

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

**Study of CSR Sustainability in Georgia  
Schools, 2006-07**

**Prepared for:  
Title I Office  
Georgia Department of Education  
Atlanta, GA**

**Under a Contract with:  
Occupational Research Group (ORG)  
College of Education  
University of Georgia**

**June 30, 2007**

**UGA Evaluation Team:**

- **Dr. Dorothy Harnish, Director/Project Head, ORG**
- **Ms. Nicole Vagle, Consultant/Research Analyst, ORG**
- **Ms. Tracy Elder, CSR Project Coordinator, ORG**
- **Mr. Scott Pollack, Research Professional, ORG**

## Table of Contents

<b>OVERVIEW</b> .....	<b>5</b>
Background.....	5
National Literature on CSR Sustainability.....	5
Purpose of the Georgia Sustainability Study.....	6
<b>Methodology</b> .....	<b>7</b>
Participants.....	7
Data collection methods.....	7
CSR Key Components .....	8
<b>Sustainability Factors</b> .....	<b>9</b>
School characteristics.....	9
CSR program characteristics .....	9
<b>Outcomes measures</b> .....	<b>10</b>
<b>Qualitative analysis of data</b> .....	<b>10</b>
<b>Quantitative analysis of data</b> .....	<b>10</b>
<b>FINDINGS – QUALITATIVE ANALYSIS</b> .....	<b>12</b>
<b>Organization of the Data</b> .....	<b>12</b>
Factors Critical to Reform Sustainability .....	13
<b>School Characteristics</b> .....	<b>14</b>
<b>TRENDS AND PATTERNS BY FIDELITY CATEGORY</b> .....	<b>15</b>
<b>Category 1 Schools: High Fidelity to CSR Model</b> .....	<b>15</b>
<b>CSR Program Characteristics</b> .....	<b>15</b>
School level administrative commitment/support .....	15
Teacher acceptance/commitment.....	17
Use of benchmarks and evaluation to track progress and results .....	17
Extent of parent involvement .....	20
<b>Other trends and patterns in Category 1 Schools</b> .....	<b>20</b>
Shared leadership.....	20
Accountability .....	20
Capacity building.....	21
Stakeholder alignment .....	21
<b>Category 2 Schools: Fidelity to CSR with Adaptations</b> .....	<b>21</b>
<b>CSR program characteristics</b> .....	<b>22</b>

<i>School</i> .....	22
<i>Resources available to support continuation</i> .....	22
<i>Overall Professional Development</i> .....	23
<b>Category 3 Schools: No CSR Model but other School Reforms</b> .....	<b>24</b>
<b>CSR program characteristics</b> .....	<b>25</b>
<i>Comprehensiveness of reforms</i> .....	25
<i>Use of research-based reforms</i> .....	25
<i>Use of benchmarks and evaluation to track progress and results</i> .....	25
<i>Teacher acceptance/commitment</i> .....	26
<i>Resources available to support continuation</i> .....	26
<b>Category 4 Schools: No Schoolwide Reforms</b> .....	<b>27</b>
<b>School Characteristics</b> .....	<b>27</b>
<i>Teacher Attrition</i> .....	27
<i>Free-reduced lunch</i> .....	28
<i>Amount of CSR Funding</i> .....	29
<b>CSR Program Characteristics</b> .....	<b>29</b>
<i>AYP Status</i> .....	29
<i>Other Student Achievement</i> .....	31
<i>District support</i> .....	32
<b>Culture of Continuous Reform</b> .....	<b>33</b>
<b>SUMMARY</b> .....	<b>35</b>
<b>Characteristics of School Reform Sustainability</b> .....	<b>35</b>
<i>School level administrative commitment/support</i> .....	35
<i>Shared Leadership</i> .....	35
<i>Use of benchmarks and evaluation to track progress and results</i> .....	35
<i>Student Achievement</i> .....	36
<b>FINDINGS – QUANTITATIVE ANALYSIS</b> .....	<b>37</b>
<b>Outcome Variables</b> .....	<b>37</b>
<b>Sustainability Factors</b> .....	<b>38</b>
<i>School characteristics</i> .....	38
<i>CSR program characteristics</i> .....	38
<b>Correlation Analysis</b> .....	<b>39</b>
<i>Findings: Fidelity to the CSR model</i> .....	39
<i>Findings: Total implementation score</i> .....	40
<b>Regression Analysis</b> .....	<b>41</b>
<i>Findings: Fidelity to the CSR model</i> .....	42
<i>Findings: Total implementation score</i> .....	42
<b>Summary</b> .....	<b>43</b>

**APPENDIX..... 45**

**Citations from the national literature on CSR sustainability.....46**

**List of CSR Cohort 4 and Cohort 5 unfunded schools 2006-07 .....47**

**Description and coding of sustainability factors .....49**

**Implementation rating sheet for Cohort 4 and Cohort 5 unfunded schools .....51**

**Regression results for Cohort 4 and Cohort 5 Non-Funded .....75**

# **Study of CSR Sustainability in Georgia Schools, 2006-07 OVERVIEW**

## **Background**

Comprehensive School Reform (CSR) is a federally funded program designed to increase student achievement by assisting public schools to implement comprehensive reforms that are grounded in scientifically based research and effective practices. CSR funds help finance the initial implementation of comprehensive reforms that should be coordinated with and sustained by all the resources available to the school, including federal, State, local and private resources. Due to the termination of federal funding for CSR last year, in 2006-07 Georgia was only able to award approximately \$2 million in full-year or partial-year awards to 27 Round 5 CSR schools to continue the reform models initiated in 2005-06. There were not sufficient funds for the remaining 31 Round 5 schools who had expected two more years of CSR support. In addition, 24 Round 4 schools completed their third year of CSR funding in 2005-06. This situation created a opportunity for the state department of education to examine what happens to school reform initiatives after federal funds are no longer available.

Therefore, In addition to the evaluation of the 27 schools receiving CSR funding in 2006-07, the Georgia Department of Education requested that the College of Education at the University of Georgia conduct a study of the sustainability of schoolwide reforms initiated with CSR funding in the 24 Round 4 schools that completed their third year of CSR in 2005-06, and in the remaining 31 Round 5 schools that did not receive funding in 2006-07. In Round 4 schools, the sites had received three years of CSR funds and knew that they were expected to sustain the reforms after this funding period. For the Round 5 schools, the sites had proposed a three-year plan for reform implementation and expected a three-year funding cycle, but were informed mid-year of year one that they would have to compete for limited funds and may not be funded for a second or third year.

## **National Literature on CSR Sustainability**

This study is informed by the findings from several recent national studies about CSR sustainability. One of the questions that must be addressed before anyone can study sustainability is what is actually meant by “sustainability”, or what is being sustained. Weiss (2002) in her Harvard Family Research Project, identifies four categories of things that can be sustained in a reform: 1) the CSR model or program itself – activities, practices, materials, positions, training, other resources, use of data; 2) ideas, beliefs, principles of values of the reform; 3) relationships between the school and the model provider, among school personnel, and between the school and parents or the community, and 4) outcomes such as a changed curriculum, school structures, policies, or student achievement.

In his study for the American Institutes for Research (AIR), Taylor (2005) identified two types of CSR continuation. The first was sustaining the implementation of the reform program itself, which included 1) stable use of reform-related practices over time; 2) institutionalization of changes – i.e., reform practices become part of how a school does business; and 3) fidelity in implementing the reform model over the years, specifically the extent to which the program is delivered to intended recipients in the intended way. The second type of CSR continuation was sustaining the reform relationship, meaning a continuing formal relationship between a

school and the external CSR model developer/provider who works with the school over the years.

Taylor (2005) conducted a study of the sustainability of CSR implementation in a national sample of 396 urban, disadvantaged, low-achieving schools over a five year period of time. This study identified 11 risk factors associated with discontinuing school reforms within three years after initiating CSR at a school. Factors that need to be in place to sustain school reform included the following:

1. high level of local school capacity for reform,
2. a supportive political context,
3. sufficient funding,
4. positive student outcomes,
5. fit or alignment between the reform design and the school,
6. leadership stability,
7. faculty retention,
8. faculty commitment including initial acceptance of the reform model,
9. practical concrete reform specifications that are structured into the daily life of the school,
10. sustained professional development and model developer assistance, and
11. protection from competing reforms.

He found that factors operate in combination and that it is the accumulation of factors, not isolated events, that leads to the discontinuation of reform efforts and relationships.

“losing district support, losing funding, losing faculty commitment to the reform, and reaching the end of a contract with a reform developer were the most frequently cited reasons for ending a reform effort” as well as “lack of positive student outcomes, losing principal support, and new competing reform efforts”. (p.10, Taylor, 2005)

Datnow (2005) examined qualitative data from a longitudinal case study of six urban schools to see why reforms are sustained in some schools but not others. She defined sustainability as whether the reform lasts over time and becomes an institutionalized or taken-for-granted feature or ongoing practice of the school. She further defined institutionalization as “*structural* (innovation reflected in a concrete fashion throughout the organization), *procedural* (activities associated with innovation become standard operating procedures), or *cultural* (norms and values associated with innovation are embraced by members of the organization)” (p. 124). She noted that school-level factors identified in research on reform sustainability include genuine interest in the changes, teacher and administrator support, sustained professional development, and a critical mass involved in the implementation. Datnow’s findings also point to the importance of external factors such as district and state policies, leadership, and expectations on school reform sustainability.

### **Purpose of the Georgia Sustainability Study**

Federal legislation requires that sustainability be examined to assure that reform efforts are supported and sustained by local districts after CSR funding is exhausted. This study of CSR sustainability in Georgia was designed to provide information on the extent to which school reforms continue after CSR federal funding ends at a school, and what enables or interferes with this. The study examines the LEA efforts to sustain comprehensive school reform in Title I Round 4 and Round 5 CSR grantees where funding ended June 2006. It addresses the issue

of sustainability, i.e., what happens to reforms when CSR funding is no longer available, the extent to which reform activities have been established and become a part of the school culture, what factors affect CSR sustainability, and how Title I or other school resources are used by schools to ensure continuity of school reform and improvements begun with CSR funding.

The following research questions are addressed by this study of CSR sustainability:

1. What evidence is there that whole school reforms continued at sites that received either three years or one year of CSR funding?
2. Which components of the reform model originally selected by each of the schools continued and at what level of implementation? How did the reform effort change?
3. What characteristics of the school or CSR project are associated with continuation of reform activities when the CSR grant ends?
4. What facilitates and impedes continuation of the overall reform or the various elements of a reform in a school after CSR funding ends?
5. Do reforms continue to have an effect on student achievement after the grant ends? If so, what characteristics of the school or CSR project are associated with these continuing effects on student achievement?

**Methodology**

This study is a mixed-methods approach that compares information for schools with different levels and durations of CSR funding and school characteristics to determine the impact of key variables on the level of reform continuation after funding ends.

**Participants**

Schools included in the Georgia sustainability study include two groups of 55 schools no longer receiving CSR funding:

- o Cohort Four: 24 schools that completed their third consecutive year of CSR funding in 2005-06 and were not refunded in 2006-07, and
- o Cohort Five: 31 schools that completed their first year of CSR funding in 2005-06 and were not refunded in 2006-07.

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

	Elementary Schools	Middle Schools	High Schools	Total
Cohort 4	15	3	6	24
Cohort 5	4	17	10	31
Total	19	20	16	55

A list of the individual schools in both cohorts can be found in the appendix to this report.

**Data collection methods**

Data on each of the schools were collected from a number of sources, using both qualitative and quantitative methods. Researchers used the framework for evaluation of CSR implementation developed by UGA to assess the level of implementation for funded Round 5 CSR schools in 2005-06 and in 2006-07. These protocol, interview, and survey questions were adapted for the sustainability study to collect both implementation and continuation data from the non-funded schools. The data collection instruments allowed researchers to assess

the extent to which each of the following 11 CSR essential components continued to be implemented at the cohort 4 and cohort 5 unfunded schools:

#### CSR Key Components

1. Proven Methods Based on Research
2. Comprehensive, Schoolwide Approach
3. Professional Development for School Personnel
4. Measurable Goals and Benchmarks
5. Supportive School Staff
6. Support Provided for Change Agents
7. Parent Involvement
8. External Assistance from the Model Provider
9. Annual Evaluation of Progress and Results
10. Coordination of Resources
11. Improvement of Student Academic Achievement

Additional questions were added to explore the climate and structure at the school that supports sustainability of reform practices, and to identify factors contributing to or inhibiting CSR continuation at each site. The following data collection methods were used to gather information related to each of the evaluation questions for this study:

- Online or paper **survey questionnaires** for school administrators/non-instructional personnel, and teachers/instructional personnel at each funded school were administered at the end of the school year to collect information about perceptions and experiences of key participants in the school reforms.
- **Onsite visits** consisting of two days at each school included in the study were conducted by a team of UGA field researchers during the school year to collect information through structured discussions with key stakeholders, direct observation of reform activities, and review of documents and data on the reform continuation. Visits focused on sustainability (current level of implementation) of reform efforts at each funded site, and the factors that support or discourage continued school reforms.
- **Individual interviews** were conducted by field researchers during the onsite visits at each funded site with the following individuals as appropriate: (a) a district level administrator(s), (b) the CSR model program technical assistance provider, (c) school administrators at the CSR site, and (d) school support personnel, to gather information about ongoing implementation, support, and involvement by key CSR participants and leaders.
- **Focus group interviews** were conducted by field researchers during the onsite school visits with representative samples of parents and with teachers from all grades and subject areas in the CSR schools to obtain in-depth information about the perceptions and experiences of school and community CSR participants with the continuation of the reforms initiated with CSR.
- **Individual school reports and rating sheets.** Following each two-day visit, field researchers compiled findings by preparing a written narrative report on data for each CSR component. An implementation rubric was used to rate each element of each component, and to provide overall ratings of the implementation level for each CSR component, based on all information gathered in the school visit.

## Sustainability Factors

To examine the characteristics of schools that may be associated with continued success after reform funding has ended UGA researchers used the research literature on CSR sustainability to identify a number of key factors for the study. These included both characteristics of schools themselves as well as factors related to the CSR funding, model, or implementation process.

### School characteristics

- Size: student enrollment
- Type: High School, Middle School, Elementary School
- Economic disadvantage: % free/reduced price lunch students
- AYP status: number of years school met AYP
- Stable leadership: administrator turnover rate
- Stable staffing: teacher attrition rate

### CSR program characteristics

- Number of years of CSR funding
- Amount of CSR funding received
- Teacher acceptance/commitment
- School level administrative commitment/support
- District support
- Continued external consultant support
- Professional development available
- Perceived impact on teaching/learning
- Comprehensiveness of reforms
- Use of research-based reforms
- Resources available to support continuation
- Use of benchmarks and evaluation to track progress and results
- Extent of parent involvement
- Perceived impact on student achievement/learning

For each of the 55 schools in the study quantitative data on the above variables were collected from the following data sources: 1) evaluator ratings of individual schools on the implementation rubric scale, based on school visitation data; 2) school personnel responses on stakeholder surveys; 3) publicly available data on schools from GDOE or other websites, and 4) information from school visits by evaluators. A chart detailing each variable, source of information, and coding used in the analysis can be found in the appendix to this report.

Qualitative data were obtained primarily from the narrative information provided by field researchers in their individual onsite school visit reports. These structured case study reports summarized researcher findings from multiple data sources (interviews, observations, focus groups, document reviews) at each site visit and identified strengths and concerns for each of the 11 CSR components and sustainability questions.

## **Outcomes measures**

To assess the sustainability of CSR-initiated reforms two measures of continuation were used in this study. The first outcome measure was the evaluators' overall rating of each school's fidelity to the CSR model originally funded by the grant. Ratings were based on a holistic assessment of all information from the two-day onsite visit and included the following categories:

- High fidelity to the CSR model
- Fidelity to the CSR model with adaptation/addition of some elements
- No CSR model continuation but other schoolwide reforms continuing
- No CSR or any other schoolwide reforms occurring

The second outcome measure was based on the evaluators' total rating scores for implementation of the 11 key CSR components and elements at each school, using the rubric and rating scale developed by UGA for the evaluation of CSR implementation. Each CSR component and the elements that comprised it received a rating from 1 (low level of implementation) to 5 (high level of implementation). Aggregated points across the 11 components yielded a total implementation score categorized as low (11-25 points), medium (26-40 points), or high (41-55 points). This total point rating was used as the second outcome measure for CSR sustainability. A copy of the implementation rubric and rating sheet can be found in the appendix to this report.

## **Qualitative analysis of data**

Each individual school report of the two-day visit by field researchers is a case study of one school. The report compiles data collected from all sources at the school during the visit and uses a common format and structure to describe the findings for each of the 11 CSR components. This allows a cross-case analysis of findings within each of the sections of the individual school reports. These reports reflect information from both researchers who visited the schools and include a section on 'strengths' and 'concerns' summarizing key findings within each CSR component. The analysis of the qualitative findings on sustainability focused primarily on issues identified by onsite researchers in the 'strengths' and 'concerns' sections of the individual school report for each school visit, as well as their rubric rating of CSR implementation level for each school visited. Information from the strengths and concerns sections was coded by theme and related to the school's sustainability category: (1) High fidelity to the CSR model, (2) Fidelity to CSR with additional/modified strategies, (3) No CSR but other systematic reforms, or (4) No CSR or other systematic reforms. The resulting data matrix enabled a summary of emerging trends and patterns for schools within each of the four outcome groups.

## **Quantitative analysis of data**

The study also examined through statistical analyses whether or not there was a relationship (correlation) between the school or program factors and CSR continuation, and what combination of factors predicted CSR sustainability. A correlation analysis was conducted to measure the degree of relationship between the school/program and the outcome variables identified above. In addition, a multiple regression analysis was conducted to explore which school/program variables or combinations of these variables predicted a high level of CSR sustainability. Correlation analysis allows us to measure the strength of the relationship between the variables being examined in this study. When two variables are highly correlated,

the value of one (school/program factors) can be used to predict the value of the other one (sustainability outcomes). The descriptive details for individual schools on each of the variables being examined can be found in the appendix. Findings are reported in a separate section of this report.

## **FINDINGS – QUALITATIVE ANALYSIS**

The nature of school reform is complex and the success of any given school or system in increasing student achievement is dependent on a combination of factors. Although one of the goals of CSR funding is to align funding sources and initiatives in order to impact student achievement, the capacity of schools seeking this funding to do just that is often difficult to determine. The CSR essential components offer a way to describe some of the key attributes of quality reform. The fidelity categories help researchers describe the extent to which schools are able to sustain the CSR model/plan. Each school has a story to tell and different contexts that create both subtle and drastic differences in how each of these components exists in the life of a school system. As a result, some schools may not score as high fidelity to the CSR model, but they still exhibit some quality conditions of effective reform.

The qualitative analysis was conducted to examine potential factors that contribute to sustainability that may not be able to be described as components or categories. It focused on the following research questions from the larger Sustainability Study:

1. What evidence is there that whole school reforms continued at sites that received either three years or one year of CSR funding?
2. What characteristics of the school or CSR project are associated with continuation of reform activities when the CSR grant ends?
3. What facilitates and impedes continuation of the overall reform or the various elements of a reform in a school after CSR funding ends?

The complex nature of school reform makes identifying cause and effect relationships difficult as any one factor is not necessarily identifiable as a determiner of sustainability. Research on effective school reform has found that it is a combination of factors that contribute to a school being able to sustain comprehensive school reform past the end of a funding cycle.

This qualitative analysis focuses on trends and patterns that impact the sustainability of CSR activities and impacts in a school. In other words, the analysis suggests possible conditions or characteristics of systems associated with effective use of funding to sustain reform work past the end of a grant or the discontinuation of funding. The caution is that schools rating lower or higher on the fidelity scale may have other circumstances that make them effective or ineffective. This analysis focuses primarily on the impact of CSR funds and the sustainability of CSR reform after funding has ceased.

### **Organization of the Data**

The qualitative analysis identifies trends and patterns from CSR follow-up visits to each school. Field researchers visiting each school produced two documents derived from the framework for evaluation of CSR implementation developed by UGA from which this analysis draws:

- The descriptions in final reports summarized interviews with administrators, external experts, teachers, parents, system-level personnel and support personnel for each of the 11 CSR essential components.
- An Evaluation of Sustainability Rubric for CSR, referred to as the Sustainability Rubric, allowed researchers to rate each school on a 5 point scale in each of the 11 CSR essential components, where a score of 5 described a strong school and 1 a struggling school (see Appendix).

Based on this data, researchers classified each school in terms of a fidelity category. The four categories are described as follows:

- Category 1: High fidelity to the CSR model (21 schools)
- Category 2: Fidelity to the CSR model with adaptation/addition of some elements (8 schools)
- Category 3: No CSR model continuation but other schoolwide reforms continuing (15 schools)
- Category 4: No CSR or any other schoolwide reforms occurring (1 school)

This analysis draws from 49 of the 55 schools in the study no longer receiving CSR funding, where data were available at the time of the report.

