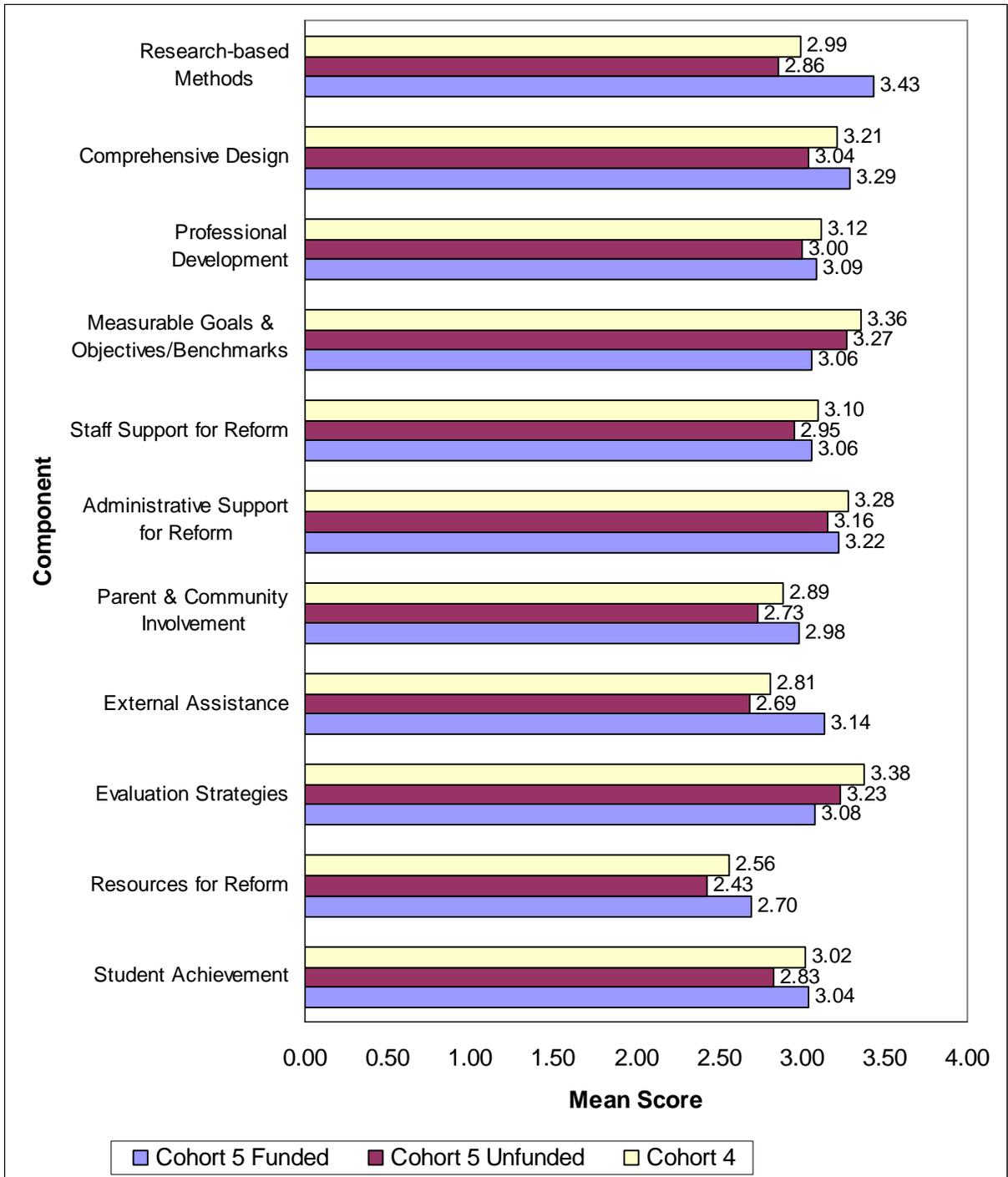
T-tests were performed on the component means to determine if they were significantly different. All the differences between Cohort 5 Unfunded and the other two cohorts were significant at the level of  $p < .02$  or better. Seven of the differences between Cohort 4 and Cohort 5 Funded were significant at the level of  $p < .01$  or better. The four differences that did not reach statistical significance were for Components 3, 5, 6, and 11.