	Elementary Schools	Middle Schools	High Schools	Total
Cohort 4	15	3	6	24
Cohort 5	5	15	5	25
Total	20	18	11	49

Researchers reviewed each individual school report and identified characteristics and conditions that existed under each CSR component. This analysis was represented in a data matrix that can be found in the Appendix. The matrix also depicts characteristics by fidelity category in order to identify specific differences in schools that were able to sustain reform efforts after the funding had ceased.

The following list of characteristics and conditions were those most often noted as critical to either sustaining or disrupting the reform efforts at a school. Each will be discussed in the findings section of the report which follows.

#### Factors Critical to Reform Sustainability

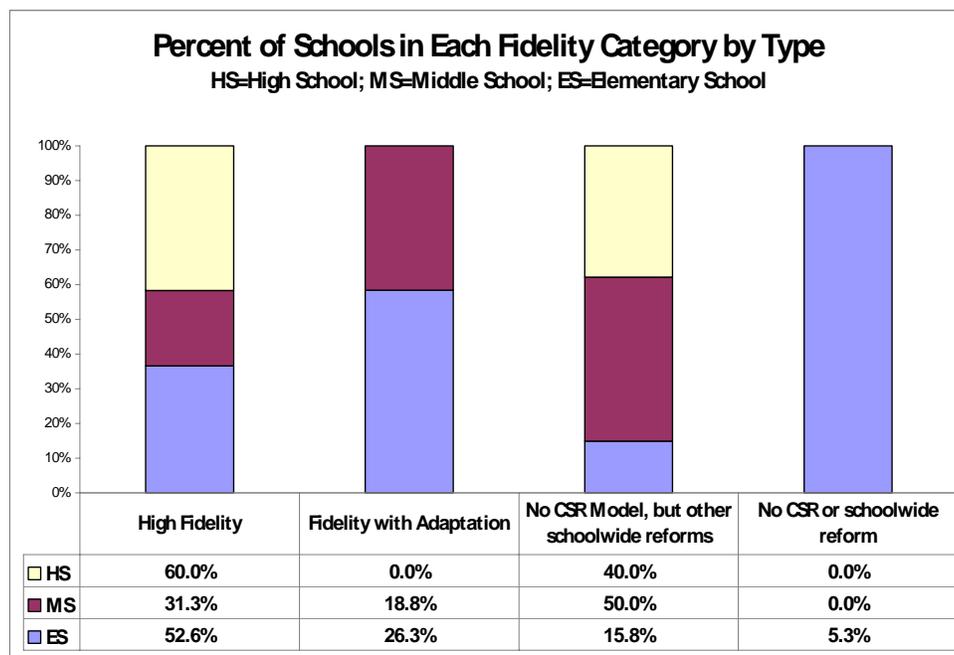
- Articulated long term commitments to reform described by administrators, teachers and other school personnel.
- Resource management involves a commitment to a long term plan (A). Therefore, resources align to this commitment and don't rely on a single source of funding; in addition, all resources to the school support this commitment so as to not impede reform efforts.
- Shared leadership among administration, teachers and other school personnel
- Committed and knowledgeable Administration/Principal
- Complete participation in professional development or reform activities; no staff member was able to opt out of these activities.
- Perceived effectiveness of Professional Development by teachers
- Staff evaluated all PD training
- Focused on teacher activities versus student learning (may include focus on student deficits)
- Collaborative time allotted on a regular basis
- Collaborative time focused on student learning
- Focus on learning in instruction with students, in meetings and in decision-making
- Teachers understood and could articulate reform efforts.
- Teachers had strong efficacy and belief in the reform.

- Onsite instructional support people assisted teachers in implementing and interpreting reform efforts (i.e. instructional coaches, academic coaches)
- Clear alignment existed to other initiatives and activities (professional development, school improvement plan, curriculum, GPS, etc.) and stakeholders articulated how all or most work supported and related to the reform.
- Schools/systems built capacity to continue reform efforts and made them an integral part of how the school operates.
- Schools collected formative and summative data on student learning.
- Assessment data used to make instructional changes (effective use of formative assessment)
- Accountability existed for all stakeholders. This accountability tied directly to the goals of the reform.
- Increased student motivation and engagement noted by school personnel

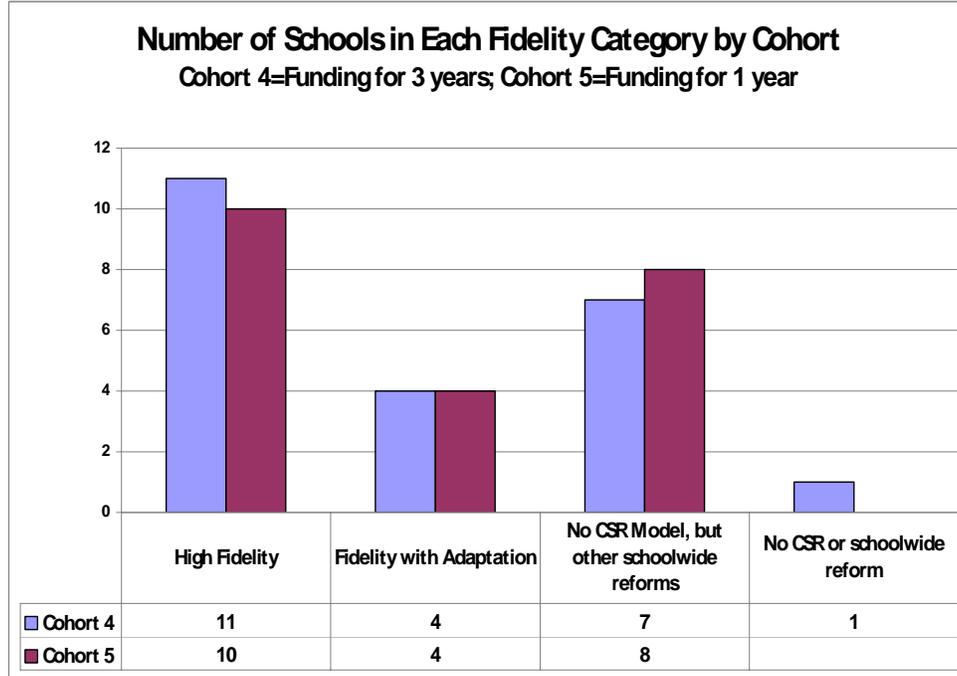
### School Characteristics

The first set of data describes differences in school characteristics based on fidelity categories.

The chart below indicates that slightly more elementary (53%) and high schools (60%) were able to sustain reform efforts with high fidelity than middle schools (31%).



Small differences existed in fidelity when looking at school level data by cohort. In *Cohort 4*, there were 11 schools in *Category 1* (high fidelity), 4 schools in *Category 2* (fidelity with adaptation), 7 schools in *Category 3* (no CSR model, but other schoolwide reforms) and only 1 school in *Category 4* (no CSR or schoolwide reform). In *Cohort 5*, the numbers were very similar. There were 10 schools in *Category 1*, 4 schools in *Category 2*, and 8 schools in *Category 3*.



## Trends and Patterns by Fidelity Category

### Category 1 Schools: High Fidelity to CSR Model (21 Schools)

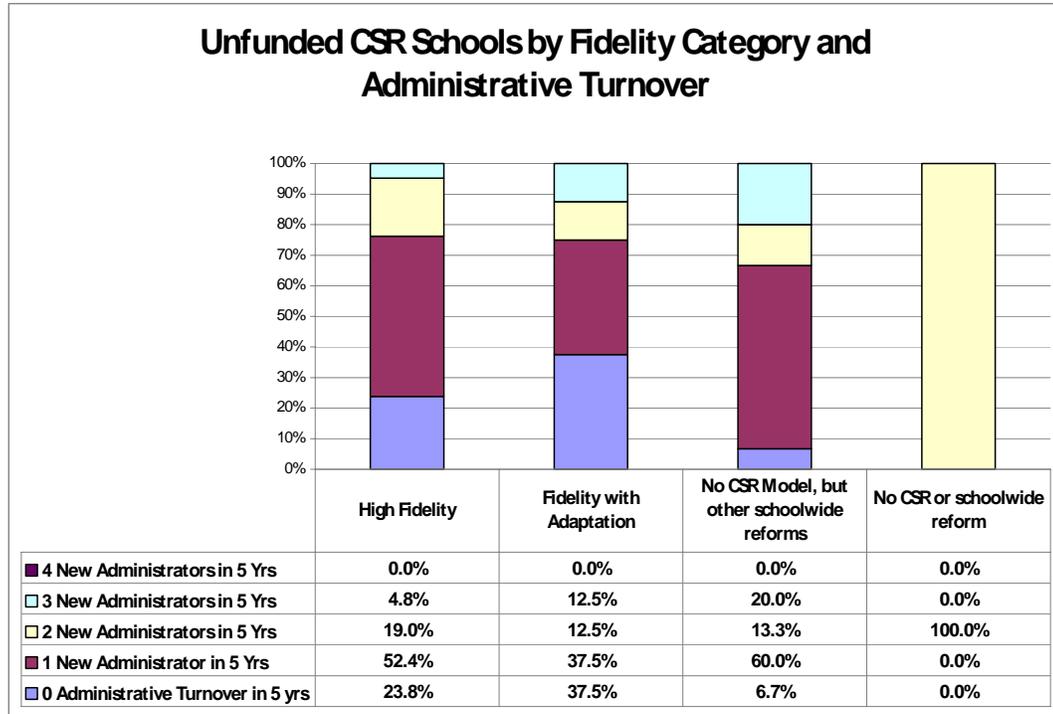
Schools with high fidelity to their CSR model, referred to as Category 1 schools, articulate and demonstrate conditions that are associated with more successful use of funding to impact long-lasting reform efforts. The following trends and patterns were found in Category 1 schools; some comparisons are drawn with other categories to help describe characteristics that promote sustainability:

#### CSR Program Characteristics

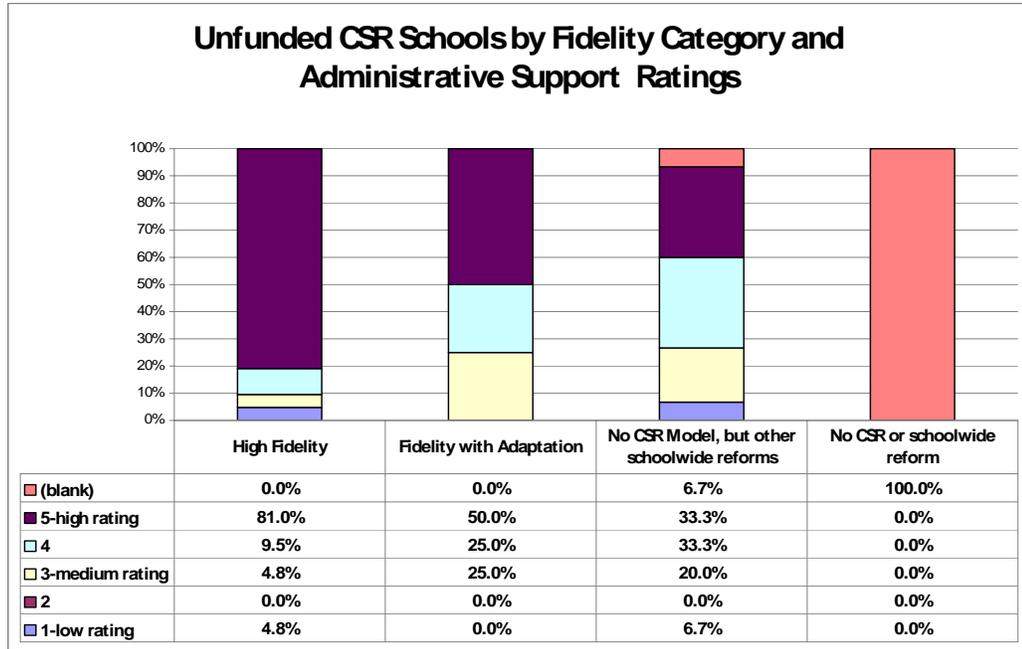
##### ***School level administrative commitment/support***

Leadership emerged as critical to the successful implementation and sustainability of CSR reform. This leadership looked differently in each school, but the commonality was that the administration had and could communicate a clear vision of the reform to staff and the school community. In addition, administration was able to manage resources in a way that allowed for minimal disruptions to the reform process. In all cases, other stakeholders articulated the support of administration and most often their ability to clearly communicate vision, expectations and accountability in relationship to the reform. The messages these administrators sent were clear to all stakeholders and aligned to the goals of the school improvement work.

Administrator turnover was not as significant a contributing factor to sustainability based on the ratings from school reports. In *Category 1 and 2* schools, approximately 24% of schools had 2 or more administrators over the course of five years. In *Category 3* schools, 33% of schools had 2 or more administrators within five years.



However, administrative support significantly impacted the sustainability of CSR reforms. The evidence from descriptions in the school reports is supported by the Sustainability Rubric. In *Category 1* schools, 91% of schools were rated as a 4 or 5, meaning they had significant support from school administration. In schools that sustained some *fidelity with adaptation*, that number dropped to 75%. In schools with no CSR model, but other schoolwide reforms, the percentage dropped even more to 66% of schools rated as a 4 or 5 in administrator support.



***Teacher acceptance/commitment***

Category 1 schools had strong teacher efficacy. Teachers believed that the reform made an impact on student achievement and had changed their practice. Teachers were supportive of reform efforts and seemed to fully understand the reform including their role and the impact it was having on student success. In addition, this description of teachers' understanding and belief in the reform emerged from comments made by other stakeholder groups (i.e. administrators, parents).

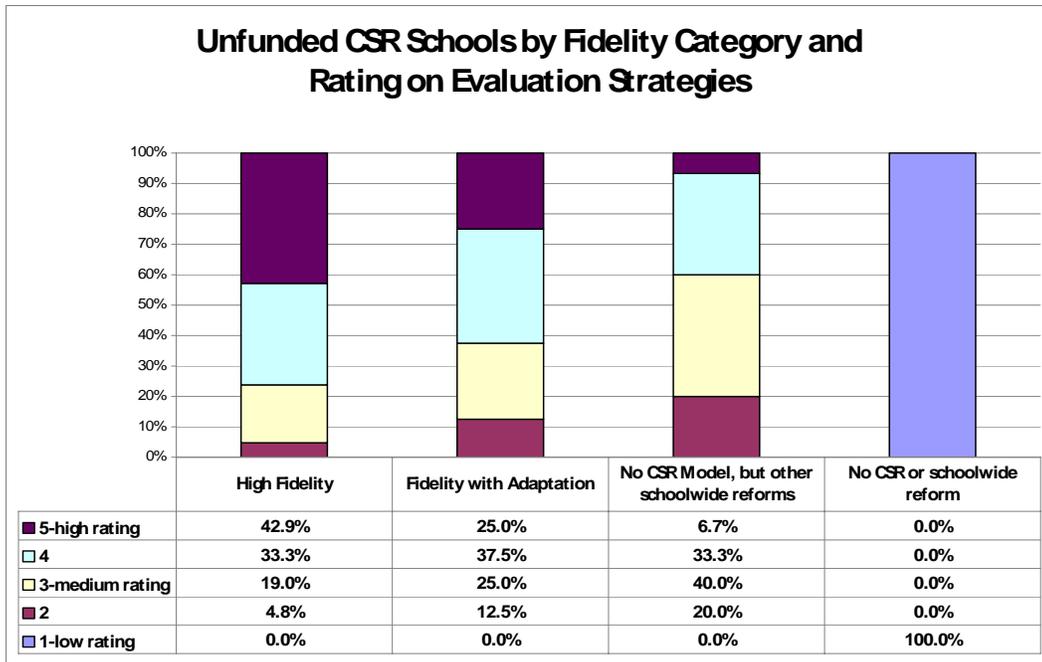
Teachers in schools in other categories sometimes described this same commitment and belief in the reform; however, without strong leaders who truly understood and effectively supported the reform financially and otherwise, their success was confined to their own classrooms, and the systemic impact on student achievement and school climate was lost.

In addition, teachers' belief in the reform was not only related to the activities and support they received, but also to the focus on increasing student learning and success. Teachers in Category 1 schools talked about the students learning more and being more motivated and engaged. Teachers in other categories limited their comments to their own activities, noting that they enjoyed their work more and they exchanged many good ideas with colleagues. In Category 1 schools these "good ideas" were linked to student needs found in assessment data and aligned to the goals of the reform.

***Use of benchmarks and evaluation to track progress and results***

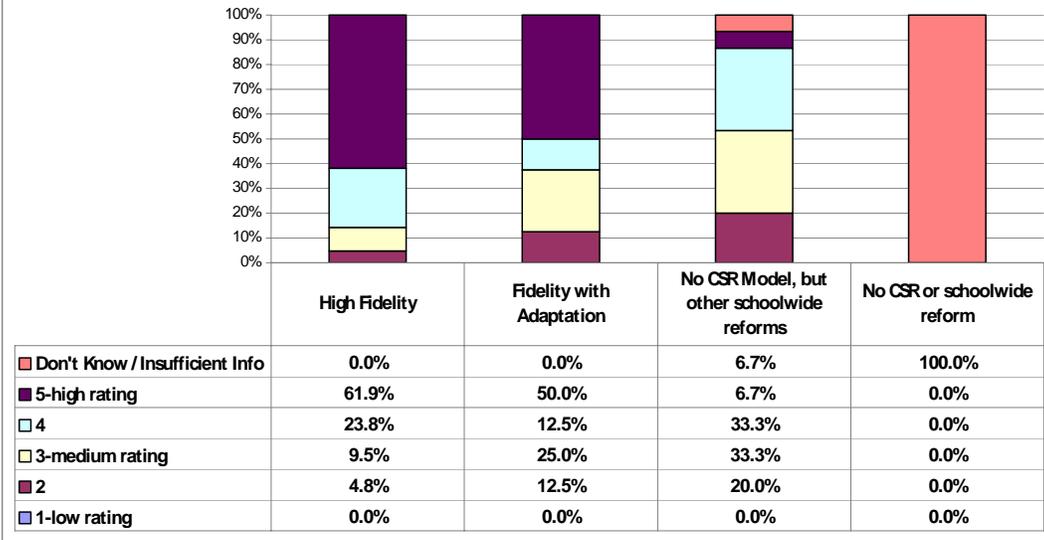
Few schools had a specific CSR evaluation plan. In fact, the school improvement plan was most often cited as the evaluation plan. However, Category 1 schools articulated their use of formative and summative data to improve and sustain the reform efforts. This coupled with a leadership team that met regularly, collected feedback and held one another accountable for reform goals appeared to be more important than a formal evaluation plan. In the chart below, field researchers rated 76% of Category 1 schools and 63% of Category 2 schools as a 4 or 5 on evaluation strategies. Most significantly, only 40% of Category 3 schools were rated as a 4

or 5. Despite most schools lacking a formal evaluation plan, Category 1 schools implemented characteristics of quality evaluation into their work through organizational structures or the School Improvement Plan.



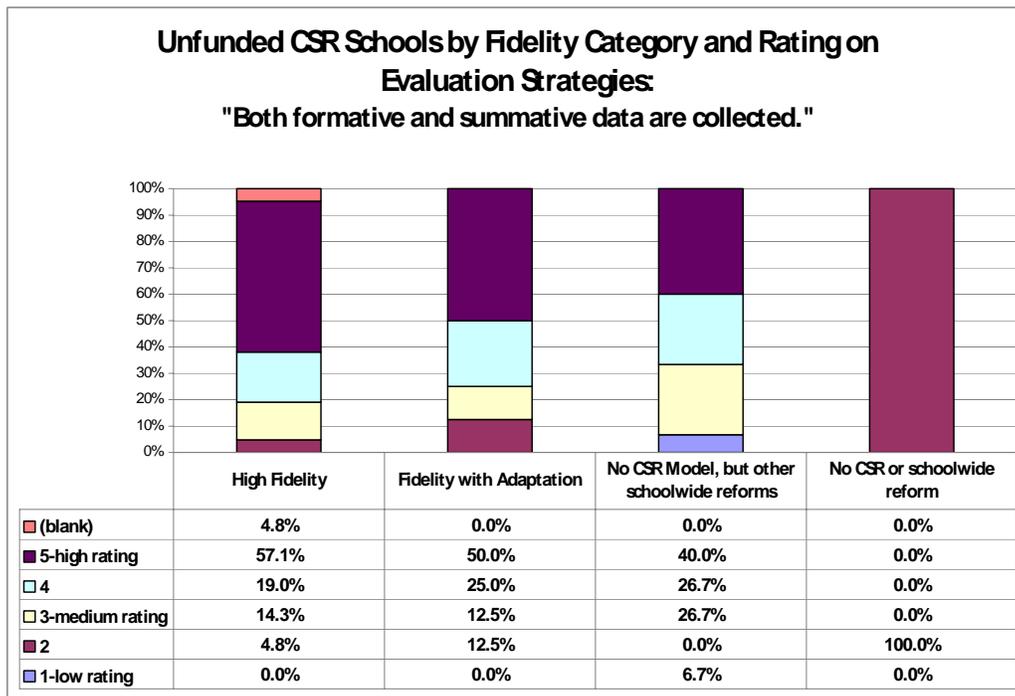
Category 1 schools also showed the strongest ratings on the scale described as “Evaluation strategies are being shared with school personnel.” Eighty-six percent of Category 1 schools were rated as a 4 or 5 on this evaluation rubric item. Sixty-three percent of Category 2 schools and only 40% of Category 3 schools scored a 4 or 5 on this evaluation item. This is another indication of the need for strong communication as well as evaluation of the reform process itself in schools in order to sustain any kind of reform.

**Unfunded CSR Schools by Fidelity Category and Rating on Evaluation Strategies:  
"Evaluation strategies are being shared with school personnel."**



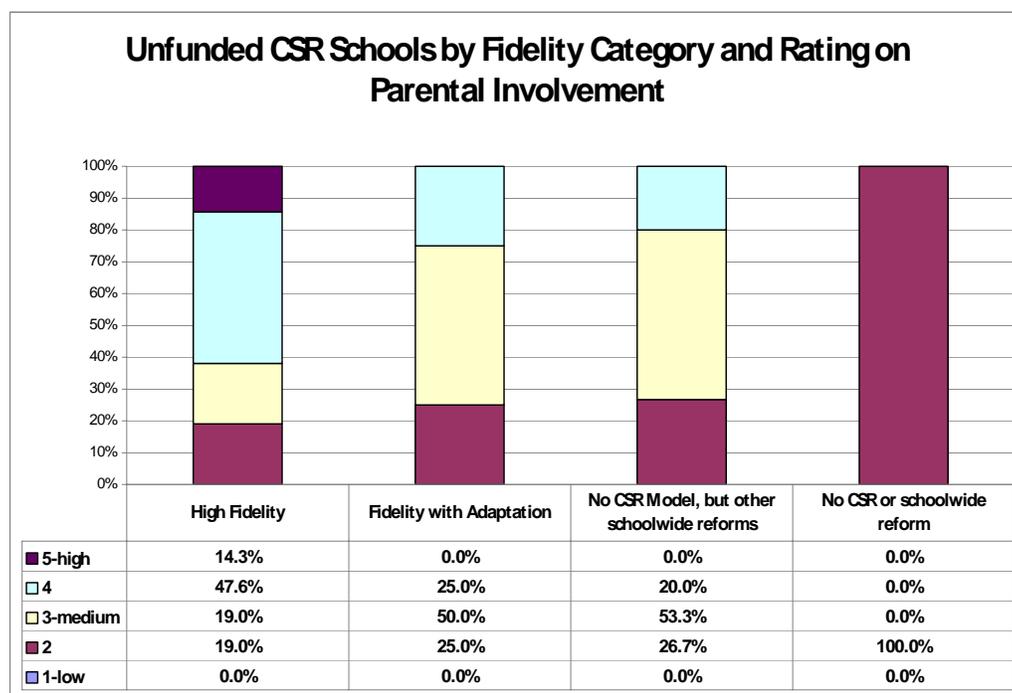
Seventy-six percent of Category 1 schools and 75% of Category 2 schools collected significant formative and summative data, while only 67% of Category 3 schools indicated formative and summative data collection. This difference is not as informative, since just collecting data does not mean that schools are able to use it to make quality decisions that impact reform goals.

**Unfunded CSR Schools by Fidelity Category and Rating on Evaluation Strategies:  
"Both formative and summative data are collected."**



### **Extent of parent involvement**

In the narrative reports, parent involvement did not seem to impact the sustainability of the reform model unless it was identified as a specific activity the grant was intended to support. Some schools indicated innovative parent involvement and others struggled significantly to communicate with parents. In contrast, on the parent involvement rubric ratings, Category 1 schools far outsourced Category 2 or 3 schools. Sixty-two percent of schools in Category 1 were rated as a 4 or 5. Only 25% of Category 2 Schools and 20% of Category 3 schools were rated as a 4. In this study, parent involvement was a strength in high fidelity, or Category 1 schools.



### **Other trends and patterns in Category 1 Schools**

**Shared leadership.** The communication and facilitation by administrators is one aspect of effective leadership, but Category 1 schools also had shared leadership. In these schools some type of a leadership team with diverse membership represented the school and played a significant role in sustaining and directing the reform. This leadership team, although organized differently in each school, had decision-making power, collected and utilized feedback to support the reform and communicated those decisions effectively to the rest of the community. When shared leadership was described in narrative school reports, stronger support for continuing the reform seemed to exist and this often superseded a lack of resources.

**Accountability.** Accountability existed in some form in all high fidelity or Category 1 schools. In some schools, an instructional coach was in classrooms supporting teachers by ensuring that the reform was being implemented and interpreted as intended. In other schools, administrators created structures where teachers collaborated and discussed assessment information and how they would respond to this information to increase student learning. Finally, in some schools, teachers kept records of student achievement increases and shared

their successes and challenges on a regular basis with their teams and their administrators. In all cases, administration communicated clearly what accountability looked like and teachers most often accepted this accountability as part of the reform that is designed to support student achievement and not as an additional nonessential task.

**Capacity building.** Category 1 schools were skilled at building capacity internally. Many of these schools lost external experts, but this loss did not mean that they did not know how to proceed. Because of an articulated long term vision, these schools had built capacity among staff members to continue the reform. This meant that new staff members were trained; the structure of the school allowed teachers to meet regularly to discuss and implement reform efforts that directly impacted student achievement. As a result, teachers saw the impact of reform efforts on student learning quickly.

**Stakeholder alignment.** In addition, the narrative in the school reports that depicted perceptions of various stakeholder groups aligned well. Teachers, administrators, system personnel, support personnel and parents all reiterated the same messages much more often than these stakeholder groups in the other fidelity categories.

Category 1 schools were able to attend to these critical attributes of reform, most specifically administrative leadership and communication, teacher efficacy, evaluation strategies, accountability to the reform goals and shared leadership.

### **Category 2 Schools: Fidelity to CSR with Adaptations (8 schools)**

In Category 2 schools, described as schools with fidelity to the CSR model with adaptation and/or addition of some elements, the trends and patterns were very similar to Category 1 schools. Again, this suggests that systems that can articulate and demonstrate these sustainability conditions will be more successful in utilizing funding to impact long-lasting reform efforts.

Based on the narrative school reports, it was sometimes difficult to discern major differences between these schools and high fidelity schools. In most cases Category 2 schools had lost one or two components of their reform effort due to discontinuation of funding. Most often these schools lost an external provider, some parent involvement components, or some structure in terms of professional development. It is important to note that some Category 1 schools had very poor parent involvement or lacked external experts to support their work. The key difference is that for these schools the components were not originally part of the CSR proposal, whereas Category 2 schools that lost these components had them as integral components of their original plan. A few Category 2 schools used the funding for personnel; this caused some disruption in the reform efforts because they either completely lost that position or the position time was reduced. However, in every case, the reform was able to continue with most key components of the model in place and a continued focus on improving student achievement.

There were a few schools in this category that, for various reasons, switched models to accommodate their student needs. This change in model was sometimes due to a new district direction or to a new principal. However, the change was still rooted in student achievement data showing a need for this shift in focus. Most stakeholders were able to articulate this shift as a result of student learning needs rather than solely on teacher desire to continue or discontinue.

## CSR program characteristics

### ***School level administrative commitment/support***

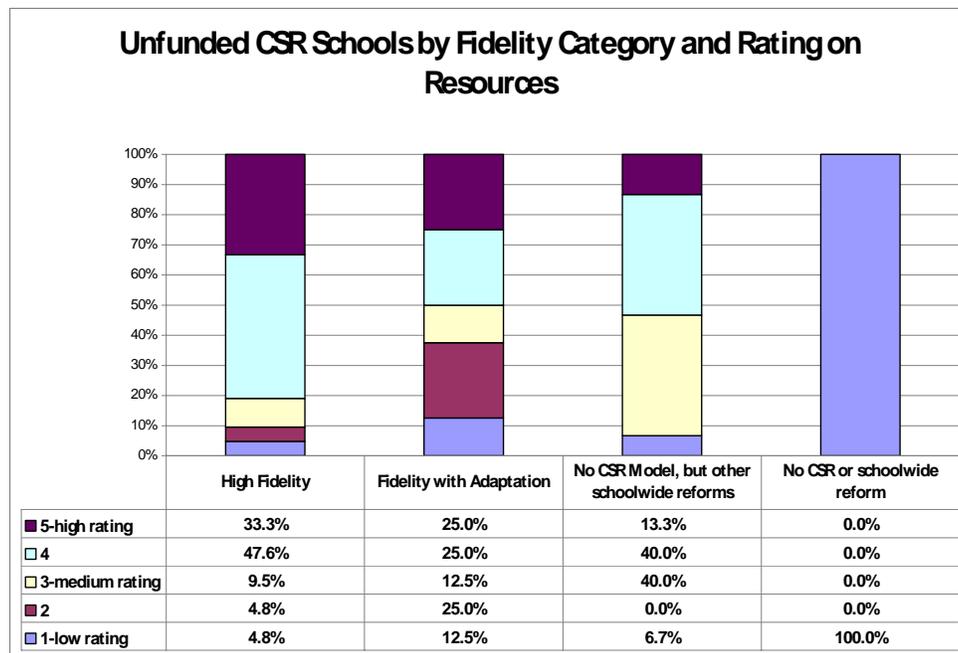
As in Category 1 schools, leadership was strong in most Category 2 schools and all stakeholders described financial and instructional support offered by the principal as effective. The descriptions included concrete examples where principals were walking through classrooms and offering feedback to staff regarding the strengths and next steps of the reform. Many principals in Category 1 and 2 schools were also meeting and reviewing data with teams and asking staff to submit evidence of the reform in their classrooms. These are examples of strong leadership and accountability that seem to exist in both Category 1 and 2 schools.

### ***Resources available to support continuation***

In Category 2 schools, stakeholders did not feel that the loss of funds would impede the reform or school improvement efforts. They articulated their commitment and it was evident in their practice as well. For example, one school in this category started with a model that allowed them to learn how to collaborate and use data to inform instruction. This model served its purpose and now they needed to focus on using appropriate instructional methods to respond to the data.

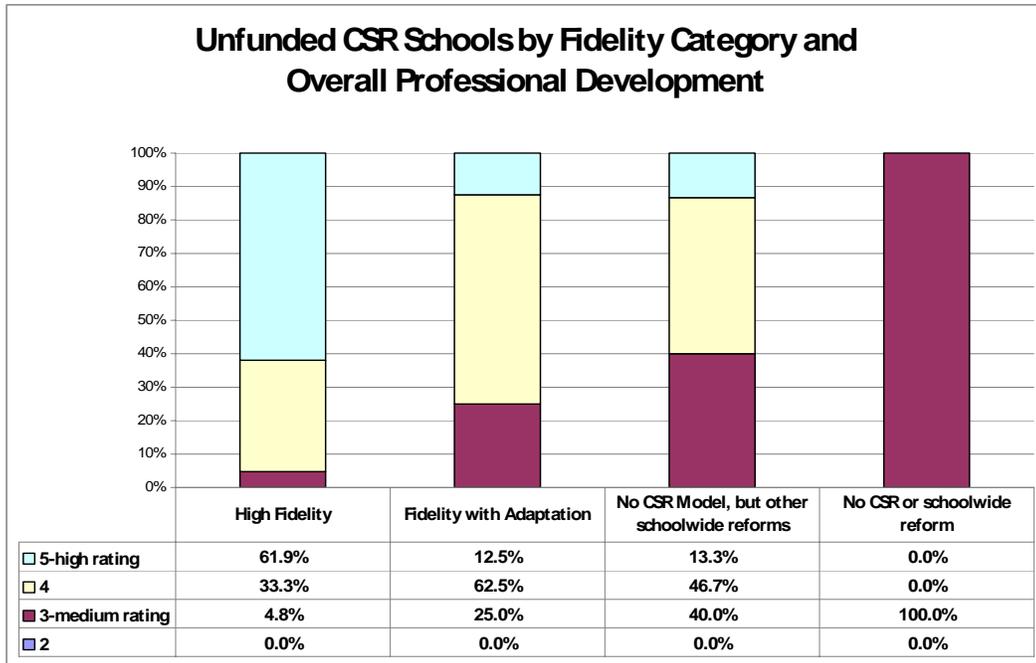
These schools did lose one or two aspects of their reform. Therefore, one aspect in this analysis that sets Category 2 schools apart from Category 1 schools is that the system, school or leadership was unable to find funds to sustain all aspects of the reform, no matter how minor or inconsequential the loss might have been.

This variation in CSR resource management and satisfaction is also depicted in the rating scale data. Eighty-one percent of Category 1 schools received an overall rating of 4 or 5 on the resource rubric, indicating strong leadership support for continuation of resources, adequate resources, and other funding sources supporting CSR efforts. In contrast, only 50% of Category 2 Schools and 53% of Category 3 Schools received an overall rating of 4 or 5 on these same measures.



**Overall Professional Development**

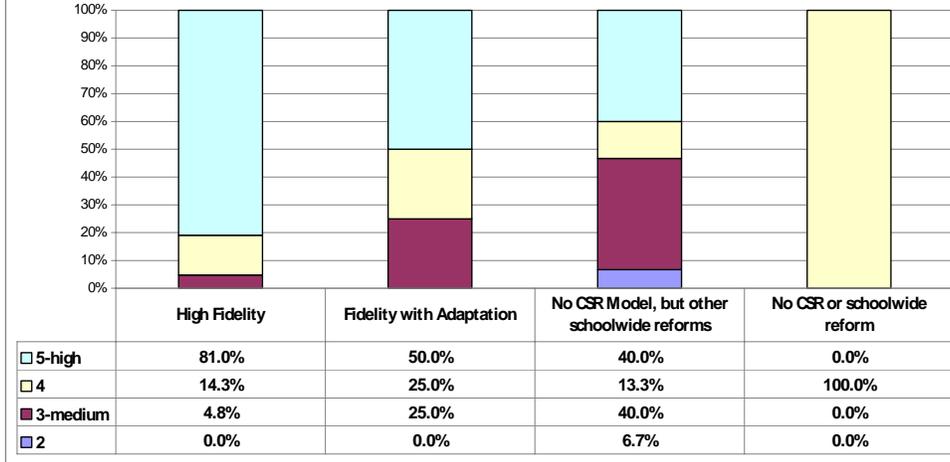
Although the narrative does not indicate drastic differences in how professional development is executed in Category 1 and Category 2 schools, the rating rubric indicates that 95% of Category 1 schools scored at a 4 or 5, while only 76% of Category 2 schools scored at a 4 or 5. Category 2 schools often continued some professional development, but not always aligned well to the reform goals. Another possible reason for this difference is that with a loss of resources, some professional development activities were reduced or eliminated, causing disruption to fully implementing any reform model.



Again, in examining the **teaching and learning in professional development**, where researchers rated schools in terms of “There is evidence that teaching and learning is changing as a result of participating in reform-related PD,” 95% of Category 1 schools received ratings of 4 and 5, while only 75% of Category 2 schools and 53% of Category 3 schools received these ratings. Again, an indication that professional development in Category 1 schools is aligned well to reform goals and student achievement indicators. Category 2 and 3 schools struggle to utilize professional development as effectively.

### Unfunded CSR Schools by Fidelity Category and Professional Development Teaching and Learning:

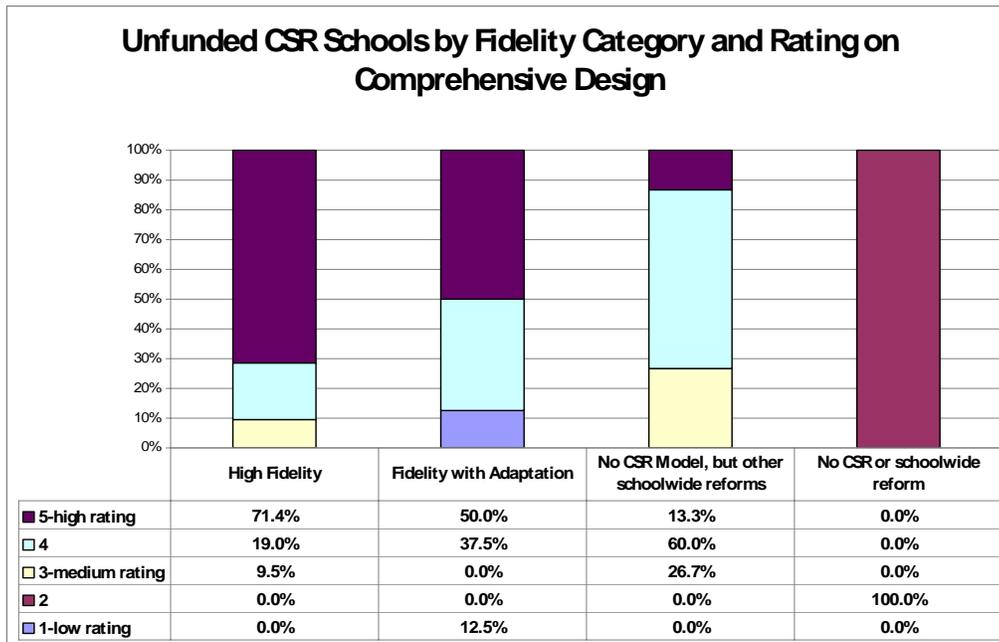
"There is evidence that teaching and learning is changing as a result of participating in reform-related PD."



### Category 3 Schools: No CSR Model but other School Reforms (15 schools)

In Category 3 Schools with no CSR model continuation but other schoolwide reforms continuing, the following patterns or conditions existed, suggesting these schools will have more difficulty in utilizing funding to impact long-lasting reform efforts:

### Unfunded CSR Schools by Fidelity Category and Rating on Comprehensive Design



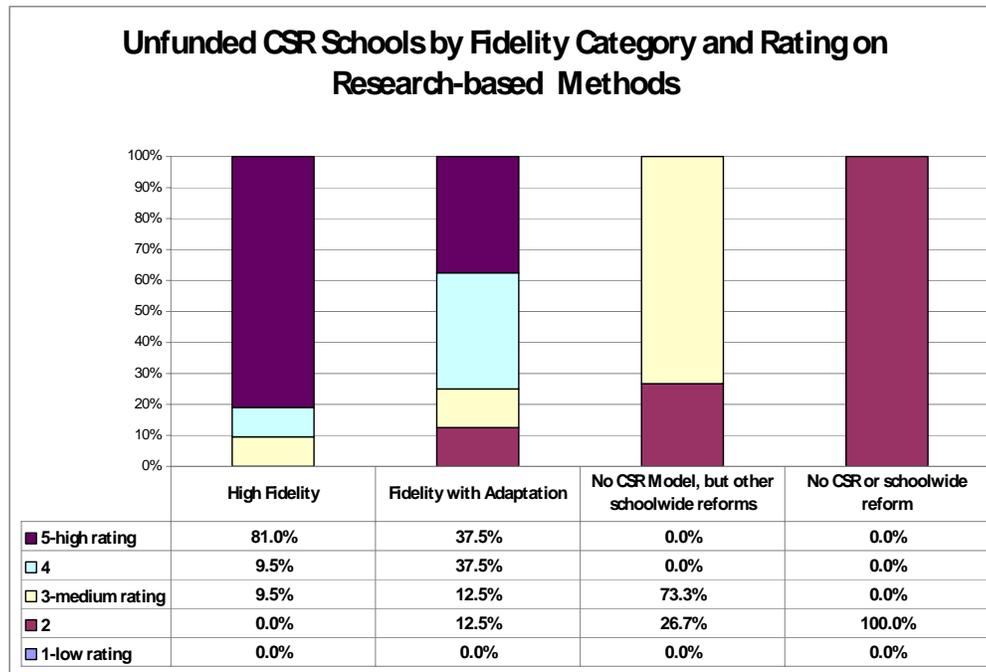
## CSR program characteristics

### ***Comprehensiveness of reforms***

The rubric ratings on Comprehensive School Design showed few differences among Category 1 and 2 Schools. Ninety percent of Category 1 Schools and 87% of Category 2 Schools scored at the 4 and 5 level. In contrast, only 73% of Category 3 Schools were assessed at a 4 or 5. Category 3 Schools struggled to continue reform that impacted the school as a whole. Critical components of the reform were absent. Some of the most common disruptions are described below.