Teachers in Cohort 5 Unfunded had lower means on all of the components except two: Components 4 (measurable goals & objectives/ benchmarks) and 9 (evaluation strategies). In neither case was their mean the highest, either. Using a grand mean, the average component score for Cohort 5 Unfunded is 2.93, as compared to 3.07 for Cohort 4 and 3.10 for Cohort 5 funded. This outcome is not surprising; it would be expected that schools with only one year of reform funding would rank lower in perceived implementation than schools with two or three years of funding.

Cohort 5 Funded had the significantly highest overall mean on five of the components. (This cohort was also highest on Component 11, but the difference was not significant.) Component 10 must be expected; this is the only cohort receiving state funds explicitly dedicated to comprehensive school reform. The small size of the gap may be surprising, but all schools receive federal, state, and local funds for professional development, technology, and other methods of improving student outcomes. Teachers may not differentiate among these types of funding; the differences among cohorts for administrators were much wider on this component. Additionally, the means for teachers on the professional development cohort (Component 3) were also very similar.

The other four components on which Cohort 5 Funded teachers had the highest means fit the pattern of what would be emphasized by a school in the midst of reform implementation. External assistance (Component 8) is a key to implementation, as well as being closely tied to external funding issues. Components 1 (research-based methods) and 2 (comprehensive design) are front-end issues that concern which reform model is chosen, how the reform is designed, and who it affects. Parent involvement (Component 7) is a major piece of many reform models and parent buy-in is crucial to the success of educational reform.

Cohort 4 respondents had the highest averages for Components 4 and 9. Interestingly, Cohort 5 Unfunded was second highest, significantly higher than Cohort 5 funded. These two components were the highest rated of the eleven for both cohorts, while they rated only in the middle of the pack for Cohort 5 funded. The components focus on the process of measuring student achievement and using the data to improve instruction. Teachers in these cohorts may consider this the “take-home message” of reform; instruction should be data driven. It should also be remembered that GPS and other state-driven educational efforts also emphasize data use, and GPS is the primary area of accountability for schools. Schools that are no longer focusing on reform implementation must devote much of their attention to meeting state standards. Teachers in funded schools may give GPS slightly less attention, even though their reform efforts must be aligned with its dictates.