### ***Use of research-based reforms***

Evident in the labeling of these schools as Category 3 is the fact that these schools are using some schoolwide reforms but without any research base for their decisions and implementation. This was further supported by the rubric rating, where 0% of Category 3 schools score at a 4 or 5 level.



### ***Use of benchmarks and evaluation to track progress and results***

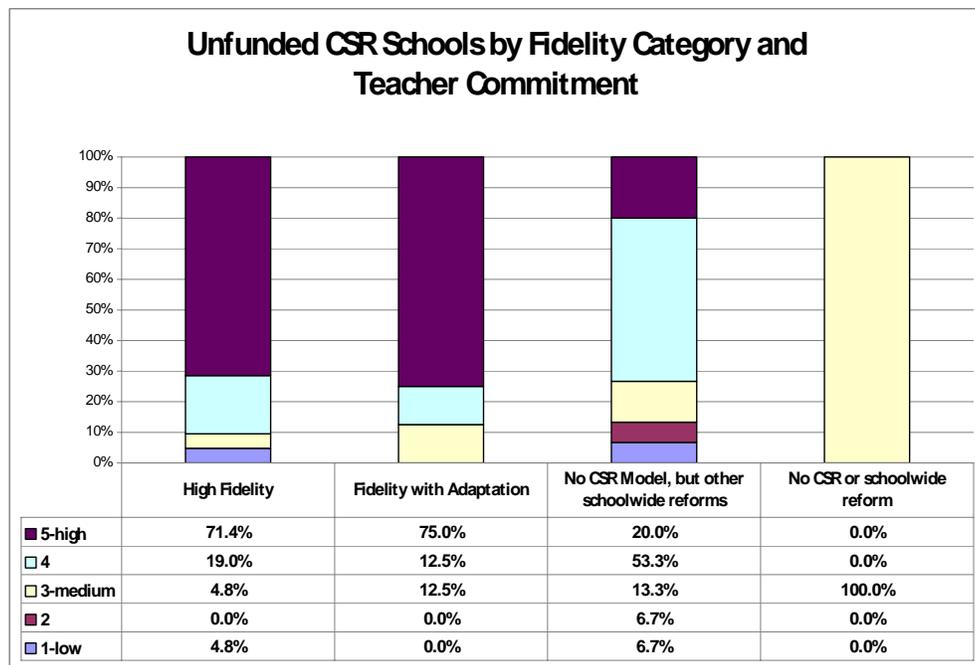
In Category 3 Schools there was also evidence to suggest that decisions were made with a stronger awareness of teacher needs and desires versus student needs, specifically around learning. In addition, decisions were made without regard to research-based methods as shown in the chart above. Therefore, decisions to stop doing certain aspects of the reform were made based on feelings rather than student achievement data or proven school reform methods. This is also supported by the ratings in the Evaluation Strategies section of the rubric, where only 40% of schools had ratings of 4 or 5 on the rubric, indicating these schools are not using evaluation data to inform the reform process as often as Category 1 and 2 schools.

**Teacher acceptance/commitment**

Category 3 schools often had teachers who articulated some parts of the reform but could not describe how these reform efforts impacted student achievement; or teachers could describe the connection to student achievement but lacked a clear vision of how this connection directly impacted their own work with students in the classroom.

Teachers’ reflections about the reform or their work in collaboration with colleagues focused on what they did or provided for the students versus the learning that occurred or what the teacher would do in response to the learning. In other words, there was a lack of focus on student learning or research and a stronger focus on teacher activities and planning.

This was also evident on the Teacher Commitment rubric ratings by field researchers, where 90% of Category 1 schools and 87% of Category 2 schools were assessed at a 4 or 5. In contrast, only 73% of Category 3 schools received a 4 or 5.



**Resources available to support continuation**

Category 3 schools often lost critical resources in the reform. Administrators, teachers and other stakeholders felt that the loss of these resources prohibited them from continuing the reform efforts. In many ways, some of these schools seemed to articulate the resources as the reform, losing sight of the beliefs and actions that school improvement entails along with sufficient resources. Conversely, if schools had a model that was dependent on technology, textbooks or other materials, it was detrimental to continuation of the original CSR proposal when funds ended. Cohort 5 schools most often described this as an issue as they only had one of three years of funding; if they had not purchased all they needed in that year, they were at a disadvantage.

## Category 4 Schools: No Schoolwide Reforms (1 school)

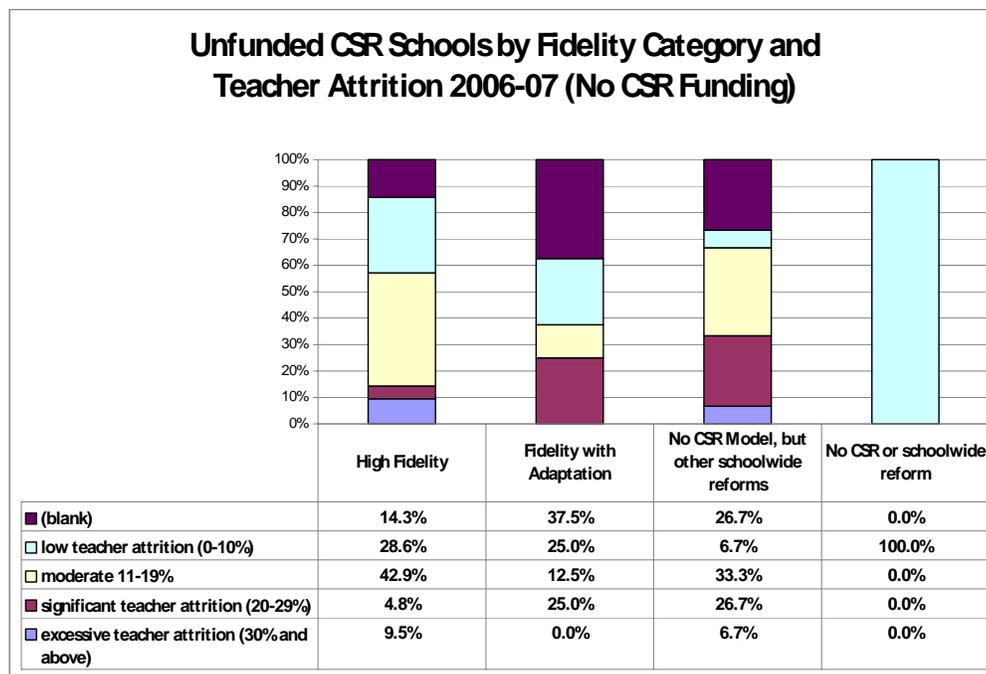
The only Category 4 school seemed to have a very different purpose for applying for the CSR funding. The original proposal outlined a new reform model that this elementary school planned to implement. However, they had been implementing a different model prior to the first CSR funding year. They reverted back to the old model after just one year. In this case, implementation of the proposed CSR model was weak, but they sustained a reform model that had already been established before CSR funding. It would seem that in this case, the intentions of the grant proposal were misleading and so any fidelity issues could not have much bearing on a lack of CSR funding, especially in light of the fact that student achievement is strong in this school. It would seem the intent of this proposal was a way to purchase technology with no real commitment to a new model. This underscores the complex nature of school reform and the broader context that reform requires.

Finally, a number of school and CSR program characteristics showed little or no impact on the fidelity category. This data might also inform future funding criteria in that other characteristics may take priority over these components in sustaining school reforms.

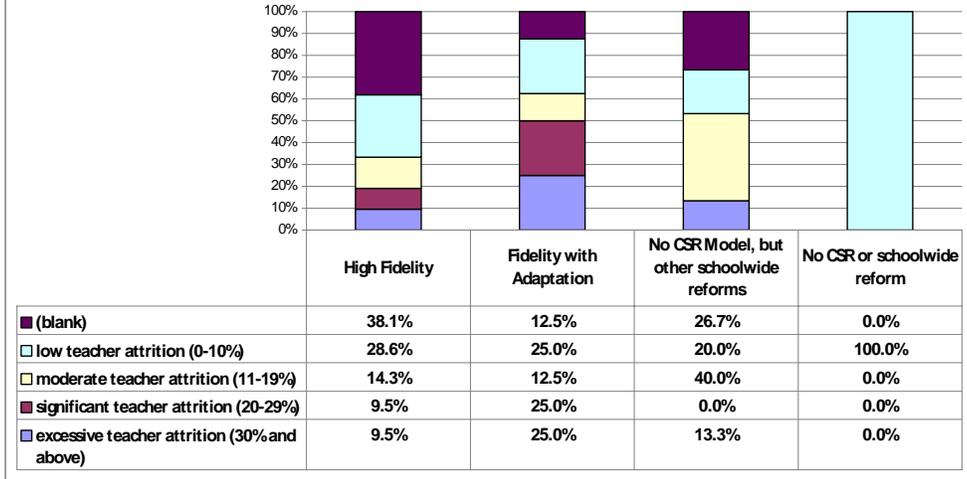
## School Characteristics

### Teacher Attrition

Teacher attrition varied across all categories. Category 1 schools indicated 48% significant (20-29%) or moderate (11-19%) attrition in 2006-07 and 2005-06. In 2006-07, 63% of Category 2 schools indicated significant or moderate attrition this year and 68% of schools experienced this level in 2005-06. Only 54% of Category 3 schools experienced significant or moderate attrition in 2006-07 and only 40% experienced this level in 2005-06. Consequently, lower attrition for these schools did not necessarily mean increased fidelity in CSR implementation.



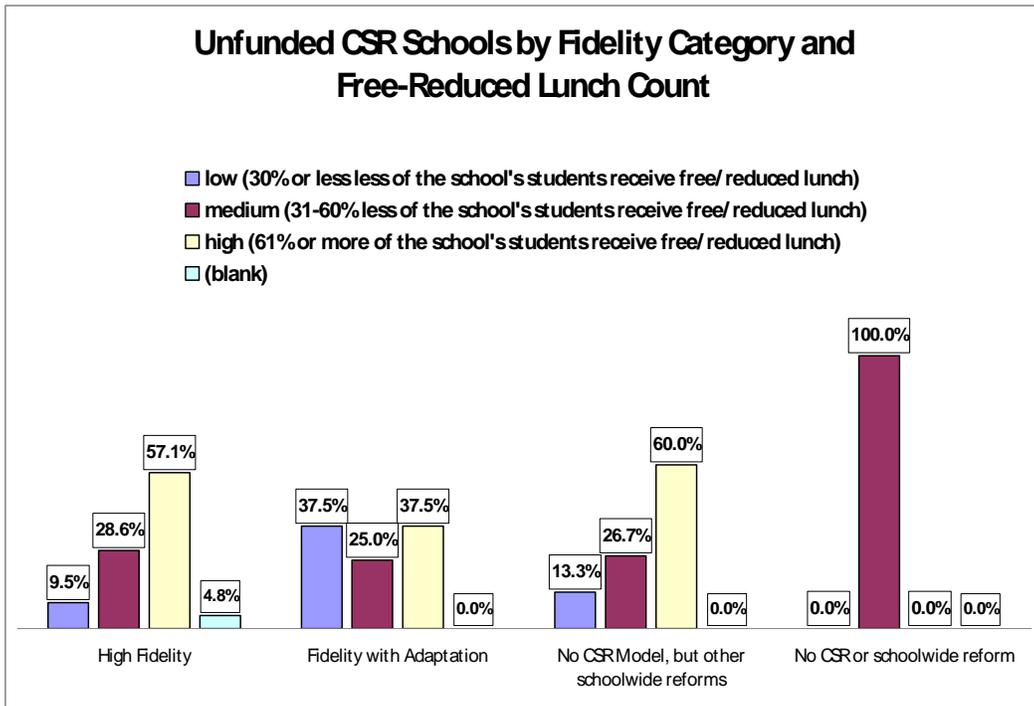
### Unfunded CSR Schools by Fidelity Category and Teacher Attrition 2005-06 (Last Year of CSR Funding)



### Free-reduced lunch

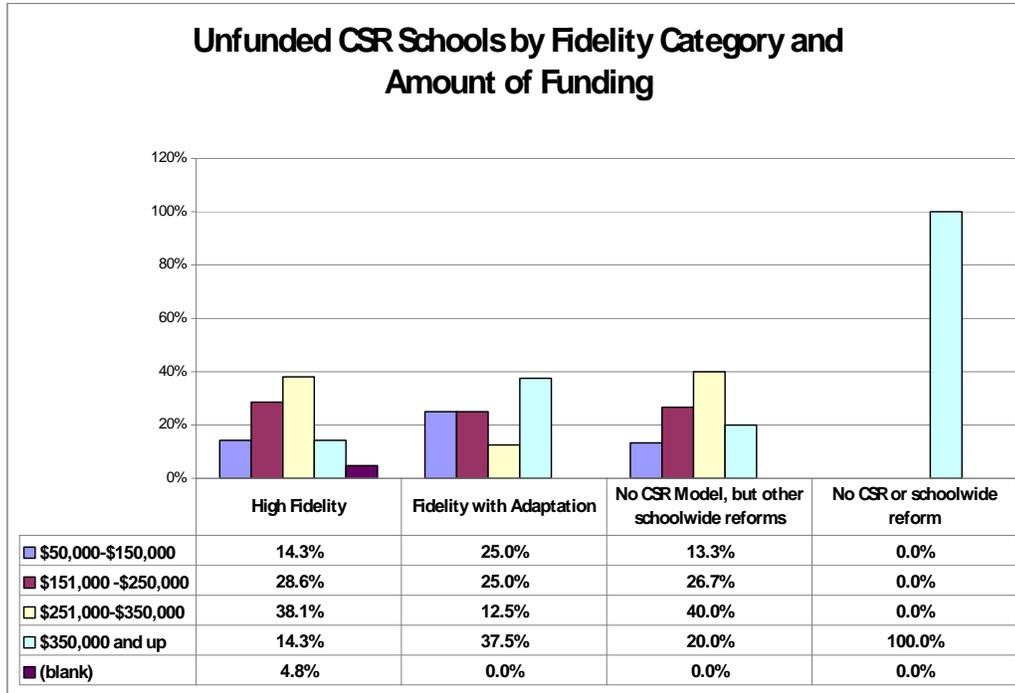
The percent of students receiving free or reduced lunch at a school did not seem to have any impact on the schools' fidelity category. Fifty-seven percent of Category 1 schools, 38% of Category 2 schools and 60% of Category 3 schools have 61% or more students receiving free or reduced lunch.

### Unfunded CSR Schools by Fidelity Category and Free-Reduced Lunch Count



**Amount of CSR Funding**

In addition, the amount of funding did not seem to impact the schools' fidelity category. All Categories had significant numbers of schools receiving \$150,000 or more (Category 1=81%; Category 2=75%; Category 3=87%).



**CSR Program Characteristics**

**AYP Status**

For the purpose of this report we used a school's AYP status as an indicator of student achievement. The time period consists of the year before CSR funding through the final year of funding. Therefore, AYP status for Cohort 4 schools was examined using the year before funding began and the three years these schools received funding, a four-year period. In Cohort 5 schools, AYP status was examined using the year before funding and the one year they received funding, a two-year time period. As a result, strong, average, and struggling schools were defined differently by cohort. The table below represents the description of strong, average, and struggling AYP status schools as defined in this report:

	<b>Strong</b>	<b>Average</b>	<b>Struggling</b>
<b>Cohort 4 (3 yrs of funding)</b>	Schools making AYP for 3-4 years	Schools making AYP for 2 years	Schools making AYP for 1 or no years
<b>Cohort 5 (1 yr of funding)</b>	Schools making AYP for two years	Schools making AYP for 1 year	Schools making AYP for no years

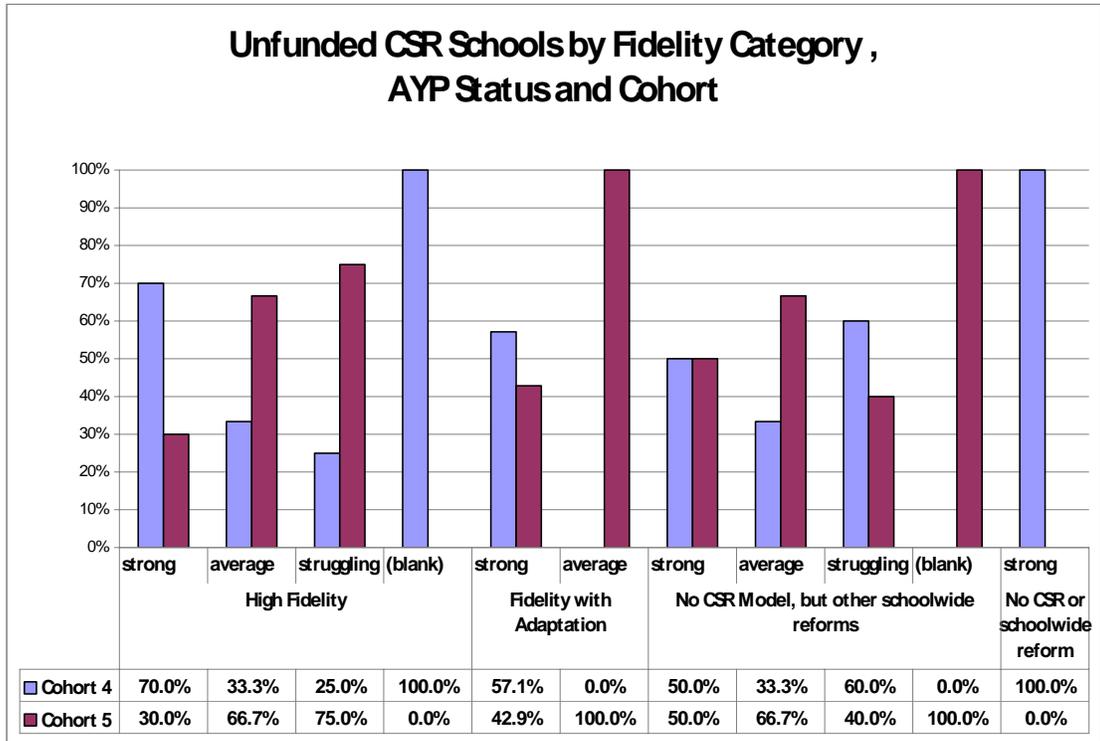
The purpose of CSR funding is to help schools increase student achievement. This measure of student achievement, because it only describes the number of times a school has made AYP prior to and during funding, is a characteristic of a school rather than an outcome of the reform effort itself. Other data can help determine the potential impact of any give reform model on student achievement. This data examines the relationship between AYP status and

a school's desire, capacity, and rationale for sustaining reform after the funding ends. We would expect that schools that were able to sustain their reforms were those who had had more success with meeting AYP, although these results could vary by cohort due to differences in number of years of reform funding. Overall, this information indicates that there is not a substantive relationship between student achievement and the fidelity categories in terms of AYP status:

- Only 48% of Category 1 schools had strong AYP status before and during CSR.
- In sharp contrast, 88% of Category 2 schools had strong AYP status before and during CSR.
- Forty percent of Category 3 schools had strong AYP status as did the only Category 4 school.

Examining the data by cohort reveals a few other patterns:

- In general, Cohort 4 schools have stronger AYP status than Cohort 5 schools in all fidelity categories, suggesting that more time to implement reform may aid in sustaining or improving student achievement as measured by AYP.
- The chart below indicates that there is a higher percentage of Cohort 5 schools in the high fidelity category still struggling with AYP. As these schools had only one year of CSR funding, they may see more compelling needs to continue reform efforts which may in turn explain their successful implementation and sustainability of reform. It is recommended that these schools be followed closely through the next few years, as they seem to have the most potential to increase student achievement as measured by AYP status. That longitudinal/growth data would support or contradict key characteristics of high fidelity schools found in this study.
- There were a number of schools that had strong AYP status, but lower implementation ratings. This would, perhaps, indicate a need to review the original proposal to see how aligned the CSR proposal was with the rest of the work of the school. Any CSR reform effort by strong AYP schools, when implemented with integrity and authenticity, would most likely show strong implementation and sustainability.



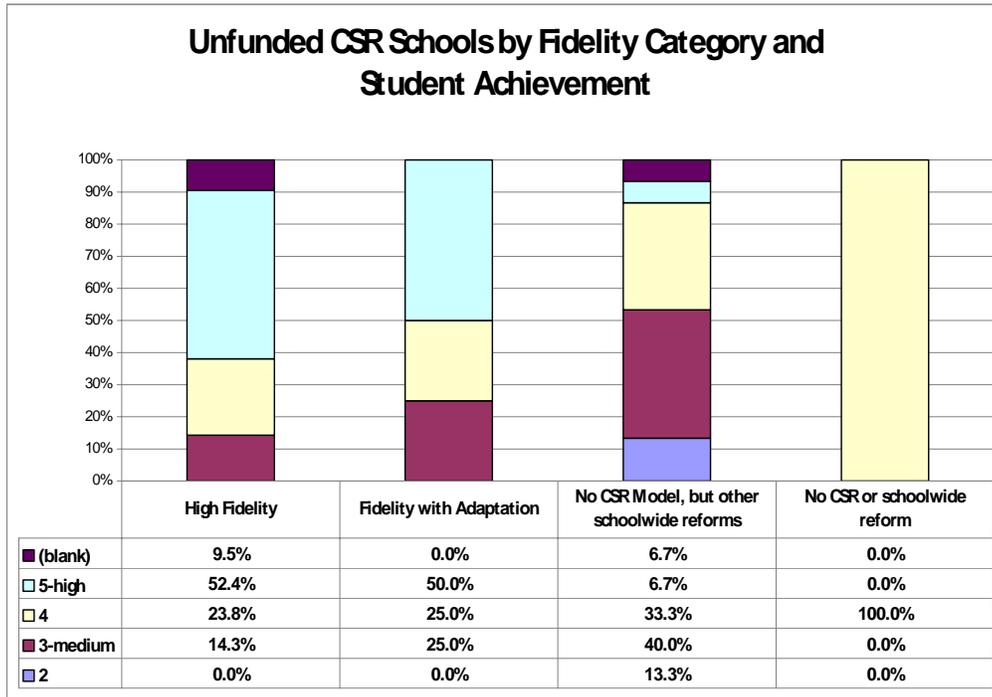
**Other Student Achievement**

School reform is complex and there are many contributing factors to student achievement and effective schools. Another measure of student achievement used in this report is field researchers rating of student achievement based on interviews with stakeholder groups and examination of achievement documentation provided at each school or from other documented sources including preliminary test results, if available. On this rating, only 40% of Category 3 schools scored at a 4 or 5, while 76% of Category 1 and 75% of Category 2 schools were assessed at a 4 or 5. On the implementation rubric, it seems Category 1 schools do have a slightly higher student achievement rating.

As a result, there is a gap between the perception of student achievement as measured by field based evidence and actual achievement (AYP status) prior to and during the funding years. It is important to note that AYP status is only one measure of student achievement and other factors contribute to a broader picture of student achievement that were not included in this study. However, this tension between perception of student achievement and actual student achievement is critical in that school reforms generally must be coupled at some point with strong evidence demonstrating an increase in student success and achievement in order to justify sustaining the reforms. The fact that Cohort 4 schools did depict a higher percentage of schools with strong AYP status is encouraging and suggests that 3 or more years of funding may be necessary to see any impact on or sustainability of student achievement as measured by AYP status.

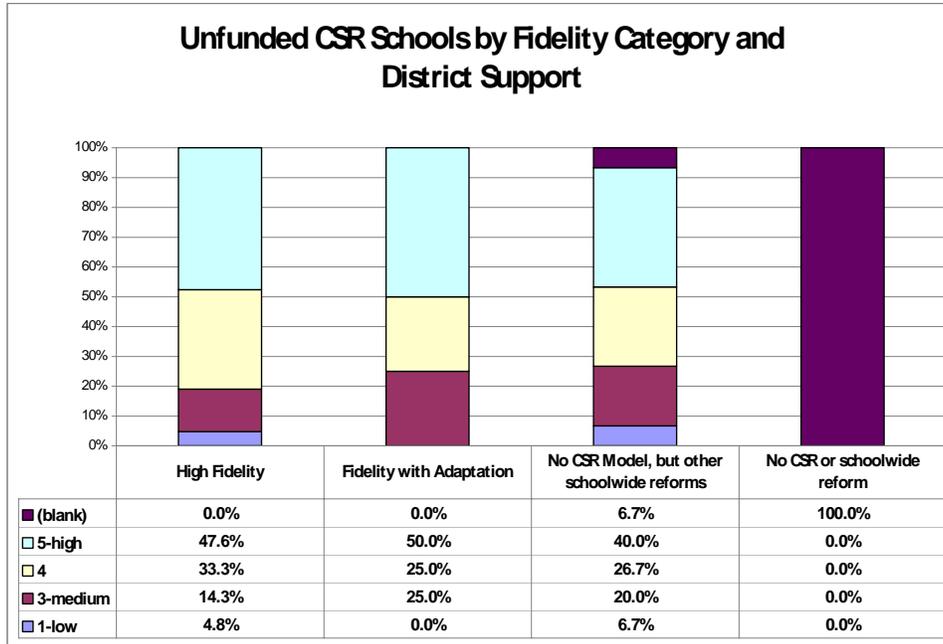
If schools sustain a high level of reform and were characterized with strong AYP status, this student achievement measure provides a rationale for continuation of current reform work. If schools are not achieving AYP status on a regular basis, schools may be more likely to change directions by abandoning a current model, adding additional initiatives, or taking on an

entirely new model. However, there is also the danger that some schools may change direction too quickly, before the effect of the reform has been achieved.



***District support***

The importance of the district role varied among schools based on how much control each site had on their funding. In places where the whole district was implementing the same reform model, schools could draw resources from the district to continue the reform. If not, resources in high fidelity schools were managed well in that they found other sources of funding to support any critical needs. There was varying knowledge by other stakeholder groups of the role the district played in supporting the reform, however, the major role districts seem to play is in helping schools find funding and resources to support the school improvement effort.



## Culture of Continuous Reform

This study examined an additional item for Cohort 4 schools, a Culture of Continuous Reform. This category was made up of the following descriptive statements on the Sustainability Rubric used by field researchers to rate each Cohort 4 school:

- The school has created an infrastructure to support continuous reform.
- The school system has created an infrastructure to support continuous reform at the school level.
- A culture of data-driven decision making exists.
- Application of knowledge and skills to meet the ever-changing challenges
- Overall Rating on the Culture of Continuous Reform Item

The table below indicates the percentage of schools rated as a 4 or 5 (high) by field researchers on all sub-items of the Culture of Continuous Improvement category and the overall rating. These percentages are also broken out by Fidelity Category.

Category 1 and 2 schools have consistently higher percentages of schools rated as 4 or 5 than Category 3 schools. This is a characteristic of schools that sustained their reforms, and would indicate the importance of the school as well as the system creating an infrastructure to support reform, a focus on data-driven decision making, and the capacity to meet the changing challenges of reform work.

**Percentages of Cohort 4 Schools Rated 4 or 5 (high rating) on Culture of Continuous Improvement**

<b>Indicators</b>	<b>Category 1 Schools (11)</b>	<b>Category 2 Schools (4)</b>	<b>Category 3 Schools (7)</b>	<b>Category 4 Schools (1)</b>
<b>The school has created an infrastructure to support continuous reform.</b>	91%	100%	72%	100%
<b>The school system has created an infrastructure to support continuous reform at the school level.</b>	82%	100%	85%	0%
<b>A culture of data-driven decision making exists.</b>	91%	100%	86%	0%
<b>Application of knowledge and skills to meet the ever-changing challenges</b>	91%	100%	43%	0%
<b>Overall Rating on the Culture of Continuous Reform Item</b>	<b>91%</b>	<b>100%</b>	<b>71%</b>	<b>100%</b>

## Summary

In summary, in order for schools to sustain CSR work after funding has ended, there are some key attributes that schools need to possess. We think that the following findings from this study can help to inform future funding proposals and award criteria.

### Characteristics of School Reform Sustainability

- **School level administrative commitment/support.** Leadership emerged as critical to the successful implementation and sustainability of CSR reform. This leadership looked different in each school, but the commonality was that the administration had and could communicate a clear vision of the reform to staff and the school community. In addition, administration was able to manage resources in a way that allowed for minimal disruptions to the reform process. In all cases, stakeholders articulated the support of administration and most often their ability to clearly communicate vision, expectations and accountability in relationship to the reform. The messages these administrators sent were clear to all stakeholders and aligned to the goals of the school improvement work. The evidence from descriptions in the school reports is supported by the Sustainability Rubric. In Category 1 schools, 91% of schools were rated as a 4 or 5, meaning they had significant support from school administration. In schools that sustained some *fidelity with adaptation*, that number dropped to 75%. In schools with no CSR model, but other schoolwide reforms, the percentage dropped even more to 66% of schools rated as a 4 or 5 in administrator support. It is important to note that the number of administrative changes was not as significant a factor as their support and communication.
- **Shared Leadership.** The communication and facilitation by administrators is one aspect of the leadership, but Category 1 schools also had shared leadership. This was demonstrated by some type of leadership team with diverse membership that represented the school and played a significant role in sustaining and directing the reform. This leadership team, although organized differently in each school, had decision-making power, collected and utilized feedback to support the reform and communicated those decisions effectively to the rest of the community. When shared leadership was described in narrative school reports, stronger support for continuing the reform seemed to exist and this often superseded a lack of resources.
- **Use of benchmarks and evaluation to track progress and results.** Few schools had a specific CSR evaluation plan. In fact, the school improvement plan was most often cited as the evaluation plan. However, Category 1 schools articulated their use of formative and summative data to improve and sustain the reform efforts. This, coupled with a leadership team that met regularly, collected feedback and held one another accountable to reform goals, appeared to be more important than a formal evaluation plan. This conclusion is further supported by field researchers' ratings on the Sustainability Rubric for evaluation strategies where 76% of Category 1 schools and 63% of Category 2 schools scored a 4 or 5. In contrast, only 40% of Category 3 schools were rated as a 4 or 5. Despite most schools lacking a formal evaluation plan, Category 1 schools integrated characteristics of quality evaluation into their work through organizational structures or the School Improvement Plan. In Category 3 Schools evidence suggests that decisions were made with a stronger awareness of

teacher needs and desires versus student needs, specifically around learning. Therefore, decisions to stop doing certain aspects of the reform were made based on feelings rather than student achievement data or proven school reform methods.

- **Student Achievement.** Since increased student achievement is the goal in any reform or school improvement initiative, one would expect that high fidelity schools or Category 1 schools would demonstrate stronger student achievement. The ratings available at the time of this report indicate that there is not a substantive difference in student achievement among categories in terms of AYP status (number of years a school met AYP goals):
  - Only 48% of Category 1 schools had strong AYP status.
  - In sharp contrast, 88% of Category 2 schools had strong AYP status.
  - Forty percent of Category 3 schools had strong AYP status as did the only Category 4 school.

As AYP status is only one measure of student achievement, field researchers also rated student achievement on based on testing or other evidence of student progress provided in school visits. In this rating, only 40% of Category 3 schools scored at a 4 or 5, while 76% of Category 1 and 75% of Category 2 schools were assessed at a 4 or 5. On the sustainability rubric, it seems Category 1 schools do have a slightly higher student achievement score. This is also evidence that school reform is complex and there are many contributing factors to student achievement and effective schools.

## FINDINGS – QUANTITATIVE ANALYSIS

This analysis examines the relationship among the factors that were thought to be of importance in predicting the continuation of CSR activities by a school after their funding ended, based on the school reform research literature. The following research questions were addressed by this analysis:

- What characteristics of the school or CSR project are associated with continuation of reform activities when the funding ends?
- Is there a relationship between the school or program factors and CSR continuation after funding ends?
- What factors or combination of factors predict CSR sustainability?

The first set of results describes the relationship of school and program variables to the first outcome measure: continuation of CSR as measured by fidelity to the original CSR model funded at a school for one or three years. A correlation analysis was conducted to identify the strength of relationships between these two sets of variables. Following are the findings from this analysis.

The second set of results describes the relationship of school and program variables to the second outcome measure: continuation of CSR as measured by the level of implementation of the components of the CSR programs. A multiple regression analysis was conducted to identify which of the school or program variables (or combinations of these variables) predicted sustainability of CSR at schools when funding ended. Following are the findings from this analysis.

### Outcome Variables

Two variables were chosen as outcome variables representing how well schools continued reform after the end of CSR funding. The first outcome variable was the evaluators' overall rating of each school's fidelity to the CSR model originally funded by the grant. Ratings were based on a holistic assessment of all information from the two-day onsite visit and included the following categories:

- High fidelity to the CSR model
- Fidelity to the CSR model with adaptation/addition of some elements
- No CSR model continuation but other school-wide reforms continuing
- No CSR or any other school-wide reforms occurring

The first category above was scored as "1" and the last as "4," meaning that low scores on this variable are positive and high scores are negative in terms of adherence to the reform model. This distinction is important when interpreting the relationships between the sustainability factors and the outcome measures.

The second outcome measure was based on the evaluators' total rating scores for implementation of the 11 key CSR components and elements at each school, using the rubric and rating scale developed by UGA for the evaluation of CSR implementation. Each CSR component and the elements that comprised it received a rating from 1 (low level of implementation) to 5 (high level of implementation). Aggregated points across the 11

components yielded a total implementation score categorized as low (11-25 points), medium (26-40 points), or high (41-55 points). The range was 25-55 with an average of 44.0 for Cohort 4 and 27-51 with an average of 40.8 for Cohort 5 Non-Funded schools. It should be noted that these scores represent slightly different versions of the same concept. Schools in Cohort 5 Non-Funded are still in the implementation phase of reform because they had planned for three years of funding to complete the process, but their CSR funding was terminated after the first year. Cohort 4 schools completed their planned implementation with three years of funding, so their scores reflect how well they have sustained that reform. We will refer to the total score as an implementation score for the remainder of this section.

## **Sustainability Factors**

To examine the characteristics of schools that may be associated with continued success in sustaining changes after reform funding has ended, UGA researchers used the research literature on CSR sustainability to identify a number of key factors for the study. These included both characteristics of schools themselves as well as factors related to the CSR funding, model, or implementation process.

### School characteristics

- Size: student enrollment
- Type: High School, Middle School, Elementary School
- Economic disadvantage: % free/reduced price lunch students
- AYP status: number of years school met AYP
- Stable leadership: administrator turnover rate
- Stable staffing: teacher attrition rate

### CSR program characteristics

- Number of years of CSR funding
- Amount of CSR funding received
- Use of research-based reforms (Component 1)
- Comprehensiveness of reforms (Component 2)
- Professional development available (Component 3)
- Perceived impact on teaching/learning (Element 3H)
- Use of benchmarks and evaluation (Component 4)
- Teacher acceptance/commitment (Component 5)
- School level administrative commitment/support (Element 6B)
- District support (Element 6C)
- Extent of parent involvement (Component 7)
- Continued external consultant support (Component 8)
- Evaluation of the reform process and results (Component 9)
- Use of data to make decisions (Element 9C)
- Collecting both formative and summative data (Element 9F)
- Resources available to support continuation (Component 10)
- Perceived impact on student achievement/learning (Component 11)
- Culture of continuous improvement (Component 12)

For each of the 55 schools in the study quantitative data on the above variables were collected from the following data sources: 1) evaluator ratings of individual schools on the implementation rubric scale, based on school visitation data; 2) school personnel responses

on stakeholder surveys; 3) publicly available data on schools from GDOE or other websites, and 4) information from school visits by evaluators. A chart detailing each variable, source of information, and coding used in the analysis can be found in the appendix to this report.

Two things should be noted. First, Component 12 was only rated for Cohort 4 schools. The purpose of the component was to assess how schools had changed their culture as a result of completing reform implementation. Second, some element designations were different between the cohorts. For convenience, the numbers assigned to them in this section reflect the ones used for Cohort 5 Non-Funded schools.

## **Correlation Analysis**

A correlation shows the extent of the relationship between two variables. The score can range from -1 to +1, with a score of zero indicating no relationship. Significance tests were used to determine if the correlation is significantly different from zero, in either a positive or negative direction (a “two-tailed test”). A significant result means that a relationship exists between the two variables, given the rules of probability; we have used a cutoff of  $p < .05$  to determine significance. Positive correlations indicate that, as the score of one variable increases, so does the score of the other. Negative correlations occur if, as the score of one variable increases, the score of the other decreases.

It should be remembered that correlation does not infer causality; we can not say that one variable causes another based on correlation analysis. Causation could exist in either direction. There could also be a third variable that causes the scores of the two variables we are examining. There is no way of determining this using correlation. This is an important limitation of correlation analysis.

### ***Findings: Fidelity to the CSR model***

The fidelity rating did not correlate significantly with any of the school characteristics. It did, however, correlate with almost all of the component and element ratings. The correlations ranged from -.27 for Element 9F (use of formative and summative data) to -.76 for Component 1 (research-based methods). The higher the element and component scores, the lower (better) the fidelity rating was. The only score it did not significantly correlate with was Element 6C (district support for reform).

The two cohorts differed in the pattern of correlations. Almost all of the components and elements were also significant for Cohort 4, but Component 4 and Element 9F were not significant (in addition to Element 6C). Also, administrator turnover was positively correlated with fidelity; having a greater number of school principals over the last 5 years was related to lower fidelity to the reform model.

In Cohort 5 Non-Funded, fewer components and elements were significantly correlated with fidelity. This list includes Components 1, 2, 3, 7, 8, 9, and 11 and Elements 3H and 9C. None of the other factors was significantly correlated with fidelity.

### Correlations of sustainability factors with fidelity rating

Sustainability Factors	All Schools		Cohort 4		Cohort 5 Non-Funded	
	Corr.	Sig.	Corr.	Sig.	Corr.	Sig.
Cohort	0.03	0.848				
% Free/reduced lunch	-0.09	0.525	-0.05	0.824	-0.21	0.275
Size of school	-0.04	0.765	-0.04	0.842	-0.04	0.830
School Type	0.10	0.494	0.11	0.594	0.07	0.725
# Years made AYP	-0.09	0.534	-0.25	0.241	0.09	0.646
Administrator turnover	0.19	0.180	0.52*	0.009	-0.06	0.772
% teachers new to school this year	0.17	0.227	0.13	0.568	0.21	0.290
% teacher attrition last year	-0.14	0.340	-0.22	0.327	-0.03	0.864
Amount of CSR funding	-0.05	0.708	-0.19	0.378	0.12	0.513
1. Research-based methods	-0.76*	0.000	-0.82*	0.000	-0.71*	0.000
2. Comprehensive design	-0.49*	0.000	-0.56*	0.004	-0.44*	0.014
3. Overall professional development	-0.60*	0.000	-0.59*	0.002	-0.62*	0.000
3H. PD: Teaching and learning	-0.52*	0.000	-0.43*	0.037	-0.61*	0.000
4. Goals and objectives	-0.28*	0.040	-0.24	0.268	-0.31	0.092
5. Level of teacher commitment	-0.40*	0.003	-0.63*	0.001	-0.19	0.311
6C. Support provided by district	-0.11	0.419	-0.35	0.097	0.08	0.668
6B. Support provided by school admin.	-0.45*	0.001	-0.57*	0.003	-0.36	0.051
7. Parental involvement	-0.46*	0.000	-0.57*	0.003	-0.39*	0.033
8. External assistance	-0.49*	0.000	-0.54*	0.007	-0.44*	0.015
9. Evaluation	-0.48*	0.000	-0.51*	0.010	-0.45*	0.012
9C. Evaluation: Data used for decisions	-0.51*	0.000	-0.44*	0.040	-0.55*	0.002
9F. Evaluation: Formative & summative data	-0.27*	0.045	-0.37	0.079	-0.18	0.333
10. Resources	-0.37*	0.006	-0.59*	0.003	-0.21	0.271
11. Student achievement	-0.44*	0.001	-0.51*	0.011	-0.39*	0.034
12. Culture of continuous improvement	-0.49*	0.016	-0.49*	0.016		

\* significant at the p<.05 level

#### **Findings: Total implementation score**

Total implementation score correlated positively with all of the component and element scores; this was true for the individual cohorts as well. There is no surprise in these findings because the total score is made up of all these parts. High scores for the pieces should be correlated with high scores on the total.

School type was negatively correlated with total score across cohorts; elementary schools tended to have higher implementation scores than middle and high schools. The correlations were not significant for individual cohorts, however. Number of years achieving AYP was positively correlated with total score. This was driven by Cohort 4 schools, because the correlation for Cohort 5 Non-Funded schools was not significant and actually slightly negative.

The total amount of CSR funding in dollars was positively correlated with total score. Particularly striking is a group of seven schools, all in Cohort 4, that received more than \$430,000 over three years and scored at least 46 (in the “high” range) on the eleven implementation components. If those schools are removed, the correlation drops from .32 to

.07 and loses significance. Interestingly, five of those seven are in Cherokee County. They reside in the same zone within the county, which has adopted the same CSR model for all schools within the zone. In addition, the county employs model experts to aid the individual schools. Removing these five schools from the group drops the correlation between CSR funding and total score to .19 and makes it nonsignificant.