**Administrator Mean Component Scores by Cohort**

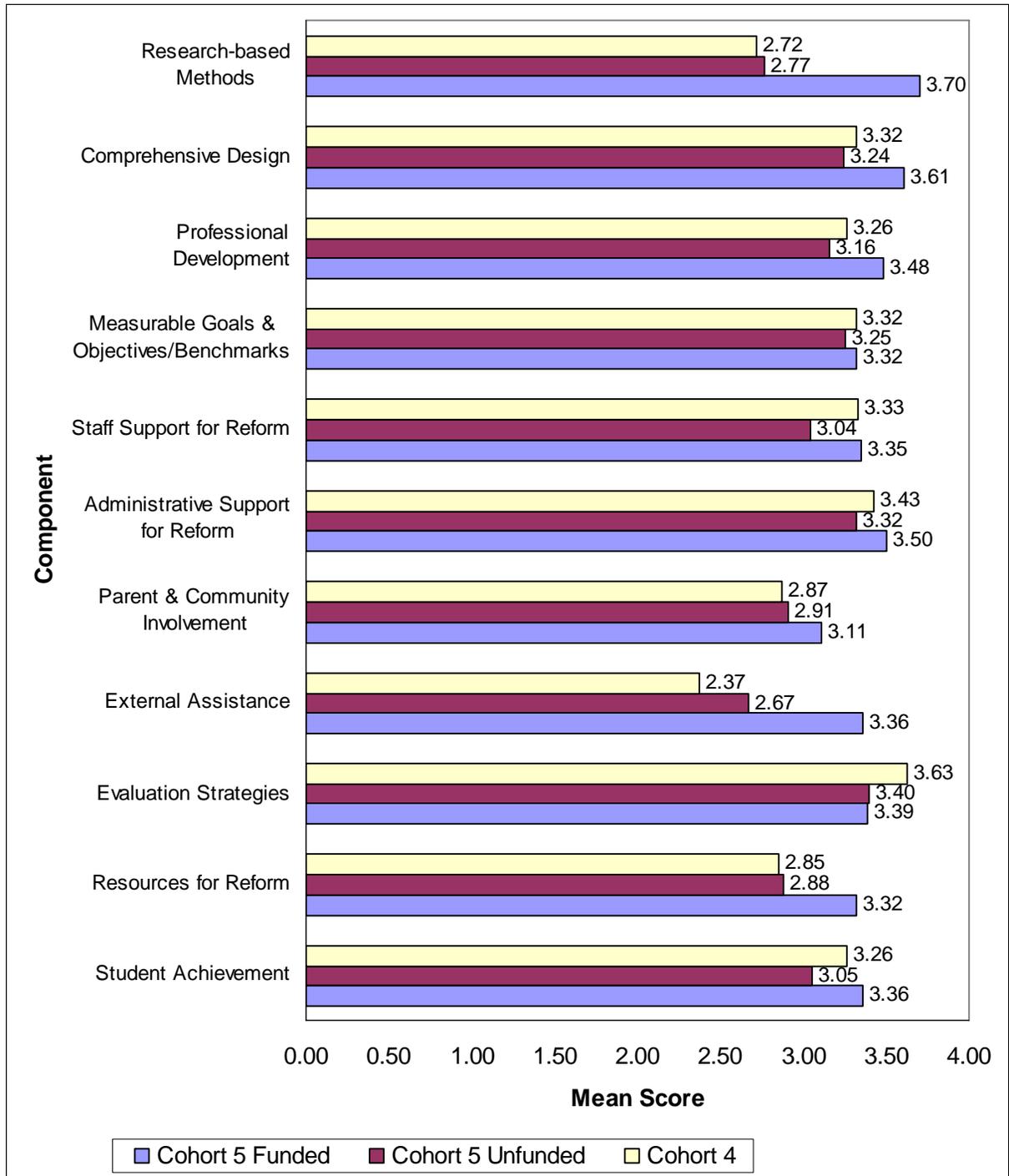
T-tests were also performed on administrators' scores. Cohort 5 Funded administrators showed significant differences from the Cohort 4 respondents on seven of the eleven components (1, 2, 3, 7, 8, 9, and 10). Their means were significantly different from Cohort 5 Unfunded respondents on all but Components 4 and 9. Cohort 4 and Cohort 5 Unfunded only

differed on three components (5, 9, and 11). All differences were significant at the level of  $p < .05$  or better.

Looking at the grand mean of component scores, Cohort 5 Funded (3.41) administrators scored their schools much higher than did Cohort 4 (3.12) or Cohort 5 Unfunded (3.06) respondents. Cohort 5 Funded had the highest mean on nine components and was tied with Cohort 4 on another. The differences were significant on Components 1, 2, 3, 7, 8, and 10. Note that this is the same pattern as teachers for five of the components. As stated above, administrators may be more discerning than teachers about what professional development (Component 3) is reform-related and what meets other needs of the school.

Cohort 5 Unfunded had the lowest mean on six of the eleven components, but only on Components 5 (staff support for reform) and 11 were the differences significant. Although gains in student achievement (Component 11) aren't expected early in reform implementation, the barriers introduced by lack of funding may impede student progress even at that early stage. If the loss of funding affected staff support for reform, that could also contribute to a lack of achievement. Still, it is important to remember that these ratings reflect the perceptions of the respondents, and that no causality can be assigned between component scores.

It should also be noted that the reason there were fewer significant differences is partially due to the fact that there were fewer respondents. Statistical tests are sensitive to numbers; the larger the number of data points, the easier significance is to achieve. There were 198 administrator responses, as opposed to 2242 teachers. Therefore, even though the absolute differences between cohort means might be the same for teachers and administrators, they may be significant for one group and not the other.



**Mean Component Scores by School Type**

Among teachers, elementary respondents were the most positive across all cohorts. The grand means of their component means were quite similar across the three cohorts. High school teachers gave comparatively low scores in both of the Cohort 5 groups, but in Cohort 4 their component scores were between those of the elementary and middle school groups. In actual fact, looking at the grand means, the average component scores for high school

respondents were relatively stable across cohorts. Component means by school type and cohort for both teachers and administrators are presented in tables in the appendix to this report.

Middle school respondents showed large differences among cohorts. Their grand mean and component means were relatively high in Cohort 5 Funded and close to the level of elementary teachers. In Cohort 5 Unfunded, their scores were slightly lower and similar to those of high school teachers. In Cohort 4, however, their scores were much lower than teachers from the other two types of schools and their own middle school counterparts in other cohorts.

	Teachers			Administrators		
	Elementary	Middle School	High School	Elementary	Middle School	High School
<u>Component 1:</u> Research-based Methods	3.25	3.08	3.06	3.29	3.29	2.85
<u>Component 2:</u> Comprehensive Design	3.33	3.15	3.11	3.48	3.42	3.35
<u>Component 3:</u> Professional Development	3.20	3.05	2.97	3.42	3.32	3.25
<u>Component 4:</u> Measurable Goals & Objectives/Benchmarks	3.39	3.16	3.10	3.47	3.28	3.18
<u>Component 5:</u> Staff Support for Reform	3.20	2.99	2.94	3.41	3.20	3.15
<u>Component 6:</u> Administrative Support for Reform	3.36	3.18	3.14	3.53	3.40	3.38
<u>Component 7:</u> Parent & Community Involvement	3.04	2.86	2.70	3.08	3.02	2.86
<u>Component 8:</u> External Assistance	3.03	2.92	2.84	2.95	3.02	2.84
<u>Component 9:</u> Evaluation Strategies	3.41	3.16	3.10	3.60	3.39	3.40
<u>Component 10:</u> Resources for Reform	2.70	2.54	2.48	3.14	3.10	2.99
<u>Component 11:</u> Student Achievement	3.17	2.91	2.83	3.37	3.26	3.06
<b>Grand Mean</b>	<b>3.19</b>	<b>3.00</b>	<b>2.93</b>	<b>3.34</b>	<b>3.25</b>	<b>3.12</b>

Among administrators, elementary respondents also displayed relatively high scores compared to the other groups in all cohorts. Their cohort means in Cohort 5 funded, however, were much higher than in the other cohorts. High school administrators gave their highest scores in Cohort 5 Funded and Cohort 4, where their component means were similar to elementary school respondents. They gave lower scores in Cohort 5 Unfunded, and their means were comparable to the middle school respondents.

As with the teachers, middle school administrators showed the largest differences among cohorts. Like respondents from the other types of schools, their scores were high in Cohort 5

Funded. Their component means were moderate for Cohort 5 Unfunded and comparable to high school administrators. Their component means for Cohort 4, however, were much lower; the grand mean was one-half point lower than for Cohort 5 Unfunded.

It makes sense that elementary respondents from both groups give their schools the highest scores. In many ways, elementary schools have advantages in implementing reform. Elementary school is the first stop in the system and the first time students are assessed with benchmarking tests. Low performance can be addressed more easily earlier in a student's career than in later grades, when a history of academic problems has been established. In addition, elementary schools are more child-centered by nature, whereas higher grades focus more on subject matter. Parent involvement also tends to be higher for younger children; as children grow they become more independent, needing (and wanting) less involvement by their parents.