**Correlations of sustainability factors with total implementation score**

Sustainability Factors	All Schools		Cohort 4		Cohort 5 Non-Funded	
	Corr.	Sig.	Corr.	Sig.	Corr.	Sig.
Cohort	-0.22	0.109				
% Free/reduced lunch	-0.18	0.189	-0.21	0.336	0.08	0.676
Size of school	0.08	0.545	0.04	0.845	0.15	0.442
School Type	-0.27*	0.048	-0.26	0.233	-0.15	0.440
# Years made AYP	0.29*	0.035	0.44*	0.036	-0.13	0.501
Administrator turnover	-0.26	0.063	-0.42*	0.048	-0.06	0.762
% teachers new to school this year	-0.10	0.515	0.02	0.938	-0.19	0.341
% teacher attrition last year	0.21	0.155	0.31	0.172	0.02	0.906
Amount of CSR funding	0.32*	0.019	0.31	0.149	0.13	0.487
1. Research-based methods	0.73*	0.000	0.88*	0.000	0.62*	0.000
2. Comprehensive design	0.75*	0.000	0.75*	0.000	0.78*	0.000
3. Overall professional development	0.86*	0.000	0.81*	0.000	0.91*	0.000
3H. PD: Teaching and learning	0.71*	0.000	0.56*	0.005	0.85*	0.000
4. Goals and objectives	0.61*	0.000	0.68*	0.000	0.58*	0.001
5. Level of teacher commitment	0.73*	0.000	0.85*	0.000	0.58*	0.001
6C. Support provided by district	0.47*	0.000	0.55*	0.006	0.41*	0.025
6B. Support provided by school admin.	0.80*	0.000	0.85*	0.000	0.74*	0.000
7. Parental involvement	0.77*	0.000	0.83*	0.000	0.68*	0.000
8. External assistance	0.62*	0.000	0.78*	0.000	0.42*	0.022
9. Evaluation	0.77*	0.000	0.79*	0.000	0.72*	0.000
9C. Evaluation: Data used for decisions	0.69*	0.000	0.83*	0.000	0.59*	0.001
9F. Evaluation: Formative & summative data	0.64*	0.000	0.71*	0.000	0.57*	0.001
10. Resources	0.68*	0.000	0.75*	0.000	0.58*	0.001
11. Student achievement	0.77*	0.000	0.85*	0.000	0.69*	0.000
12. Culture of continuous improvement	0.77*	0.000	0.77*	0.000		

\* significant at the p<.05 level

**Regression Analysis**

In order to gain a better understanding of the relationships between the dependent variables and the predictor variables, regression analyses were performed for each of the dependent variables. Regression allows us to make causal assumptions; we can say that the sustainability factors predict changes in the dependent variable. This is an advantage over correlation which, as stated above, only allows us to say how associated two variables are.

In addition, by using multiple regression, we can assess the effects of several sustainability factors on one dependent variable at the same time. The factors may or may not be correlated with each other. For the purposes of multiple regression, it does not matter. The process generates statistics representing the influence of each factor independent of the others in the model. This is called a regression coefficient (B), and represents how much change in the dependent variable is predicted by a change of one unit of the sustainability factor. This will be illustrated in the descriptions of the multiple regressions below. The standardized coefficient (Beta) puts all independent variables on the same scale and allows for comparisons of effect size. Sustainability factors were entered into the model using the stepwise method; factors entered one at a time if they were significant at the  $p < .05$  level and retained during subsequent steps as long as they retained a  $p < .10$  significance level.

The regression also generates a statistic called R-squared, which measures what percentage of the variance of the dependent variable is explained by the factors in the model. The first sustainability factor listed in the model explains the most variance, and each subsequent factor entered adds a smaller amount to the total. The closer that number is to 1.0, the better the model fits.

**Findings: Fidelity to the CSR model**

In the multiple regression model for fidelity rating, the overall rating for Component 1 was the variable that explained the most variance. This is no surprise, considering their close conceptual relationship. For every point that the overall rating for Component 1 increased, fidelity is predicted to improve by just over one point (or category). Component 1 was the first variable in the model for both cohorts when examined separately, but its effect size was larger in Cohort 4 than in Cohort 5 Non-Funded.

The only other significant factor was the follow-up item rating schools in Cohort 4 about their culture of continuous improvement. This is slightly unexpected because this item was limited to the one cohort, and yet it affected the model with both cohorts included. The really surprising finding is the direction of the relationship; higher scores on Component 12 predict worse scores on model fidelity. It may be that schools that adopt a culture of continuous improvement are not afraid to modify the original model to address new challenges. That would mean less fidelity to the model; whether the adaptation is successful in solving future problems is an open question.

When Cohort 5 Non-Funded was examined separately, Element 9C (using data to make decisions) was found to be significant. Schools that were rated highly on this element also earned better scores for fidelity to their CSR model.

**Final regression model for fidelity rating**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	2.96	0.51		5.78	0.000
1. Research-based methods	-1.05	0.14	-1.27	-7.64	0.000
12. Culture of continuous improvement	0.71	0.17	0.68	4.10	0.001

**Findings: Total implementation score**

In the multiple regression model for total score, Component 11 (student achievement) was the first variable into the model. An increase of one point on that component rating predicts an

increase of nearly seven points on the total score. Elements 6C (district support) and 3H (professional development affecting teaching and learning) were also significant predictors, with a one-point increase predicting a corresponding increase of about two and one half points on the total score.

When examined separately, the two cohorts produce quite different results. The model for Cohort 4 is almost exactly the same as the combined model, suggesting that, as in the model fidelity results, this cohort is strongly influencing the results. In Cohort 5 Non-Funded, higher scores on Component 3 (professional development), Element 9C (using evaluation data to make decisions) and Component 10 (resources) predict higher reform implementation scores, as does lower teacher turnover in the 2006-07 school year.

#### Final regression model for total implementation score

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	-5.59	2.93		-1.91	0.075
11. Student achievement	6.80	0.50	0.75	13.52	0.000
6C. Support provided by district	2.45	0.40	0.29	6.06	0.000
3H. PD: Teaching and learning	2.53	0.61	0.22	4.14	0.001

#### Summary

One of the clear findings in the quantitative analyses is the lack of relationship between school characteristics and their fidelity to the CSR model and their implementation or sustainability scores. For the combined group of schools which received no CSR funding in the 2006-07 school year, there were only modest correlations between total score and both years making AYP and administrator turnover. These turn out to be driven by Cohort 4 schools, as those correlations are quite small for Cohort 5 Non-Funded schools. Among Cohort 4 schools, administrator turnover was also correlated with fidelity rating. Having many principals was associated with lower scores on fidelity and sustainability. A new principal (or several) who did not work with a reform model from the beginning of the process may not be as knowledgeable or invested as one who was an original stakeholder in the process. This relationship is more likely to show up in Cohort 4 with its four year time frame than in the shorter two year window in which Cohort 5 Non-Funded schools reside.

Focusing on Cohort 4, there are intriguing findings concerning the additional component on which these schools are rated. Component 12 deals with a change in school culture to one in which reform is seen as a continuous process. It might seem counterintuitive that the overall score for this component is positively related to the total sustainability score but negatively related to fidelity. In part, this has to do with the way sustainability was measured; most of the elements were phrased in terms of reform in general rather than CSR specifically. Many schools had adopted scientifically-based approaches in addition to, or instead of, their original CSR model. Most were following one or both closely, resulting in high sustainability scores. But following another model may have reduced their fidelity to the original model. This is not necessarily a negative outcome. The overarching goal of school reform is not model fidelity, but creating schools that actively address student needs using scientifically proven methods. As new needs are identified, they may require a different approach from the ones that led the school to reform in the first place.

For Cohort 5 Non-Funded schools, Element 9C (using data to make decisions) was a significant predictor in both regression equations. Schools in this cohort that did a better job of using the data they collected both maintained higher fidelity to their CSR model and scored higher on implementation. Increasingly, schools are required to embrace the idea that data must drive decision making, as required by the current state and national emphasis on testing in the context of school improvement and increasing student achievement. Therefore, an increased awareness of the value of data provides encouragement for the future.

## APPENDIX

## **Citations from the national literature on CSR sustainability**

Datnow, A. (2005). *The sustainability of comprehensive school reform models in changing district and state contexts*. *Educational Administration Quarterly*, 41(1), 121-153

Taylor, J. E. (2005). *Sustainability: Examining the survival of schools' comprehensive school reform efforts*. American Institutes for Research. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 11-15, 2005.

Weiss, H.B., Coffman, J., and Bohan-Baker, M. (2002). *Evaluation's role in supporting initiative sustainability*. Cambridge, MA: Harvard Family Research Project.

## List of CSR Cohort 4 and Cohort 5 unfunded schools 2006-07

### Cohort 4 Schools (24)

#### System

Atlanta City Schools  
Atlanta City Schools  
Bartow County Schools  
Brantley County Schools  
Bremen City Schools  
Catoosa County Schools  
Chatham County Schools  
Cherokee County Schools  
Cobb County Schools  
Cobb County Schools  
Glynn County Schools  
Greene County Schools  
Oglethorpe County Schools  
Polk County Schools  
Richmond County Schools  
Sumter County Schools  
Walton County Schools  
Walton County Schools  
Whitfield County Schools  
Whitfield County Schools

#### School

Capitol View Elementary  
Morris Brandon Elementary  
Woodland Middle School  
Nahunta Elementary  
Jones Elementary  
Ringgold High  
Heard Elementary  
Buffington Elementary  
Clayton Elementary  
Macedonia Elementary  
Holly Springs Elementary  
Cherokee High  
Griffin Middle School  
South Cobb High  
Satilla Marsh Elementary  
Greene County High  
Oglethorpe County Primary  
Northside Elementary  
Josey High  
Sumter County Primary  
Monroe Primary  
Monroe High  
Eastside Elementary  
Valley Point Middle

## **Cohort 5-Nonfunded Schools (31)**

### **System**

Atlanta Public Schools  
Bacon County Schools  
Burke County Schools  
Burke County Schools  
Chattooga County Schools  
Chattooga County Schools  
Clayton County Schools  
Coffee County Schools  
Coffee County Schools  
Coweta County Schools  
Elbert County Schools  
Elbert County Schools  
Houston County Schools  
Houston County Schools  
Lanier County Schools  
Lanier County Schools  
Meriwether County Schools  
Muscogee County Schools  
Peach County Schools  
Twiggs County Schools

### **School**

Walter Francis White Elem.  
Garden Hills Elementary  
Inman MS  
Fred A. Toomer Elementary  
David McLaughlin Therrell HS  
North Atlanta HS  
Bacon County HS  
Burke County HS  
Burke County MS  
Menlo Elementary  
Chattooga HS  
Jonesboro MS  
Kendrick MS  
Lovejoy MS  
M.D. Roberts MS  
Mundy's Mill MS  
North Clayton MS  
Riverdale MS  
West Coffee MS  
East Coffee MS  
Evans MS  
Elbert Co. HS  
Elbert Co. MS  
Thomson MS  
Northside HS  
Lanier County HS  
Lanier County MS  
Greenville HS  
E. Columbus Magnet Academy  
Peach Co. HS  
Twiggs County MS

## Description and coding of sustainability factors

School Characteristics		CSR Components	
	Explanation		Explanation
Continuing Implementation Level	Total raw score after calculating all points on the components ratings	# of Yrs of CSR funding	Cohort 4 and 5 will have either 1 or 3 years of funding
Fidelity to Model	1=high fidelity to CSR model ;2= fidelity to CSR model and additional or modified strategies; 3= no CSR, but a system of some sort; 4= no CSR model and no system	Amount of CSR funding	actual amount received
Cohort	Cohort 4; Cohort 5	CSR Funding Category	formula will automatically calculate from previous column indicating raw amount; 1= \$50,000=\$100,000; 2= 100,001-150,000; 3= \$151,000 and up
% free/reduced lunch	low= 30% or less, medium= 31%-60%, high=61% or more	1. Research-based (fidelity)	Overall rubric rating
free/reduced lunch category	low= 30% or less, medium= 31%-60%, high=61% or more	2. Comprehensive Design	Overall rubric rating
Size of school	enrollment numbers	3. Overall professional development	Overall on rubric rating 1-5
Type	HS= High school; MS= Middle school; ES= Elementary School	3H. Impact of reform on teaching and learning	Rubric Rating on 3-H (cohort 5) or 3-I (cohort 4) 1-5

AYP	Number of Years the school MET AYP--- Cohort 4: Strong = 3-4; Average =2; 0-1= struggling ---- Cohort 5: 2= Strong; 1= Average; 0= Struggling	4. Goals and Objectives	Rubric Rating all or A: Goals and benchmarks continuing to be set
AYP Category	Cohort 4: Strong = 3-4; Average =2; 0-1= struggling ---- Cohort 5: 2= Strong; 1= Average; 0= Struggling	5. Level of teacher commitment	Rubric Rating 1-5 -- school staff support the reform (component #5); % agreement on survey
Administrator turnover	Number of Administrators in the last five years	6C. Support provided by District	6c: Rubric rating 1-5
Teacher attrition	Number of teachers new to the school last year (b on report cover); number of teachers this year (a on cover)	6B. Support provided by school admin.	6b: Rubric rating 1-5 and % agreement by administrator and by teachers
Teacher attrition category	0-10%= low; 11-19%=moderate; 20-29%=significant; 30% and above= extreme	7. Parental involvement	Overall rubric rating
		8. External assistance	Rubric Rating 1-5; % agreement on survey
		9. Evaluation	9. Rubric rating overall: Ongoing evaluation process - - formative and summative
		9C. Evaluation	Data are being used to make decisions
		9F. Evaluation	Both formative and summative data are being collected
		10. Resources	Rubric Rating C-10 Funds/resources available to support continuation
		11. Student Achievement	Overall rubric rating

**EVALUATION OF CSR SUSTAINABILITY, 2006-07: COHORT 4 SCHOOLS – FOLLOW-UP VISIT**

**Name of School:**  
**Date(s) of Visit:**  
**Evaluators:**

**MODEL:**

<b>CSR Components</b>	<b>Elements/standards for each component</b>	<b>Element Ratings and Overall Component Ratings</b> <b>(DK=don't know/insufficient info)</b>
<b>1</b> <b>Research-Based Methods</b>	<p>A. The school is following their approved reform model to meet previously identified needs</p> <p>1 <i>The school has abandoned the approved reform model.</i></p> <p>3 <i>The school is implementing the CSR model but has modified elements, compromising the overall fidelity of the model.</i></p> <p>5 <i>The school is implementing all components of the approved reform model and is maintaining the fidelity of the research-based model elements.</i></p> <p>B. If new needs have been identified, they are being addressed using a research-based model</p> <p>1 <i>No needs assessment, or school is using only a non-research-based model.</i></p> <p>3 <i>School is using some research-based techniques.</i></p> <p>5 <i>School is fully implementing a research-based model.</i></p> <p>NA <i>No new needs have been identified.</i></p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 NA DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
<b>2</b> <b>Comprehensive Design</b>	<p>A. The reform is aligned with other school improvement efforts</p> <p>1 <i>There is no reform alignment with other school improvement efforts.</i></p> <p>3 <i>Some alignment of reform efforts with other school improvement efforts has occurred.</i></p> <p>5 <i>All aspects of the reform effort are aligned with (tied to) other school improvement efforts through an overall school improvement plan.</i></p> <p>B. Student needs identified in the CSR application are being addressed by the reform</p> <p>1 <i>Student needs are not being addressed by the reform effort.</i></p> <p>3 <i>Some of the needs identified in the grant application are being addressed through the reform however, not all needs are being addressed.</i></p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p>

	<p>5 <i>All student needs identified in the grant application are being addressed by the reform model.</i></p> <p>C. Identifying and addressing school and student needs is an ongoing process</p> <p>1 <i>No form of needs assessment has been conducted since the initial grant application.</i></p> <p>3 <i>A needs assessment has been conducted since the grant application and the reform has been updated to reflect the identified needs.</i></p> <p>5 <i>Needs assessment is an integral part of the ongoing evaluation process tied to the reform. Needs are identified each school year and reform goals and activities are tied to these needs.</i></p> <p>D. The reform involves all grade levels in the school</p> <p>1 <i>A very limited segment of the school is impacted by the reform effort.</i></p> <p>3 <i>At least 50% of the grades are impacted by the reform at this point.</i></p> <p>5 <i>All grades and all students are involved in and impacted by the reform effort.</i></p> <p>E. The reform involves all subject areas in the school</p> <p>1 <i>The reform effort involves only one subject area in the school.</i></p> <p>3 <i>At least half of the subjects in the school are involved in the reform effort.</i></p> <p>5 <i>All subjects are involved in the reform effort either directly OR through reading or writing across the subject areas.</i></p> <p>F. The reform involves all stakeholders.</p> <p>1 <i>Stakeholder involvement has been limited to a select group of teachers and administrators only.</i></p> <p>3 <i>The reform involves most teachers and administrators, but not other stakeholder groups.</i></p> <p>5 <i>The reform effort has involved all stakeholders, including teachers, administrators, support staff, parents, students, and community members.</i></p> <p>G. The reform strategies integrate curriculum changes, technology applications, professional development, use of assessment, and school management changes.</p> <p>1 <i>Reform strategies have not been integrated to include curriculum changes, technology applications, professional development, use of assessment, or school management changes.</i></p> <p>3 <i>Some level of integration among at least 3 of the 5 aspects has occurred.</i></p> <p>5 <i>The school has integrated curriculum changes, technology applications, professional development, use of assessment, and school management changes into a whole-school reform effort.</i></p>	<p>C.) 1 2 3 4 5 DK</p> <p>D.) 1 2 3 4 5 DK</p> <p>E.) 1 2 3 4 5 DK</p> <p>F.) 1 2 3 4 5 DK</p> <p>G.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
--	---	---

<p><b>3</b> <b>Professional Development</b></p>	<p><b>Professional development activities related to the reform:</b></p> <p>A. associated with the reform effort are ongoing</p> <p>1 <i>PD activities associated with the reform effort are not occurring.</i></p> <p>3 <i>Some PD activities are occurring as required by the model, however, not all necessary activities are being implemented.</i></p> <p>5 <i>All PD activities are being implemented as required by the model.</i></p> <p>B. relate to the reform goals for this school</p> <p>1 <i>PD activities are not related to the reform goals</i></p> <p>3 <i>Some PD activities are tied to the goals but the relationship to the reform is not fully understood by the staff.</i></p> <p>5 <i>PD activities are closely tied to the reforms goals for the school and are delivered in such a way to ensure that staff understands the connection between the various PD activities and the reform.</i></p> <p>C. use technology applications when appropriate</p> <p>1 <i>Technology tools are not used during professional development sessions and no training has been provided on the use of technology in education.</i></p> <p>3 <i>Technology tools are used to deliver professional development (LCD projector, computers, etc.).</i></p> <p>5 <i>Technology tools are used to deliver PD, and PD activities are provided that focus on the use of technology in education.</i></p> <p>D. help teachers use assessment to improve student achievement</p> <p>1 <i>No PD activities that focus on the use of assessment to improve student achievement have been offered.</i></p> <p>3 <i>Teachers have received introductory information on the use of assessment to improve student achievement but actual training, application of training and/or follow-up support has not occurred.</i></p> <p>5 <i>Teachers have received training on the use of assessment to improve student achievement, are applying this training, and are receiving follow-up support.</i></p> <p><b>The school:</b></p> <p>E. uses input from teachers in scheduling and evaluating PD activities</p> <p>1 <i>No effort is made to solicit input from teachers in scheduling and evaluating PD activities.</i></p> <p>3 <i>Vehicles are in place to solicit input from teachers in scheduling and/or evaluating PD, however, input is not consistently received and/or used.</i></p> <p>5 <i>Teachers are involved in making decisions about scheduling PD activities and provide feedback that is used to plan and improve future PD.</i></p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p> <p>C.) 1 2 3 4 5 DK</p> <p>D.) 1 2 3 4 5 DK</p> <p>E.) 1 2 3 4 5 DK</p>
---	--	---