High school teacher ratings are similar across cohorts, although the ratings in Cohort 4 are slightly higher than the others. High school administrators in Cohort 4 and Cohort 5 Funded gave their schools much higher ratings than those in Cohort 5 Unfunded. For both groups, the majority of the highest component means were found in Cohort 4. It may be that high schools need more time for implementation than other schools. As noted above, high school students have a longer academic history. Also, teaching is more subject-centered and the school is more rigidly organized. These circumstances would make change more difficult and slower.

The results are less uniform for middle schools, and thus more difficult to interpret. For most components, there are clear differences across cohorts; middle school respondents give the highest scores in Cohort 5 Funded and the lowest in Cohort 4. Is there something about middle schools that reduces implementation after funding has ended, even after three years of full funding?

This may be an artifact of the makeup of Cohort 4; there were only three middle schools in this group. In addition, the vast majority of respondents to both the teacher and administrator surveys were from two schools. Those two schools may have had a much different experience than the other, from which relatively little was heard. If more personnel from that school had participated, the numbers could have been much different, because averages change more easily when the number of participants is small.

This argument might also affect the way we look at elementary ratings; there are only four elementary schools in each of the Cohort 5 groups. Indeed, the ratings could easily be higher than they might be if there were more schools. But the consistent finding across cohorts that elementary respondents ranked their schools as high as or higher than other types of schools provides some reassurance that they are reasonable indicators of elementary values.

### **Impact of CSR**

Teachers and administrators in Cohort 5 Unfunded and Cohort 4 were asked questions about the impact of CSR on their schools. The vast majority of respondents from both cohorts agreed that their schools had adapted what they had learned from reform to meet new challenges. They also agreed that their schools had been positively impacted by reform in all of the areas listed. The scores of teachers in Cohort 4 were largely similar to both teachers and administrators in Cohort 5 Unfunded, but the administrators in Cohort 4 were much more positive. This may also be an artifact due to a low number of participants; there were half as many administrative respondents in Cohort 4 as in the two Cohort 5 groups.

One particular area of note is the question of whether their schools are better at using student data as a result of CSR. This received the highest average in three of the groups and was within a few hundredths of a point from the top category for Cohort 4 administrators. This dovetails nicely with the high ratings for Component 9 (evaluation strategies) in those two cohorts. These findings point to an increased awareness of the importance of collecting student achievement data and using them to improve instruction.

### **Fiscal Decision Making**

Administrators in all cohorts rated principals as the most involved and influential stakeholder when it came to making financial decisions. There were clear differences, however, for other groups. When funding was present, school personnel and parents were rated as much more involved and influential than when funding ended or was cut. The superintendent and associate or assistant superintendents were rated as much more involved and influential in Cohort 5 Unfunded than in either of the other two cohorts. The district Title I officer was rated as less a part of the process in Cohort 4 than in the two Cohort 5 groups.

	Involvement in making fiscal decisions			Influence on making fiscal decisions		
	C5F	C5U	C4	C5F	C5U	C4
Instructional/support staff	3.38	2.33	2.38	3.28	2.43	2.49
Principal	3.90	3.37	3.25	3.69	3.34	3.30
District Title I Officer	2.84	2.79	2.24	2.65	2.83	2.34
Superintendent	2.80	3.20	2.77	2.66	3.09	2.69
Asst/Assoc Superintendent	2.65	2.98	2.57	2.51	2.89	2.46
Parents	2.56	1.92	1.82	2.34	1.94	1.79

It appears that fiscal decision making is more inclusive and school-based in Cohort 5 Funded than in other cohorts. In Cohort 5 Unfunded, when funding was cut the district office personnel, especially the superintendent, became more involved in the process. In Cohort 4, once the funding ended, fiscal decision making seems to have devolved to principals with little input from the other stakeholders.

## **APPENDIX**

Survey Item Means for Teachers and Administrators by School Type

Survey Item Frequencies for Teachers and Administrators by School Type

Survey Item Frequencies for Parents by School Type

Survey Instruments