	<p>F. provides sufficient time for teachers to participate in reform-related PD and assimilate the knowledge gained.</p> <p>1 <i>No accommodations are made to allow teachers sufficient time to participate in reform-related PD activities.</i></p> <p>3 <i>Accommodations have been made to allow teachers time for PD, however, teachers do not perceive this time as adequate to participate in all PD activities and/or assimilate the knowledge gained.</i></p> <p>5 <i>Effective strategies have been put in place to ensure teachers have sufficient time to participate in reform-related PD activities and assimilate the knowledge gained.</i></p> <p>G. supports the use of new reform knowledge and skills in the classroom (Support is defined as time for planning, guidance/feedback on use, and resources.)</p> <p>1 <i>No follow-up support or resources are provided for teachers to use new reform knowledge and skills in the classroom.</i></p> <p>3 <i>Some teachers receive some level of support OR support is being distributed unevenly across groups of teachers.</i></p> <p>5 <i>Most teachers are provided follow-up support and the necessary resources to implement all strategies gained through PD activities.</i></p> <p>H. Appropriate school personnel are participating in PD activities</p> <p>1 <i>No personnel are participating in PD activities tied to the reform effort.</i></p> <p>3 <i>Limited personnel are participating in PD activities tied to the reform effort through direct training or appropriate redelivery.</i></p> <p>5 <i>All school personnel who should be involved with reform activities are directly participating in PD activities or receiving training through appropriate redelivery.</i></p> <p>I. There is evidence that teaching and learning is changing as a result of participating in reform-related PD (Examples of changes in teaching and learning include climate/relations among teachers and/or students, instructional strategies, organizational structures, student engagement, etc. Evidence can come in various forms – bulletin boards, hall displays, observation of change by interviewees or evaluators.)</p> <p>1 <i>There is no evidence that teaching and learning is changing as a result of participating in reform-related PD</i></p> <p>3 <i>There is some evidence that teaching and learning is changing as a result of participating in reform-related PD</i></p> <p>5 <i>Changes in teaching and learning related to reform PD are evident throughout the school.</i></p>	<p>F.) 1 2 3 4 5 DK</p> <p>G.) 1 2 3 4 5 DK</p> <p>H.) 1 2 3 4 5 DK</p> <p>I.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
--	--	---

<p><b>4</b> <b>Measurable Goals &amp; Objectives</b></p>	<p>A. The school continues to set goals and use benchmark measures to assess student achievement for all students</p> <p>1 <i>The school is not using goals and benchmarks to assess student achievement.</i></p> <p>3 <i>Goals and benchmarks are being used for some, but not all, subgroups of students.</i></p> <p>5 <i>Goals and benchmarks are being used for all students.</i></p>	<p>A.) 1 2 3 4 5 DK</p>
	<p>B. Goals are specific and clearly written</p> <p>1 <i>There are no goals, or they are vaguely worded.</i></p> <p>3 <i>Goals are clearly stated but general in scope.</i></p> <p>5 <i>Goals are clearly and precisely stated.</i></p>	<p>B.) 1 2 3 4 5 DK</p>
	<p>C. Goals are measurable</p> <p>1 <i>There are no goals, or they cannot be measured in a systematic way.</i></p> <p>3 <i>Some goals have specific measures of progress.</i></p> <p>5 <i>Each goal is presented with specific measures of progress.</i></p>	<p>C.) 1 2 3 4 5 DK</p>
	<p>D. Benchmark measures are aligned with the reform goals</p> <p>1 <i>There are no benchmark measures, or they are unrelated to the school's reform goals.</i></p> <p>3 <i>Some benchmark measures are related to the school's reform goals.</i></p> <p>5 <i>There is at least one benchmark measure for each of the school's identified goals, and each benchmark measure is appropriate to its goal.</i></p>	<p>D.) 1 2 3 4 5 DK</p>
	<p>E. Goals reflect current school needs</p> <p>1 <i>There are no goals, or they are unrelated to the school's current needs assessment.</i></p> <p>3 <i>Some goals are related to the school's identified needs.</i></p> <p>5 <i>There is at least one goal for each of the identified needs, and each goal is appropriate to its need.</i></p>	<p>E.) 1 2 3 4 5 DK</p>
	<p>F. Benchmark data are being collected throughout the year</p> <p>1 <i>No benchmark data are being collected; OR benchmark data are only collected at the end of the year.</i></p> <p>3 <i>Benchmark data are collected at the beginning and end of the year, but other related assessment tools are not extensively used.</i></p> <p>5 <i>Benchmark data are collected at regular intervals throughout the school year and other related assessment tools are used to aid in ongoing assessment of student achievement.</i></p>	<p>F.) 1 2 3 4 5 DK</p>
		<p><b>Overall Rating: 1 2 3 4 5</b></p>

<b>5 School Staff Support for the Reform</b>	<p>A. Teachers/staff are aware of and understand their school reform effort this year</p> <p>1 <i>Teachers/staff have no understanding of their school reform effort.</i></p> <p>3 <i>Teachers/staff have some understanding of their school reform effort; OR some teachers/staff have a good understanding but others do not.</i></p> <p>5 <i>All teachers and staff have an in-depth understanding of the school reform effort.</i></p>	<p>A.) 1 2 3 4 5 DK</p>
	<p>B. Teachers/staff are committed to making the reform work in their school</p> <p>1 <i>Teachers/staff demonstrate no commitment to the reform model.</i></p> <p>3 <i>Teachers/staff demonstrate moderate commitment to the reform model; OR some teachers/staff demonstrate a high level of commitment while others display lower levels of commitment.</i></p> <p>5 <i>All teachers and staff demonstrate a high level of commitment to the reform model.</i></p>	<p>B.) 1 2 3 4 5 DK</p>
	<p>C. Teachers/staff are participating in reform activities at their school</p> <p>1 <i>None of the teachers or staff are participating in reform activities.</i></p> <p>3 <i>Some of the teachers/staff are actively involved in reform activities.</i></p> <p>5 <i>All of the teachers and staff are actively participating in reform activities.</i></p>	<p>C.) 1 2 3 4 5 DK</p>
	<p>D. School reform leadership seeks and uses feedback from teachers/staff to improve ongoing reform</p> <p>1 <i>Reform leadership does not ask teachers/staff for feedback about reform activities.</i></p> <p>3 <i>Reform leadership collects some feedback from teachers/staff but does not always use it to improve reform activities.</i></p> <p>5 <i>Reform leadership actively seeks input from teachers and staff and uses it to improve reform activities.</i></p>	<p>D.) 1 2 3 4 5 DK</p>
	<p>E. The school shares information about the reform with school personnel on a regular basis</p> <p>1 <i>The school distributes little or no information about the reform to school personnel.</i></p> <p>3 <i>The school distributes information about the reform to all personnel three to four times a year; or the school shares information with only some personnel groups on a regular basis throughout the year (at least monthly).</i></p> <p>5 <i>The school distributes information about the reform to all school personnel on a regular basis throughout the year (at least monthly).</i></p>	<p>E.) 1 2 3 4 5 DK</p>

<b>6</b> <b>Support</b> <b>Provided to</b> <b>School Staff</b>	<p>A. Reform leadership uses a team approach and shared responsibility for reforms</p> <p>1 <i>There is little or no shared responsibility; decision-making is either very centralized or so diffuse that decision makers do not work together.</i></p> <p>3 <i>Organization exists to create shared responsibility; most school personnel participate in at least some major reform decisions.</i></p> <p>5 <i>All school stakeholders (administrators, teachers, staff) are represented and involved in major reform decisions and power is shared among groups.</i></p>	<p>A.) 1 2 3 4 5 DK</p>
	<p>B. School administrators encourage and facilitate participation in reform by school personnel</p> <p>1 <i>There is little or no support by school administrators for staff participation in reform activities. No incentives (i.e. PLUs, stipends, extra time or flexibility, teacher recognition) are provided to encourage participation.</i></p> <p>3 <i>School administrators give some encouragement to teachers and staff to participate and provide normal incentives (i.e. PLUs, extra time).</i></p> <p>5 <i>School administrators insure that all teachers, staff, and administrators are involved in all reform activities. Multiple incentives (i.e. PLUs, stipends, extra time or flexibility, teacher recognition) are provided to encourage participation. School administrators are “cheerleaders” for reform.</i></p>	<p>B.) 1 2 3 4 5 DK</p>
	<p>C. System administrators are facilitating the implementation of reform activities</p> <p>1 <i>System administrators have no role in reform implementation or are not supportive of it.</i></p> <p>3 <i>System administrators have provided resources but are not actively involved in the reform process.</i></p> <p>5 <i>System administrators participate in reform planning and implementation, insure that all necessary resources are available, and monitor the process on a continuing basis.</i></p>	<p>C.) 1 2 3 4 5 DK</p>
		<p><b>Overall Rating: 1 2 3 4 5</b></p>

<p style="text-align: center;"><b>7</b></p> <p><b>Parent and Community Involvement</b></p>	<p>A. The school informs parents/community about the reform goals and progress</p> <p>1 <i>The school distributes little or no information about the reform to parents or the community.</i></p> <p>3 <i>The school distributes reform information to parents on a quarterly basis throughout the school year using at least two outreach methods (e.g. newsletters, meetings, parent days, school events, etc.).</i></p> <p>5 <i>The school distributes information about reform to parents and the community on at least a monthly basis throughout the school year using multiple outreach methods.</i></p> <p>B. Parents understand reform goals and activities</p> <p>1 <i>Parents have no understanding of reform goals and activities.</i></p> <p>3 <i>Many parents have a basic understanding of reform goals and activities; OR some parents have a clear understanding while the rest have little understanding.</i></p> <p>5 <i>Most parents have a clear understanding of reform goals and activities.</i></p> <p>C. Parents and community members are meaningfully involved with planning, implementing, and evaluating the reform</p> <p>1 <i>Parents and community members have no role in planning, implementing, or evaluating the reform.</i></p> <p>3 <i>A variety of parents and community members provide input into planning, implementing, or evaluating the reform, e.g. through surveys or meetings.</i></p> <p>5 <i>Parents and community members have leadership roles and a variety of parents regularly provide significant input into planning, implementing, and evaluating the reform.</i></p> <p>D. The school has created opportunities for parents to be involved with their child's instructional program related to reform. "Instructional program" is defined as activities related to the reform model or goals, whether in the classroom, after school (e.g. homework responsibilities), or participating in other reform-related activities (e.g. attending informational sessions, etc.).</p> <p>1 <i>Parents have no opportunity in their child's instructional program related to the reform.</i></p> <p>3 <i>Parents have some opportunity to be involved in their child's instructional program.</i></p> <p>5 <i>Parents have a variety of opportunities to be involved in their child's instructional program.</i></p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p> <p>C.) 1 2 3 4 5 DK</p> <p>D.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
--	---	---

<p style="text-align: center;"><b>8</b> <b>External Assistance</b></p>	<p><b>Services provided by the external expert(s):</b></p> <p>A. are taking place as required for this reform</p> <p>1 <i>External assistance to support the continuation of this reform is not being provided.</i></p> <p>3 <i>External assistance by the model provider is limited in scope; OR someone other than the model provider is delivering external assistance.</i></p> <p>5 <i>Adequate external assistance to support the continuation of this reform is being delivered by the model provider.</i></p> <p>B. are of high quality</p> <p>1 <i>External assistance is not being provided OR the quality of external assistance being provided is low; school staff is not satisfied with the quality of assistance.</i></p> <p>3 <i>The quality of external assistance being provided is at an acceptable level.</i></p> <p>5 <i>The quality of external assistance being provided is high and school staff is very satisfied with services.</i></p> <p>C. are positively impacting teaching and learning</p> <p>1 <i>External assistance is not positively impacting teaching and learning.</i></p> <p>3 <i>External assistance is positively impacting teaching and learning in some areas of the reform.</i></p> <p>5 <i>The level of external assistance is having a significant impact on teaching and learning in the school.</i></p> <p>D. involve working collaboratively with school stakeholders (School stakeholders defined as administrators, teachers, support staff, and district personnel.)</p> <p>1 <i>There is no external assistance OR external expert does not work collaboratively with school stakeholders.</i></p> <p>3 <i>The external expert works collaboratively with some school stakeholder groups.</i></p> <p>5 <i>The external expert works collaboratively with all school stakeholder groups at all times and has a good working relationship with the school.</i></p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p> <p>C.) 1 2 3 4 5 DK</p> <p>D.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
--	---	---

<p><b>9 Evaluation Strategies</b></p>	<p>A. The school has a comprehensive written evaluation plan that addresses what data will be collected, who is responsible for data collection, a timetable for data collection, and how the data will be analyzed and reported for all CSR outcomes</p> <p>1 <i>There is no written evaluation plan.</i></p> <p>3 <i>The evaluation plan includes some but not all evaluation activities; OR the plan addresses all evaluation activities but descriptions are vague.</i></p> <p>5 <i>The evaluation plan contains clear descriptions of all relevant evaluation activities, including evidence from classroom monitoring by school personnel of reform model implementation.</i></p>	<p>A.) 1 2 3 4 5 DK</p>
	<p>B. The school is following the activities and timelines in their evaluation plan</p> <p>1 <i>The school is not doing any evaluation or is far behind schedule.</i></p> <p>3 <i>The school is doing some evaluation activities and is generally following its planned timeline.</i></p> <p>5 <i>The school is carrying out all of the activities in its evaluation plan and is following its timeline exactly as planned.</i></p>	<p>B.) 1 2 3 4 5 DK</p>
	<p>C. Evaluation information about the reform is being shared with school personnel</p> <p>1 <i>Evaluation information about the reform is never or rarely shared with school personnel.</i></p> <p>3 <i>The school distributes evaluation information about the reform progress and results to all personnel three to four times a year; or with only some personnel groups on a regular basis throughout the year (at least monthly).</i></p> <p>5 <i>The school distributes evaluation information about the reform progress and results to all school personnel on a regular basis throughout the year (at least monthly).</i></p>	<p>C.) 1 2 3 4 5 DK</p>
	<p>D. Evaluation information about the reform is being shared with parents and the community</p> <p>1 <i>Evaluation information about the reform is never or rarely shared with parents or the community.</i></p> <p>3 <i>Evaluation information about the reform is shared with parents and the community several times a year (3-4).</i></p> <p>5 <i>Evaluation information about the reform progress and results is shared with parents and the community at least monthly throughout the school year.</i></p>	<p>D.) 1 2 3 4 5 DK</p>
	<p>E. Both formative and summative data are collected</p> <p>1 <i>Only summative data are collected..</i></p> <p>3 <i>Some teachers and administrators use progress measures as well as outcomes data for student learning and school improvement.</i></p> <p>5 <i>Most teachers and administrators use progress measures as well as outcomes data for student learning and school improvement.</i></p>	<p>E.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>

<p style="text-align: center;"><b>10 Resources</b></p>	<p>A. Resources are being coordinated to support ongoing reform implementation</p> <p>1 <i>No other funds are being used to support the reform effort</i></p> <p>3 <i>There is some coordination of school or system resources to support some aspects of the reform effort.</i></p> <p>5 <i>Multiple sources of funds have been coordinated to support ongoing reform implementation</i></p>	<p>A.) 1 2 3 4 5 DK</p>
	<p>B. Leadership is committed to continuing reform efforts</p> <p>1 <i>School and system leadership have not identified resources needed to support the continuation of the reform effort beyond the current period.</i></p> <p>3 <i>School and system leadership are committed to continuing reform and some funds have been identified/appropriated to support some aspects of the reform effort beyond the current period.</i></p> <p>5 <i>School and system leadership have committed funds/resources for continuation of reform activities beyond the current period.</i></p>	<p>B.) 1 2 3 4 5 DK</p>
	<p>C. The school has sufficient local autonomy over resources and the school budget to implement reform activities</p> <p>1 <i>Decisions on how resources are used to support the reform effort are not made at the building level.</i></p> <p>3 <i>Some decisions on how resources are used to support the reform effort are made at the building level and others at the central office level.</i></p> <p>5 <i>The school has complete local autonomy with oversight and guidance from the central office.</i></p>	<p>C.) 1 2 3 4 5 DK</p>
	<p>D. Resources are adequate to carry out reform activities as approved</p> <p>1 <i>Resources are not adequate to carry out reform activities this year.</i></p> <p>3 <i>Resources are adequate in some areas and not in others.</i></p> <p>5 <i>Resources are adequate to support the reform effort schoolwide, including individual classroom needs.</i></p>	<p>D.) 1 2 3 4 5 DK</p>
	<p><b>Overall Rating: 1 2 3 4 5</b></p>	

<p style="text-align: center;"><b>11 Student Achievement</b></p>	<p>A. Information is being used to help the school document student achievement</p> <p>1 <i>Only standardized test results are being used.</i></p> <p>3 <i>Some student achievement assessment tools in addition to state-required standardized tests are collected and used in decision making (i.e. other standardized tests, classroom tests, project activities, etc.).</i></p> <p>5 <i>A wide variety of student achievement assessment tools in addition to standardized tests are collected and used in decision making (i.e. standardized tests, classroom tests, project activities, attendance, etc.).</i></p> <p>B. Achievement test results or other student outcomes have improved in the past three years since CSR</p> <p>1 <i>There is no evidence of improved student achievement test results or other student outcomes.</i></p> <p>3 <i>There is limited evidence of improved student achievement test results in some grades and/or subjects and in other student outcomes.</i></p> <p>5 <i>There is extensive evidence of improved student achievement results in some grades and/or subjects and in other student outcomes.</i></p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
--	---	---

**OVERALL REFORM CONTINUATION LEVEL:** \_\_\_\_\_  
 (Total points from overall rating on each of 11 components)  
 LOW = 11 – 24 points  
 MEDIUM = 25 – 40 points  
 HIGH = 41 - 55 points

<p><b>Follow-Up Study: Culture of Continuous Reform</b></p>	<p>A. The school has created an infrastructure (systems and/or structures) to support continuous reform. (Some examples of systems or structures would include ongoing research on best practices, acculturation of new teachers, process for continuous analysis of needs, application of technology to support education, etc.)</p> <p>1 <i>Very few, if any, systems are in place to facilitate ongoing, continuous reform.</i></p> <p>3 <i>Some of the structures needed to support school reform are in place; however, not every area of whole-school reform is supported.</i></p> <p>5 <i>The necessary systems and structures at the school level are in place to facilitate continuous whole-school reform.</i></p> <p>B. The school system has created an infrastructure to support continuous reform at the school level ( Examples of system-level support – instructional coaches at all schools, leadership, professional development for administrators, grant writing teams for resource development at the system level, accountability reporting on progress on a quarterly basis, expectations for ongoing reform, professional development program tied to individual school needs as opposed to a one-size-fits-all professional development program.)</p> <p>1 <i>The school system has not created systems or structures designed to support school improvement efforts.</i></p> <p>3 <i>There are some systems or structures in place at the system level (or provided by the system) to support ongoing school reform.</i></p> <p>5 <i>The necessary systems and structures at the system level are in place to facilitate continuous whole-school reform.</i></p> <p>C. A culture of data-driven decision making exists</p> <p>1 <i>Very few decisions are made based on data</i></p> <p>3 <i>Data collected annually (test scores, attendance and discipline data, surveys, etc.) are used to make decisions.</i></p> <p>5 <i>Data is collected at all levels, from the individual student to the classroom to the school, on an ongoing basis throughout the school year to guide decisions in all areas.</i></p> <p>D. Application of knowledge and skills to meet the ever-changing challenges</p> <p>1 <i>The school is not able to expand beyond the model to address new challenges.</i></p> <p>3 <i>The school is able to address some new challenges.</i></p> <p>5 <i>The school is able to apply the knowledge and skill to meet new challenges and is innovatively addressing those challenges.</i></p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p> <p>C.) 1 2 3 4 5 DK</p> <p>D.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
---	--	---

EVALUATION OF CSR CONTINUATION, 2006-07: COHORT 5 NON-FUNDED SCHOOLS – FOLLOW-UP VISIT

Name of School:

MODEL:

Date(s) of Visit:

Evaluators:

Based on the interview, indicate which category best matches the school:

Categories of Schools:	Choose one
1. High fidelity to CSR model	
2. Fidelity to CSR + additional or modified strategies	
a. using research-based methods	
b. using non research-based methods	
3. No CSR but systematic (schoolwide) reform effort is occurring	
a. using research-based methods	
b. using non research-based methods	
4. No CSR or any other systematic (schoolwide) reform effort is occurring	

CSR Components	Elements/standards for each component	Element Ratings and Overall Component Ratings (DK=don't know/insufficient info)
<b>1a Model Fidelity</b>	A. The school is following their approved reform model 1 <i>The school has abandoned the approved reform model.</i> 3 <i>The school is implementing the CSR model but has modified elements, compromising the overall fidelity of the model.</i> 5 <i>The school is implementing all components of the approved reform model and is maintaining the fidelity of the research-based model elements.</i>	A.) 1 2 3 4 5 DK *If less than 5, rate 1b also
<b>1b Research-Based Methods</b>	A. Research-based reform activities are being implemented other than CSR. 1 <i>No research-based reform activities are being implemented this school year.</i> 3 <i>Limited research-based reform activities are being implemented in addition to or instead of CSR.</i> 5 <i>Extensive Implementation of research-based reform activities is occurring in the school in addition to or instead of CSR.</i>	A.) 1 2 3 4 5 DK *Do not rate if 1a was rated 5

<p style="text-align: center;"><b>2</b> <b>Comprehensive Design</b></p>	<p><b>NOTE: "Reform" means CSR or other schoolwide reform efforts.</b></p> <p>A. Student needs identified in the CSR application are being addressed by CSR or other related reform efforts</p> <p>1 <i>Student needs are not being addressed by the reform effort.</i></p> <p>3 <i>Some of the needs identified in the grant application are being addressed through the reform however, not all needs are being addressed.</i></p> <p>5 <i>All student needs identified in the grant application are being addressed by the reform model.</i></p> <p>B. The reform involves all grade levels in the school</p> <p>1 <i>A very limited segment of the school is impacted by the reform effort.</i></p> <p>3 <i>At least 50% of the grades are impacted by the reform at this point.</i></p> <p>5 <i>All grades and all students are involved in and impacted by the reform effort.</i></p> <p>C. The reform involves all subject areas in the school</p> <p>1 <i>The reform effort involves only one subject area in the school.</i></p> <p>3 <i>At least half of the subjects in the school are involved in the reform effort.</i></p> <p>5 <i>All subjects are involved in the reform effort either directly OR through reading or writing across the subject areas.</i></p> <p>D. The reform strategies integrate curriculum changes, technology applications, professional development, use of assessment, and school management changes.</p> <p>1 <i>Reform strategies have not been integrated to include curriculum changes, technology applications, professional development, use of assessment, or school management changes.</i></p> <p>3 <i>Some level of integration among at least 3 of the 5 aspects has occurred.</i></p> <p>5 <i>The school has integrated curriculum changes, technology applications, professional development, use of assessment, and school management changes into a whole-school reform effort.</i></p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p> <p>C.) 1 2 3 4 5 DK</p> <p>D.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
---	---	---

<p style="text-align: center;"><b>3</b></p> <p><b>Professional Development</b></p>	<p><b>Professional development activities related to the reform:</b></p> <p>A. relate to CSR or other reform goals for this school</p> <p style="padding-left: 20px;">1 <i>PD activities are not related to reform goals</i></p> <p style="padding-left: 20px;">3 <i>Some PD activities are tied to the goals of CSR or other reforms.</i></p> <p style="padding-left: 20px;">5 <i>Most PD activities are closely tied to the reforms goals for the school</i></p> <p>B. use technology applications when appropriate</p> <p style="padding-left: 20px;">1 <i>Technology tools are not used during professional development sessions and no training has been provided on the use of technology in education.</i></p> <p style="padding-left: 20px;">3 <i>Technology tools are used to deliver professional development (LCD projector, computers, etc.).</i></p> <p style="padding-left: 20px;">5 <i>Technology tools are used to deliver PD, and PD activities are provided that focus on the use of technology in education.</i></p> <p>C. help teachers use assessment to improve student achievement</p> <p style="padding-left: 20px;">1 <i>No PD activities that focus on the use of assessment to improve student achievement have been offered.</i></p> <p style="padding-left: 20px;">3 <i>Teachers have received introductory information on the use of assessment to improve student achievement but actual training, application of training and/or follow-up support has not occurred.</i></p> <p style="padding-left: 20px;">5 <i>Teachers have received training on the use of assessment to improve student achievement, are applying this training, and are receiving follow-up support.</i></p> <p><b>The school:</b></p> <p>D. uses input from teachers in scheduling and evaluating PD activities</p> <p style="padding-left: 20px;">1 <i>No effort is made to solicit input from teachers in scheduling and evaluating PD activities.</i></p> <p style="padding-left: 20px;">3 <i>Vehicles are in place to solicit input from teachers in scheduling and/or evaluating PD, however, input is not consistently received and/or used.</i></p> <p style="padding-left: 20px;">5 <i>Teachers are involved in making decisions about scheduling PD activities and provide feedback that is used to plan and improve future PD.</i></p> <p>E. provides sufficient time for teachers to participate in reform-related PD and assimilate the knowledge gained.</p> <p style="padding-left: 20px;">1 <i>No accommodations are made to allow teachers sufficient time to participate in reform-related PD activities.</i></p> <p style="padding-left: 20px;">3 <i>Accommodations have been made to allow teachers time for PD, however, teachers do not perceive this time as adequate to participate in all PD activities and/or assimilate the knowledge gained.</i></p> <p style="padding-left: 20px;">5 <i>Effective strategies have been put in place to ensure teachers have sufficient time to participate in reform-related PD activities and assimilate the knowledge gained.</i></p> <p>F. supports the use of new reform knowledge and skills in the classroom (Support is defined as time for planning,</p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p> <p>C.) 1 2 3 4 5 DK</p> <p>D.) 1 2 3 4 5 DK</p> <p>E.) 1 2 3 4 5 DK</p> <p>F.) 1 2 3 4 5 DK</p>
--	---	---

	<p>guidance/feedback on use, and resources.)</p> <p>1 <i>No follow-up support or resources are provided for teachers to use new reform knowledge and skills in the classroom.</i></p> <p>3 <i>Some teachers receive some level of support OR support is being distributed unevenly across groups of teachers.</i></p> <p>5 <i>Most teachers are provided follow-up support and the necessary resources to implement all strategies gained through PD activities.</i></p> <p>G. Appropriate school personnel are participating in PD activities</p> <p>1 <i>No personnel are participating in PD activities tied to the reform effort.</i></p> <p>3 <i>Limited personnel are participating in PD activities tied to the reform effort through direct training or appropriate redelivery.</i></p> <p>5 <i>All school personnel who should be involved with reform activities are directly participating in PD activities or receiving training through appropriate redelivery.</i></p> <p>H. There is evidence that teaching and learning is changing as a result of participating in reform-related PD (Examples of changes in teaching and learning include climate/relations among teachers and/or students, instructional strategies, organizational structures, student engagement, etc. Evidence can come in various forms – bulletin boards, hall displays, observation of change by interviewees or evaluators.)</p> <p>1 <i>There is no evidence that teaching and learning is changing as a result of participating in reform-related PD</i></p> <p>3 <i>There is some evidence that teaching and learning is changing as a result of participating in reform-related PD</i></p> <p>5 <i>Changes in teaching and learning related to reform PD are evident throughout the school.</i></p>	<p>G.) 1 2 3 4 5 DK</p> <p>H.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
--	---	---

<p style="text-align: center;"><b>4</b> <b>Measurable Goals &amp; Objectives</b></p>	<p>A. The school continues to set goals and use benchmark measures to assess student achievement for all students  <i>1 The school is not using goals and benchmark measures to assess student achievement.</i>  <i>3 Goals and benchmark measures are being used for some, but not all, subgroups of students.</i>  <i>5 Goals and benchmark measures are being used for all students.</i></p> <p>B. Goals reflect the school needs  <i>1 There are no goals, or they have not been updated to address changes in school needs..</i>  <i>3 Some goals are related to the school's identified needs.</i>  <i>5 There is at least one goal for each of the identified needs, and each goal is appropriate to its need.</i></p> <p>C. Benchmark data are being collected throughout the year  <i>1 No benchmark data are being collected; OR benchmark data are only collected at the end of the year.</i>  <i>3 Benchmark data are collected at the beginning and end of the year, but other related assessment tools are not extensively used.</i>  <i>5 Benchmark data are collected at regular intervals throughout the school year and other related assessment tools are used to aid in ongoing assessment of student achievement.</i></p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p> <p>C.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
<p style="text-align: center;"><b>5</b> <b>School Staff Support for the Reform</b></p>	<p>A. Teachers/staff are aware of and understand their school reform effort this year  <i>1 Teachers/staff have no understanding of their school reform effort.</i>  <i>3 Teachers/staff have some understanding of their school reform effort; OR some teachers/staff have a good understanding but others do not.</i>  <i>5 All teachers and staff have an in-depth understanding of the school reform effort.</i></p> <p>B. Teachers/staff are committed to making the reform work in their school  <i>1 Teachers/staff demonstrate no commitment to the reform model.</i>  <i>3 Teachers/staff demonstrate moderate commitment to the reform model; OR some teachers/staff demonstrate a high level of commitment while others display lower levels of commitment.</i>  <i>5 All teachers and staff demonstrate a high level of commitment to the reform model.</i></p> <p>C. Teachers/staff are participating in reform activities at their school  <i>1 None of the teachers or staff are participating in reform activities.</i>  <i>3 Some of the teachers/staff are actively involved in reform activities.</i>  <i>5 All of the teachers and staff are actively participating in reform activities.</i></p> <p>D. School reform leadership seeks and uses feedback from teachers/staff to improve CSR implementation</p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p> <p>C.) 1 2 3 4 5 DK</p> <p>D.) 1 2 3 4 5 DK</p>

	<p>1 CSR leadership does not ask teachers/staff for feedback about reform activities.</p> <p>3 CSR leadership collects some feedback from teachers/staff but does not always use it to improve reform activities.</p> <p>5 CSR leadership actively seeks input from teachers and staff and uses it to improve reform activities.</p> <p>E. The school shares information about the reform with school personnel on a regular basis</p> <p>1 The school distributes little or no information about the reform to school personnel.</p> <p>3 The school distributes information about the reform to all personnel three to four times a year; or the school shares information with only some personnel groups on a regular basis throughout the year (at least monthly).</p> <p>5 The school distributes information about the reform to all school personnel on a regular basis throughout the year (at least monthly).</p>	<p>E.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
<p><b>6</b> <b>Support</b> <b>Provided to</b> <b>School Staff</b></p>	<p>A. Reform leadership uses a team approach and shared responsibility for reforms</p> <p>1 There is little or no shared responsibility; decision-making is either very centralized or so diffuse that decision makers do not work together.</p> <p>3 Organization exists to create shared responsibility; most school personnel participate in at least some major reform decisions.</p> <p>5 All school stakeholders (administrators, teachers, staff) are represented and involved in major reform decisions and power is shared among groups.</p> <p>B. School administrators encourage and facilitate participation in reform by school personnel</p> <p>1 There is little or no support by school administrators for staff participation in reform activities. No incentives (i.e. PLUs, stipends, extra time or flexibility, teacher recognition) are provided to encourage participation.</p> <p>3 School administrators give some encouragement to teachers and staff to participate and provide normal incentives (i.e. PLUs, extra time).</p> <p>5 School administrators insure that all teachers, staff, and administrators are involved in all reform activities. Multiple incentives (i.e. PLUs, stipends, extra time or flexibility, teacher recognition) are provided to encourage participation. School administrators are “cheerleaders” for reform.</p> <p>C. System administrators are facilitating the implementation of reform activities</p> <p>1 System administrators have no role in reform implementation or are not supportive of it.</p> <p>3 System administrators have provided resources but are not actively involved in the reform process.</p> <p>5 System administrators participate in reform planning and implementation, insure that all necessary resources are available, and monitor the process on a continuing basis.</p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p> <p>C.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>

<p style="text-align: center;"><b>7</b></p> <p><b>Parent and Community Involvement</b></p>	<p>A. The school informs parents/community about the reform goals and progress</p> <p>1 <i>The school distributes little or no information about the reform to parents or the community.</i></p> <p>3 <i>The school distributes reform information to parents on a quarterly basis throughout the school year using at least two outreach methods (e.g. newsletters, meetings, parent days, school events, etc.).</i></p> <p>5 <i>The school distributes information about reform to parents and the community on at least a monthly basis throughout the school year using multiple outreach methods.</i></p> <p>B. Parents understand reform goals and activities</p> <p>1 <i>Parents have no understanding of reform goals and activities.</i></p> <p>3 <i>Many parents have a basic understanding of reform goals and activities; OR some parents have a clear understanding while the rest have little understanding.</i></p> <p>5 <i>Most parents have a clear understanding of reform goals and activities.</i></p> <p>C. Parents and community members are meaningfully involved with planning, implementing, and evaluating the reform</p> <p>1 <i>Parents and community members have no role in planning, implementing, or evaluating the reform.</i></p> <p>3 <i>A variety of parents and community members provide input into planning, implementing, or evaluating the reform, e.g. through surveys or meetings.</i></p> <p>5 <i>Parents and community members have leadership roles and a variety of parents regularly provide significant input into planning, implementing, and evaluating the reform.</i></p> <p>D. The school has created opportunities for parents to be involved with their child's instructional program related to reform. "Instructional program" is defined as activities related to the reform model or goals, whether in the classroom, after school (e.g. homework responsibilities), or participating in other reform-related activities (e.g. attending informational sessions, etc.).</p> <p>1 <i>Parents have no opportunity in their child's instructional program related to the reform.</i></p> <p>3 <i>Parents have some opportunity to be involved in their child's instructional program.</i></p> <p>5 <i>Parents have a variety of opportunities to be involved in their child's instructional program.</i></p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p> <p>C.) 1 2 3 4 5 DK</p> <p>D.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
--	---	---

<p><b>8</b> <b>External Assistance</b></p>	<p><b>Services provided by the external expert(s):</b></p> <p>A. are taking place as required for this reform</p> <p>1 <i>External assistance is not being provided, as required for this reform.</i></p> <p>3 <i>External assistance is being delivered by the model provider but is behind schedule or is limited in scope; or someone other than the model provider is delivering external assistance.</i></p> <p>5 <i>External assistance is being delivered on schedule by the model provider as required for full implementation of this reform.</i></p> <p>B. are of high quality</p> <p>1 <i>External assistance is not being provided OR the quality of external assistance being provided is low; school staff is not satisfied with the quality of assistance.</i></p> <p>3 <i>External assistance is being provided at an acceptable level of quality.</i></p> <p>5 <i>The quality of external assistance being provided is high and school staff is very satisfied with services.</i></p> <p>C. are positively impacting teaching and learning</p> <p>1 <i>External assistance is not positively impacting teaching and learning.</i></p> <p>3 <i>External assistance is positively impacting teaching and learning in some areas of the reform.</i></p> <p>5 <i>The level of external assistance is having a significant impact on teaching and learning in the school.</i></p> <p>D. involve working collaboratively with school stakeholders (School stakeholders defined as administrators, teachers, support staff, and district personnel.)</p> <p>1 <i>There is no external assistance OR external expert does not work collaboratively with school stakeholders.</i></p> <p>3 <i>The external expert works collaboratively with some school stakeholder groups.</i></p> <p>5 <i>The external expert works collaboratively with all school stakeholder groups at all times and has a good working relationship with the school.</i></p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p> <p>C.) 1 2 3 4 5 DK</p> <p>D.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
<p><b>9</b> <b>Evaluation Strategies</b></p>	<p>A. The school has a comprehensive written evaluation plan that addresses what data will be collected, who is responsible for data collection, a timetable for data collection, and how the data will be analyzed and reported for all CSR outcomes</p> <p>1 <i>There is no written evaluation plan.</i></p> <p>3 <i>The evaluation plan includes some but not all evaluation activities; OR the plan addresses all evaluation activities but descriptions are vague.</i></p> <p>5 <i>The evaluation plan contains clear descriptions of all relevant evaluation activities, including evidence from classroom monitoring by school personnel of reform model implementation.</i></p>	<p>A.) 1 2 3 4 5 DK</p>

	<p>B. The school is following the activities and timelines in their evaluation plan</p> <p>1 <i>The school is not doing any evaluation or is far behind schedule.</i></p> <p>3 <i>The school is doing some evaluation activities and is generally following its planned timeline.</i></p> <p>5 <i>The school is carrying out all of the activities in its evaluation plan and is following its timeline exactly as planned.</i></p> <p>C. Evaluation data are being used to make decisions about the reform process</p> <p>1 <i>Evaluation data are not used to make decisions about the reform process.</i></p> <p>3 <i>Evaluation data are used for some decisions related to the reform process (e.g. school-level decisions such as student promotion and retention, professional development planning, staff assignments).</i></p> <p>5 <i>Evaluation data are used for every major decision related to the reform progress (e.g. school level decisions and classroom-level decisions such as regrouping students and remediation versus enrichment). The majority of reform and instructional decisions are data-driven.</i></p> <p>D. Evaluation information about the reform is being shared with school personnel</p> <p>1 <i>Evaluation information about the reform is never or rarely shared with school personnel.</i></p> <p>3 <i>The school distributes evaluation information about the reform progress and results to all personnel three to four times a year; or with only some personnel groups on a regular basis throughout the year (at least monthly).</i></p> <p>5 <i>The school distributes evaluation information about the reform progress and results to all school personnel on a regular basis throughout the year (at least monthly).</i></p> <p>E. Evaluation information about the reform is being shared with parents and the community</p> <p>1 <i>Evaluation information about the reform is never or rarely shared with parents or the community.</i></p> <p>3 <i>Evaluation information about the reform is shared with parents and the community several times a year (3-4 times).</i></p> <p>5 <i>Evaluation information about the reform progress and results is shared with parents and the community at least monthly throughout the school year.</i></p> <p>F. Both formative and summative data are being collected</p> <p>1 <i>Data are only collected and reported at the end of the school year.</i></p> <p>3 <i>Some teachers and administrators use progress measures as well as outcomes data for student learning and school improvement.</i></p> <p>5 <i>Most teachers and administrators use progress measures as well as outcomes data for student learning and school improvement.</i></p>	<p>B.) 1 2 3 4 5 DK</p> <p>C.) 1 2 3 4 5 DK</p> <p>D.) 1 2 3 4 5 DK</p> <p>E.) 1 2 3 4 5 DK</p> <p>F.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
--	--	---

<b>10 Resources</b>	A. Resources have been reallocated to continue support for CSR 1 <i>No resources are being used to continue any components of CSR this year.</i> 3 <i>Title I or other sources of funds and resources are being used in limited ways to continue CSR this year.</i> 5 <i>Title I and other funding sources have been reallocated to allow CSR to continue at a high level of implementation.</i>	A.) 1 2 3 4 5 DK
	B. Resources are being coordinated to support broader reform initiatives 1 <i>No other funds are being used to support reform efforts.</i> 3 <i>There is some coordination of school or system resources to support some aspects of the reform effort.</i> 5 <i>Multiple sources of funds have been coordinated to support ongoing reform implementation.</i>	B.) 1 2 3 4 5 DK
	C. Leadership is committed to continuing reform efforts in the future 1 <i>School and system leadership have not identified resources needed to support the continuation of the reform effort beyond the current period (this year).</i> 3 <i>School and system leadership are committed to continuing reform and some funds have been identified/appropriated to support some aspects of the reform effort beyond the current period (this year).</i> 5 <i>School and system leadership have committed funds/resources for continuation of reform activities beyond the current period (this year).</i>	C.) 1 2 3 4 5 DK
	D. Resources are adequate to carry out reform activities as originally planned for CSR 1 <i>Resources are not adequate to carry out CSR reform activities.</i> 3 <i>Resources are adequate in some areas and not in others.</i> 5 <i>Resources are adequate to support CSR reform effort schoolwide.</i>	D.) 1 2 3 4 5 DK
		<b>Overall Rating: 1 2 3 4 5</b>

<p style="text-align: center;"><b>11 Student Achievement</b></p>	<p>A. Information is being collected to help the school document student achievement</p> <p>1 <i>Only standardized test results are being used.</i></p> <p>3 <i>Some student achievement assessment tools in addition to standardized tests are collected and used in decision making (i.e. standardized tests, classroom tests, project activities, etc.).</i></p> <p>5 <i>A wide variety of student achievement assessment tools in addition to standardized tests are collected and used in decision making (i.e. standardized tests, classroom tests, project activities, attendance, etc.).</i></p> <p>B. Achievement test results or other student outcomes have improved</p> <p>1 <i>There is no evidence of improved student achievement test results or other student outcomes.</i></p> <p>3 <i>There is limited evidence of improved student achievement test results in some grades and/or subjects and in other student outcomes.</i></p> <p>5 <i>There is extensive evidence of improved student achievement results in some grades and/or subjects and in other student outcomes.</i></p>	<p>A.) 1 2 3 4 5 DK</p> <p>B.) 1 2 3 4 5 DK</p> <p><b>Overall Rating: 1 2 3 4 5</b></p>
--	---	---

## Regression results for Cohort 4 and Cohort 5 Non-Funded

### Final regression model for fidelity rating: Cohort 4

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	2.96	0.51		5.78	0.000
1. Research-based methods	-1.05	0.14	-1.27	-7.64	0.000
12. Culture of continuous improvement	0.71	0.17	0.68	4.10	0.001

### Final regression model for fidelity rating: Cohort 5 Non-Funded

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	4.65	0.47		9.99	0.000
1. Research-based methods	-0.42	0.10	-0.57	-4.06	0.000
9C. Evaluation: Data used for decisions	-0.28	0.11	-0.35	-2.48	0.021

### Final regression model for total implementation score: Cohort 4

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	-5.62	3.03		-1.85	0.085
11. Student Achievement	6.77	0.54	0.74	12.45	0.000
6C. Support provided by district	2.45	0.42	0.29	5.84	0.000
3H. PD: Teaching and learning	2.56	0.66	0.22	3.86	0.002

### Final regression model for total implementation score: Cohort 5 Non-Funded

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	13.10	1.86		7.05	0.000
3. Overall professional development	5.68	0.61	0.71	9.27	0.000
% of teachers new to school this year	-14.05	3.39	-0.22	-4.14	0.000
9C. Evaluation: Data used for decisions	1.33	0.40	0.22	3.35	0.003
10. Resources	1.02	0.37	0.18	2.74	0.012